



Indiana State
University

NCA Self-Study Report

Who We Are
Where We've Been
Where We're Going





NCA Self-Study Report

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

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Table of Contents

NCA Self-Study Report

PREFACE TO THE REPORT

About This Report and Self-Study

INTRODUCTION

About Indiana State University

Chapter 1 RESPONDING TO A CHANGING WORLD

The Self-Study Process Design	1
Writing the Report	1
Organization of This Report	2
ISU's Strategic Plan and the NCA Criteria	3
Addressing the Criteria for Accreditation and GIRs.....	3
Overview of Accreditation History	3

Institutional History and Profile: ISU's Past and Present	7
A Commitment to Undergraduate Education	7
Linking Research to Teaching.....	9
Connecting ISU with its Community	9
Summary	10
Mission	10
Mission Explication	10
The Institution	10
The Students	11
The Programs	11
The Faculty	11
The Staff	12
Vision	12
ISU's Vision	12
The Progressive Public University	12
Values	13
The Strategic Planning Process at ISU: An Overview.....	13
Important Dates in the Strategic Planning Process	15
Conclusion	15

Introduction	19
A Progressive Public University: Continuity through Change	19
ISU's Environmental Context in the 1990s	20
Changes and Strategic Developments, 1990-99:	
ISU Responses to the New Paradigms of Engagement	22
Paradigm Shift #1: Internal Focus to External Focus	22
Paradigm Shift #2: Monocultural to Multicultural Perspective.....	23
Paradigm Shift #3: Sellers' Market to Buyers' Market.....	24
Paradigm Shift #4: Single Venue to Multiple Venues	25
Paradigm Shift #5: Institution-Centered to Collaborative-Centered	26
Paradigm Shift #6: Disciplinary Focus to Multidisciplinary Focus.....	27
Paradigm Shift #7: Teaching-Centered to Learning-Centered	27
Paradigm Shift #8: Faculty/Administrative-Centered to Student-Centered	28
Paradigm Shift #9: Culture of Entitlement to Culture of Accountability	28
Paradigm Shift #10: Individual-Centered to Community-Centered	29
Summary of ISU Responses to the Paradigm Shifts of the 1990s	29
1990 NCA Team Recommendations: ISU Responses.....	30
Bringing Together University Planning Documents into an Overall,	
Coordinated Plan	30
Reduce the Large Number of Low Degree-Conferring Programs and	
Departments	30
Trade-Offs Between Low Student-Faculty Ratio and a Comprehensive	
Research Mission	31
Variations in Tenure and Promotion Standards.....	31

Chapter 1
**RESPONDING TO A
 CHANGING WORLD**
 (Continued)

Regular Review of Administrators.....	31
Enhanced Student Retention Efforts.....	31
Equipment and Technology Needs	33
Implementation of General Education Program	34
Improving the Campus Climate	34
Providing Public Information	36
Recognize ISU's Present Level of Achievement and Competitive Advantage	37
Expectations of the Faculty	37
Coordinating Research Centers	38
Conclusion	38

Chapter 2
**UNDERGRADUATE
 EDUCATION**

Measuring Mission Alignment and Success	41
Undergraduate Student Recruitment, Retention Strategies, and Enrollments	42
Recruitment	42
Retention	43
Enrollment	44
Student Financial Aid	45
Transitional Programs	45
The Transition from High School to College.....	45
The First-Year Experience	46
The Final-Year Experience	47
Undergraduate Student Diversity.....	48
Geographical Diversity	48
Gender Diversity	49
Racial/Ethnic Diversity	50
Undergraduate Degree Trends	51
Espoused Goals for Undergraduate Education and Student Academic Achievement	52
Major Programs.....	52
The General Education Program	52
Undergraduate Student Achievements	53
Assessment of Undergraduate Programs	53
Services Supporting Undergraduate Education	54
Student Academic Services Center (SASC)	54
Writing Center.....	54
International Affairs Center (IAC)	55
Information Services	55
Student Counseling Center, Student Health Center, and Other Wellness Programs	55
Safety and Advocacy	55
Residential Life.....	56
Student Life	56
Student Social and Service Organizations	56
Partnerships that Support ISU's Undergraduate Mission	57
DegreeLink	57
The Southeast and South Central Indiana Educational Initiatives	57
Bridge-Back Programs.....	57
Indiana Department of Corrections Program (IDOC).....	58
ISU's Prison Program	58
Faculty Deployment in Undergraduate Education	58
Key Planning Issues.....	59
Scope and Mix of Academic Programs	59

Chapter 2
**UNDERGRADUATE
EDUCATION**
(Continued)

Enrollment Management and Student Support Issues	59
Recruitment and Retention Efforts	60
Extension of the First-Year Experience	60
Allocation of Human Resources	60
Transfer Credit	60
Recognition of the Complexity and Speed of the Change Process	61
Conclusion	61

Chapter 3
**GRADUATE
EDUCATION**

The School of Graduate Studies and the Graduate Faculty	65
Student Recruitment, Retention Strategies, and Enrollments	67
Graduate Student Diversity	70
Graduate Degree Trends	72
Espoused Goals for Graduate Education and Student Academic Achievements	72
Assessment of Graduate Programs	73
Services Supporting Graduate Education	74
Technological Support for Graduate Education	75
Program Partnerships	75
Funding Available to Graduate Students	77
Key Planning Issues	77
Conclusion	80

Chapter 4
**INSTITUTIONAL
ASSESSMENT**

A Historical Perspective: Student Outcomes Assessment at ISU, 1992-99	83
Institutional Assessment at ISU, 1992-99	85
Achievements	86
ISU's Student Outcomes Assessment	86
ISU's Institutional Assessment Achievements	89
Planning Issues	90
General Assessment	90
Academic and Administrative Assessment	90
Supporting the Two Assessment Tracks	91
Conclusion	93

Chapter 5
**SCHOLARSHIP:
TEACHING,
RESEARCH,
AND SERVICE**

Teaching, Research, and Service at ISU	98
Achievements in Teaching, Research, and Service at ISU During the 1990s	100
Achievements in Teaching at ISU During the 1990s	100
Achievements in Research and Creative Activity at ISU During the 1990s	101
Achievements in Service at ISU During the 1990s	103
Issues, Challenges, and Planning Priorities: Developing a Workable Model of the Teacher-Scholar-Practitioner	105
Conclusion	107

Chapter 6
**HUMAN
RESOURCES**

Achievements in Human Resources Deployment and Development	111
Salary and Compensation	111
Faculty Salaries and Compensation	112
EAP Staff Salary and Compensation	113
Support Staff Salary and Compensation	113
Summary	114
Reward Systems	116
Faculty Reward System	116
EAP Staff Reward System	116
Support Staff Reward System	116

Chapter 6
**HUMAN
 RESOURCES**
 (Continued)

Equity	117
Faculty Equity	117
EAP Staff Equity	118
Support Staff Equity	118
Development	118
Faculty Development Programs	118
EAP Staff Development Programs	119
Support Staff Development Programs	120
Performance Evaluations and Assessments	120
Faculty Evaluations and Assessments	120
EAP Staff Evaluations and Assessments	122
Support Staff Evaluations and Assessments	122
Diversity	123
Planning Issues	124
The Number and Mix of Employees among ISU's Three Personnel Categories	124
Workload Issues	124
Faculty Workload	124
EAP Workload	126
Support Staff Workload	127
Processes for Identifying Salary and Compensation Issues	127
Data Collection	128
Professional Development Programs	128
Ethnic and Gender Diversity	128
Conclusion	128

Chapter 7
**GOVERNANCE,
 ADMINISTRATION,
 AND ORGANIZATION**

A Brief Historical Overview: Governance, Administration, and Organization in the 1990s.....	132
Strategic Planning	132
Achievements in Organizational Change.....	133
Changes in Representative Bodies	133
Faculty Senate	133
Student Government Association	134
Support Staff Council	134
The Alumni Association.....	134
ISU Foundation	135
Academic and Administrative Reorganization	135
Academic Reorganization	135
Provost and Vice President for Academic Affairs	135
Student Academic Services Center (SASC)	135
Information Services	136
Enrollment and Admissions	136
International Affairs Center (IAC)	136
Office of Research	136
Continuing Education/Instructional Services (CEIS).....	136
The College of Arts and Sciences and the Professional Schools	137
Administrative Reorganization	138
Office of Planning and Budgets	138
Administrative Affairs	139
Division of Student Affairs	139
Division of University Advancement	139

Chapter 7
**GOVERNANCE,
 ADMINISTRATION,
 AND ORGANIZATION**
 (Continued)

Creating a Foundation for Informed Decision-Making	139
President's Planning and Resources Council (PPARC)	139
Campus Leaders' Reports to the ISU Board of Trustees	140
President's Leadership Retreat	140
Governmental Relations and Legislative Contracts	140
Informal Meetings of the Vice President of Planning and Budgets....	140
Communication Tools	140
Challenges for the Coming Decade	141
Finding Common Ground	141
Principles for Civil Conduct	141
Updating the University Handbook.....	141
Faculty and Staff Orientation	142
Facilitating Efficient Decision-Making Processes	142
Faculty Governance	142
Multiple Levels of Review	142
Administrative Efficiency and Effectiveness	143
Budget Development.....	143
Administrative Performance	143
Enhanced Organizational Linkages	143
Graduate Programs and Procedures.....	143
Administrative and Professional Staff Representation	143
Conclusion	143

Chapter 8
**INFORMATION
 TECHNOLOGY
 AND PLANNING
 IMPLICATIONS**

Resources	147
Achievements in Information Technology	149
Creating the Technical Infrastructure	149
Service Improvement	149
Enhanced Resources and Facilities Improvements	150
Information Literacy and Outreach Accomplishments	151
Consolidation, Reorganization, and Administrative Improvement	151
Creation of the Information Services (IS) Division	151
Reorganization within IS Units	152
Program and Pedagogical Achievements	152
Expansion of the Access Mission	152
Partnering with other Institutions.....	153
Program and Pedagogical Support	153
The Office of Distance Education	153
The Course Transformation Academy (CTA)	154
Media Technologies and Resources (MTR).....	154
The Faculty Computing Resource Center (FCRC)	155
Library Services	155
Information Technology (IT) Users Services	155
IT Technical Support with IT Telecommunications and Networking Services	155
Policy Issues	155
Distance Education.....	155
Assessment	156
Course and Faculty Development	156
Learning with Technology	156
Resource Allocation	156
Strategic Planning	156
Student Services.....	156
Conclusion	156

Chapter 9
**CAMPUS
PHYSICAL
RESOURCES**

Introduction	159
Achievements.....	159
Creating Spaces Designed for Student Growth	159
Enhancing Classroom Learning	159
John T. Myers Technology Center	159
Center for Fine and Performing Arts	160
Student Computing Center	160
Root Hall	160
Facilitating Other Areas of Student Growth	160
Hulman Memorial Student Union	160
African-American Cultural Center	160
Residence Halls.....	161
Serving Students Better	161
University Pavilion	161
Department of Public Safety	161
Americans with Disabilities Act (ADA) Improvements	161
Creating an Effective and Efficient Infrastructure	162
Central Chilled Water Plant	162
Other Infrastructure Upgrades	162
Power Plant	162
Summary	162
Creating a Sense of Greater Cohesion and Integration	162
Resources	163
Partnerships	165
Planning Issues.....	165
Future Funding	165
Greater Efficiency in Facility Usage	165
Repair Cost Issues	166
Parking	166
Strategic Planning	166
Conclusion	166

Chapter 10
**MAINTAINING
CONTINUITY
AND INFLUENCE
IN SERVICE OF
ISU's MISSION**

Introduction	169
A Progressive Public University: Continuity through Change	169
Shifting from Restrospective to Prospective:	
Driving Planning with Evaluation	170
Background: Strategic Planning and the NCA Self-Study	170
Who Are We: Planning Perspectives	171
ISU's Mission, Strategic Goals, and Institutional Values	171
Where Are We: Planning Perspectives.....	171
Environmental Trends and Higher Education at the Beginning of the 21st Century.....	171
The Influence of Global Interdependence Upon the U.S. Economy and Society	172
The Impact of an Information-Rich Society	172
Changing Demographics	172
Constrained Fiscal Environment.....	173
Public Perception.....	173
The Role of Information Technology and Distributed Education	174
Competition for Student Enrollments.....	174
What Have We Learned/Where Should We Be Going:	
Putting the Self-Study into Action.....	175
Strategic Planning for the Core Issues: A Conceptual Framework....	175

<p>Chapter 10 MAINTAINING CONTINUITY AND INFLUENCE IN SERVICE OF ISU's MISSION (Continued)</p>	<p>Patterns of Integration 176 ISU's Vision: Responding to a Changing World 176 Operational Strategies: The Operating Plans 176 Core Mission: Achieving Quality Teaching & Learning, Scholarship, Service 177 Distinctive Strategic Outcome: Holistic Student Growth 177 Phase II Responses to the Core Issues and Phase I Issues Related to Each 178 How Will We Get There? The Strategic Initiatives 182 How Will We Assess Our Progress? Evaluating ISU's Progress Toward Enhanced Quality and Distinctiveness 182 Criteria for Selecting Institutional Strategies and Academic Initiatives 182 External Verification of Quality and Distinctiveness 183 Conclusion 183</p>
<p>Chapter 11 THE CRITERIA FOR ACCREDITATION and GIRs: ISU's RESPONSE</p>	<p>Criterion One 187 Strengths 187 Challenges 188 Criterion Two 188 Strengths 188 Challenges 189 Criterion Three 189 Strengths 190 Challenges 190 Criterion Four 190 Strengths 191 Challenges 191 Criterion Five 191 Strengths 191 Challenges 192 The General Institutional Requirements (GIRs) 192 Request for Reaccreditation 196</p>
<p>List of Figures</p>	<p>..... 197</p>
<p>Appendices</p>	<p>Appendix A List of Exhibits Appendix B ISU's Self-Study Committee Members and Experimental Process Design Appendix C The 8 Planning Goals from the Strategic Plan for the 21st Century (1994) and the 14 Academic and Support Initiatives Appendix D Institutional Organizational Charts Appendix E Basic Institutional Data Forms</p>

The Self-Study Process Design

The concept of integrating the NCA accreditation process and the University strategic planning process stems from the need common to each process for a candid and comprehensive assessment of institutional effectiveness. Using the accreditation review in this way will inform NCA about ISU's fitness for reaffirmation and will be useful and meaningful to the ongoing operation of the University as an update of our continuous strategic planning process. This self-study process resulted in two distinct but linked outcomes: (1) an evaluative report prepared for NCA and (2) a revised, updated University strategic plan.

In the strategic planning literature, organizations are most likely to succeed when they possess strengths, capabilities, and competencies that help the institution exploit opportunities and fend off threats posed by changes in the external environment.¹ Given that view, it is incumbent on organizations to rigorously assess their internal resources to identify the areas of strength upon which they can build and the deficiencies that must be addressed for the institution to fulfill its mission.²

Because NCA provided the opportunity for Indiana State to conduct an "experimental" self-study – one that is meaningful to the institution's processes for self renewal – ISU has adopted a strategic planning approach to this accreditation process. As a consequence of this choice, the reader will find a more candid – and therefore hopefully more realistic – account of the University's resources than one might find in a traditional self-study. However, by identifying both weaknesses and strengths, this report still intends to suggest unequivocally ISU's fitness for reaccreditation.

The purpose of this document is twofold:

1. To document the institution's sustained and continuing academic efforts and achievements as support for reaccreditation.
2. To identify challenges for the future as a basis for strategic planning.

As a result, this document both chronicles the University's progress over the past ten years while confronting issues that continue to require attention. While these purposes may seem opposed, the University community believes that the courage to address yet unresolved issues is another of the tangible efforts in the continued progress of Indiana State University. We believe this level of self-scrutiny – which is consistent with the principles of strategic planning – will greatly facilitate the processes of continuous improvement that guide this institution.

Writing the Report

This report, the product of a self-study process that broadly involved the ISU campus community (see Appendix B for a listing of participants), was approved and submitted to President John W. Moore by the NCA Combined Leadership Committee. Many sources of feedback were incorporated into the final document, resulting in numerous changes. To the degree possible in what has been a collaborative writing project, this report is authored by the Combined Leadership Committee.

The report's contents were developed from many sources of information generated by the University's self-study including the reports of the seven Assessment/Planning Committees, the NCA Campus Survey and Focus Group Results, the Combined Leadership Committee's planning discussions, the External Stakeholders Conference, and institutional data contained in the NCA

Preface to the Report: About this Report and Self-Study

¹ M.E. Porter, "Towards a Dynamic Theory of Strategy," *Strategic Management Journal* 12 (1991), pp. 95-117.

² R.M. Grant, "The Resource-Based Theory of Competitive Advantage: Implications for a Strategy Formulation," *California Management Review* (1991), pp. 114-35 and J. Barney, *Gaining and Sustaining Competitive Advantage* (Boston: Addison-Wesley Longman, 1997).

Online Data Pack, the NCA Resource Room, and reports by external consultants and governing bodies. In sum, the report writing effort focused on putting together content that fairly represented ISU's scholarly approach to self-study and planning and reflected the informed participation of its many participants.

Organization of this Report

This report reflects the experimental process design of the self-study. Its chapters present patterns of evidence that ISU meets all criteria for reaffirmation of its status with NCA. The report contains two lead-in chapters, the Introduction and Chapter 1, that introduce ISU and its context. The next eight chapters, Chapters 2 through 9, focus on specific functions of the University and provide a realistic assessment of the University's "resources" related to each. Finally, two chapters conclude the report with Chapter 10 providing a bridge to the final phase of strategic planning and Chapter 11 supplying a summary of ISU's fitness for reaccredita-

tion. The following paragraphs provide a more detailed description for each of these sections.

The Introduction offers an overview of ISU's institutional history, mission, and vision. Further elaboration of the University's strategic planning process

and the 1994 Strategic Plan for the 21st Century (Exhibit 1) is provided. Chapter 1, "Responding to a Changing World," identifies the driving forces that have reshaped the contemporary environment for American higher education and for ISU. Changes and strategic developments from 1990 to 1999 are presented in terms of the University's responsiveness to new paradigms of engagement. A discussion of the 1990 NCA site team report's suggestions concludes the chapter.

Chapters 2 through 9 are topically arranged around functions that were the subject of the Phase I Common Charges of the self-study. These chapters focus on aspects of the institution critical to its survival in a rapid-

ly changing world, and therefore important in the institutional planning process. Rhetorically, these chapters provide an evaluative, retrospective glance at ISU's achievements over the past ten years, then move from identifying current issues to taking a prospective view at plans for the future.

Building upon the planning issues contained in the earlier chapters, Chapter 10, "Maintaining Continuity and Influence in Service of ISU's Mission," provides a segue to an updated strategic plan. If not for this "experimental" self-study's dual purposes, Chapter 10 would be a concluding chapter leading into the final phase of strategic planning. The chapter reports on the strategic planning occurring in the second phase of the self-study and provides a bridge to the remaining strategic planning discussions. The issues, plans, and guiding principles articulated in this chapter will be more fully realized in the strategic plan update, the second outcome of this experimental self-study process design.

The last chapter, Chapter 11, "The Criteria for Accreditation and GIRs: ISU's Response," links NCA's Criteria to specific institutional achievements while identifying, from the perspective of the stated criteria, areas for continuous quality improvement. This chapter provides a summary of ISU's fitness for reaffirmation according to NCA's Criteria and GIRs and formally requests reaccreditation.

Finally, the appendices make available documents that: (1) are compliance documents, such as the Basic Institutional Data forms; (2) are cited parenthetically in the report and deemed important enough to include; and/or (3) are not cited directly but are necessary to understand the self-study process design and to reinforce (often graphically) major points contained in the text. Other supporting documents cited in the report are listed in Appendix A.

While we have labored to create a readable and concise self-study report, we have also created a CD-ROM version and made it accessible online for readers who prefer to access the report from their desktop, and take advantage of the links to many University websites (<http://web.indstate.edu>).

...the University community believes that the courage to address yet unresolved issues is another of the tangible efforts in the continued progress of Indiana State University.

ISU's Strategic Plan and the NCA Criteria

The comprehensive nature of the strategic planning process lends itself to the broad institutional review required by the NCA self-study. NCA's stated Criteria for Accreditation and GIRs provide a useful and productive framework for evaluating progress made in addressing the goals and initiatives of the 1994 Strategic Plan. The lens of the NCA Criteria supplies information in a framework that is pertinent to both reaccreditation and strategic planning. ISU's self-study design broadly engages campus stakeholders in assessing the institution's current condition. Because the strategic planning process is ongoing and should be reflected in all of the institution's activities, the proposed experimental approach to the reaccreditation process greatly enhances ISU's ability to meet its challenges as an institution of higher education, and manifest itself, in the words of President John W. Moore, as a "progressive public university."

Addressing the Criteria for Accreditation and GIRS

Elaboration of how this self-study reflects the Criteria for Accreditation and the GIRs in its overall experimental process design may be found in Chapter 11.

Overview of Accreditation History

Indiana State University was established by the General Assembly of the State of Indiana on December 20, 1865 as Indiana State Normal School, with the preparation of teachers as its primary mission. The institution awarded its first bachelor's degrees in 1908 and its first master's degrees in 1928. The General Assembly changed the Normal School's name in 1929 to Indiana State Teacher's College; in 1961, to Indiana State College; and in 1965, to its present name. As Indiana State University, the School became a comprehensive, doctoral degree granting institution with a continuing commitment to excellence in teaching but with new

commitments to scholarly research, creative expression, and expanded forms of public service. The University earned initial accreditation from the North Central Association of Colleges and Schools (NCA) in 1915, and has continuously reaffirmed this status. After the University's last NCA site visit on April 2-4 of 1990, the evaluation team recommended continued accreditation for another ten-year period.

The 1990 site team report (Exhibit 2) commended the University for its achievements in a variety of areas including:

- ❖ "competent, well-qualified faculty";
- ❖ "hardworking professionals who value their interaction with students, [and] who promote a healthy intellectual environment for learning";
- ❖ "strong and committed administrators who have provided responsive and creative leadership during a period of transition in the University's mission";
- ❖ "growing sophistication about multicultural diversity" and the Residential Life staff in particular demonstrating "a keen sensitivity to issues of cultural diversity";
- ❖ the new General Education program;
- ❖ excellent progress in graduate education over the last decade;
- ❖ "successful development of private resources for enhancement of the University's educational quality"; and
- ❖ the University as "a vital and strong academic community."

Although no concerns were cited, the 1990 suggestions were carefully considered in ISU's strategic planning process begun in 1992 by President John W. Moore (see Chapter 1, p. 17).

Introduction: **About Indiana State University**



NCA Self-Study Report

This section supplies background and descriptive information about ISU through a history and profile of the institution, an explanation of the institution's mission, vision, and values, and an overview of the institution's strategic planning process. With its strategic planning process begun in 1992, ISU has moved forward throughout this decade with its strategic planning goals in the foreground.

Institutional History And Profile:

ISU'S PAST AND PRESENT

The societal expectations of the twentieth century state university have shaped much of ISU's development. 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 bachelor's 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.

The same societal expectations shaping its development have produced within ISU some of the tensions common to the twentieth century state university nationwide. However, during the past four-and-a-half decades, ISU has resisted several of the pressures that have transformed the state university in that time. Among public institutions in Indiana, ISU is well-positioned to respond to the challenges now being presented to higher education.

A Commitment to Undergraduate Education

First of all, ISU, despite 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 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. ISU students represent a full spectrum of academic interest and preparedness ranging from conditionally admitted Academic Opportunity Program (AOP) students to academically advanced President's Scholars. A larger percentage of ISU 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, 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, older, and off-campus or multi-venue students has gradually increased.

Prior to the mid-1980s, ISU maintained an "open door" admission policy. Institutional commitments to access and academic support for the underprepared stem from this history. Currently, nearly two-thirds of entering undergraduates are admitted without restrictions. 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. To ensure

Introduction: About Indiana State University

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 fewer than 5 percent enroll more than 50 students. Average class size for courses in the General Education Program range 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

Efforts to strengthen the undergraduate experience during the last decade have focused on integrating programs and services to meet the needs of ISU's several distinct student body subgroups. Driving these developments is the understanding that the faculty-student relationship is primary, and an attempt to encourage quality teaching and learning while reducing barriers to learning. These initiatives have been developed with the explicit intention of putting the student at the center of the undergraduate educational experience.

faculty to lower- as well as upper-division undergraduate courses; and a resistance to widespread use of graduate students as undergraduate instructors.

Because many 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 requiring

both 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.

Efforts to strengthen the undergraduate experience during the last decade have focused on integrating programs and services to meet the needs of ISU's several distinct student body subgroups. Driving these devel-

opments is the understanding that the faculty-student relationship is primary, and an attempt to encourage quality teaching and learning while reducing barriers to learning. These initiatives have developed with the explicit intention of putting the student at the center of the undergraduate educational experience. The refocusing and expansion of new student transitions programs, the comprehensive Lilly Project that brings together first year students' academic and social experiences, the development of learning communities that integrate living and learning, the coherence brought to student support services through the reorganization of the Student Academic Services Center (SASC), the focus on a student-centered approach to providing services to students, renewed efforts to strengthen student advising and mentoring, and the creation of math and reading centers to augment the writing center are a partial list of approaches intended to integrate educational experiences to foster holistic student growth and development. Equally relevant to the student experience have been efforts to support the faculty through comprehensive faculty and course development programs provided by the Center for Teaching and Learning, the Course Transformation Academy, the Faculty Computing Resource Center (FCRC), the Lilly Project First-Year Experience Program, and other more unit-specific programs. Increased course quality and flexibility, access to university programs, and student retention have resulted from these efforts to support enhanced pedagogy and teaching with technology, and to increase awareness of particular student learning needs.

In response to rapid enrollment growth and an increase in the number of first-generation college students, minorities, and older, part-time, and multi-venue students, Indiana State has remained committed to its long-established philosophy of personalized undergraduate education on a campus of human dimensions. The University has rejected the strategies of many other public universities: sprawling campus environments that 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. At ISU, this means favorable student-faculty ratios and small to moderate class sizes with an overarching institutional commitment to holistic student growth and development.

Linking Research to Teaching

As a second example of a balanced response to pressures confronting the public state university, ISU has linked research to the entire spectrum of university education rather than primarily to graduate education. Faculty in all academic departments, including those involved primarily in undergraduate instruction, are encouraged to regard scholarship as essential to the mastery of their disciplines and the education of their students. As a result, undergraduates as well as graduate students have opportunities to become involved with faculty in research or creative projects.

The University also has encouraged in many of its academic disciplines an applied as well as theoretical orientation to scholarship and research. Building upon the University's history in preparing public school teachers, the School of Education has encouraged faculty and students to apply current theories of learning, pedagogy, and school organization toward 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. 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 and Human Performance 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.

While University faculty have achieved success as well in more traditional forms of scholarship, research, publication, and creative expression within their disciplines, the scholarly effort of faculty has largely remained in balance with their other responsibilities. Therefore, the results of quality scholarship have been incorporated consistently in the undergraduate and graduate classroom, laboratory, and studio and presented to professional audiences in scholarly journals, books, and public performances. At ISU, research and quality instruction are mutually reinforcing.

Connecting ISU with its Community

The interdisciplinary and applied nature of faculty research has enabled ISU to meet a third societal challenge to the public state university: the transfer of knowledge in 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 Professional Development Schools, 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 Lilly Project First-Year Learning Communities (23 in fall 1999, all first-year students in 2001) have provided interdisciplinary educational experiences for participating freshman and transfers. Institutional partnerships exercised through the Wabash Valley Educational Alliance, the South Central Indiana Educational Alliance, College Cooperative Southeast, and DegreeLink have not only supported increased access to college-level programs but also expanded other educational and technological opportunities to many underserved Indiana regions and student groups. The School of Education's creation of Professional Development Schools attests to the commitment of its faculty to collaborative relationships 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.

Society's multiple expectations of ISU do not always reinforce each other, and the University has been moved in multiple directions by changing public policy; increased

student enrollment and diversity; the relentless expansion of knowledge; the influence of professional accreditation and certification agencies; the interests of employers; the social, economic, political, and cultural needs of the citizenry; and the professional and personal interests of faculty and staff.

The years ahead will require setting priorities, choosing among many valid and competing needs, retaining flexibility to respond to changing societal expectations, and responding to greater societal insistence upon assessment and accountability.

Summary

In sum, ISU's characteristics, qualities, and values have become distinct from any other university in Indiana. ISU 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 and development 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 public universities hold with the American people to contribute knowledge for their well-being. ISU is prepared to respond favorably to the nation's current challenge to the twentieth century state university, and its strategic planning process will continue to provide the direction and the strategies to meet the challenges of the next century.

Mission

ISU has maintained a consistent comprehensive mission for most of the last fifty years. The following mission statement and explication were developed and endorsed as part of this NCA self-study process:¹

Mission Explication

The Institution

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

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Mission

As a publicly-supported institution of higher learning, Indiana State University embraces its mission to educate students to be productive citizens and enhance the quality of life of the citizens of Indiana by making the knowledge and expertise of its faculty available and accessible. These purposes are served when the University disseminates knowledge through instruction and extends and applies knowledge through research, creative and scholarly activities and public service. The University fulfills its mission statewide; however, its influence is also national and international in scope. Given its location, Indiana State responds with particular sensitivity to the needs and interests of the citizens of West Central

Indiana. In serving its mission, the University provides quality, affordable academic programs and educational environments to foster holistic student growth and development. Undergraduate programs and specialized fields of study are comprehensive in scope while graduate programs are selective as appropriate to the needs of society and the expertise of the faculty. In its role as a public institution, the University is expected to be an inclusive academic community reflective of the greater society, serving a student body diverse in academic interests, age, gender, economic status, and ethnicity. To remain vital in carrying out its institutional purposes, Indiana State is committed to the ongoing assessment and improvement of its primary activities.

The Students

In serving Indiana's need for an educated citizenry, ISU seeks to provide access to all students seeking admission with priority given to Indiana residents whose demonstrated capabilities suggest that they possess the knowledge and skills requisite to benefit from a university education. As a consequence, the institution serves a diverse student body, having educated students of varied backgrounds, intellectual interests, and academic readiness throughout its history. ISU commits simultaneously to both student success and student access. As a residential institution, ISU's primary educational challenge manifests itself in providing high quality, on-campus degree programs to full time students seeking one of its degrees. Moreover, ISU's role in meeting the state's needs for an educated citizenry and competitive workforce also commits the institution's resources to serving the academic needs of part-time, place-bound, adult students both on campus or with instruction offered through distance education technologies.

The Programs

ISU's purpose is to offer a broad array of baccalaureate degree programs built upon a strong and innovative general education pro-

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

The Faculty

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

¹ This statement of mission was developed and refined from language found within the ISU mission statement contained in the 1990 NCA Report, revisions to that version made by an ad hoc committee addressing the strategic initiative from the 1994 University *Strategic Plan*, and the Mission Explication generated during the 1997 strategic planning process.

The Staff

ISU's executive, administrative, professional, and support staff play vital roles within the University's educational mission. In a variety of ways, these personnel supply leadership services and educational contexts focused on making ISU a student-centered institution. Together with the University faculty, they form the educational community that nurtures holistic student growth and development.

Vision

As part of the 1994 *Strategic Plan for the 21st Century* (Exhibit 1), the following vision statement was advanced to put ISU's mission and values into practice. Statements regarding the progressive public university have provided the institution with a vision for coordinated action since first proposed during President John W. Moore's Inaugural Address in 1992. (The following statement was refined during this self-study/strategic planning process.)

ISU'S Vision

The University strives to be known and admired as Indiana's most progressive public university for:

- ❖ providing opportunities that enrich and transform the lives of its students through the distinctiveness of its undergraduate experience, and the prominence of its graduate programs;
- ❖ innovation and excellence in teaching and learning;
- ❖ enriching the State, nation, and world through the quality of its research, creative activity, and public service;
- ❖ creating partnerships with external publics that build upon and extend the University's ability to serve the state and nation;
- ❖ providing a caring and civil academic community characterized by unusually supportive relationships among its students, faculty, staff, alumni, and friends.

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 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, nation, and world.

Knowledge is the fundamental material of the university, and its advancement, transmission, and application are the University's responsibilities. The University 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.

In the progressive public university, the various disciplines and fields of study will be dynamically connected. 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, scholarship, and 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.

Values

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

- ❖ **Access.** The University has sought to be an inclusive academic community, providing opportunity to students with a wide range of academic abilities and educational backgrounds, ethnic and cultural heritages, family experience and economic means, physical and learning differences, mobile and place-bound circumstances, and career and life expectations.
- ❖ **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.
- ❖ **Service.** The University 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.
- ❖ **Innovation.** The University has sought to be creative and innovative in meeting the needs of its students, its 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.

These values exist independently and in combination with one another. However, they must be interrelated in service of one another to best serve the institution. For example, innovation without excellence or access without success are meaningless expressions of institutional character. With this foundation and understanding, the University has maintained the means and the intent to become a dynamic model of the progressive public university.

The Strategic Planning Process at ISU: An Overview

The strategic planning process has allowed ISU to transform its mission and vision into a tangible set of plans expressed through its strategic goals and initiatives. The strategic planning efforts at ISU were initiated by its ninth and current President, Dr. John W. Moore, during the summer of 1992. In early 1993, the University held a Strategic Planning Conference followed by three planning forums. Ideas and issues generated at these meetings were shared with the University community throughout the spring and summer of 1993. During the fall of 1993, external stakeholders were solicited for their input. As a result of these dialogues, the ISU Strategic Plan for the 21st Century was developed. This report was distributed to the university community and its publics in January 1994.

The *Strategic Plan* (1994) identifies eight (8) strategic goals, each with related objectives. The eight (8) goals are as follows:

1. 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.
2. Extension of Advanced Knowledge. ISU will be distinguished for graduate study by carefully selecting advanced program offerings that respond to demonstrated societal needs, are innovative in approach, and reflect commitment to excellence

(Continued)

3. 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.
4. 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.
5. 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.
6. 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.
7. Promotion of an Interdisciplinary Culture. ISU will be a national model for interdisciplinary instruction, research, and public service.
8. Enhancement of Intellectual and Creative Expression in West Central Indiana. ISU will be known for fostering intellectual and creative expression within the University and in partnership with the larger community.

Supporting the eight were fourteen Academic and Support Initiatives that demonstrate the breadth of institutional

operation indicated by the NCA Criteria and GIRs. The fourteen Academic and Support Initiatives are as follows:

1. *Revision of University Statements of Mission and Vision*
2. *Development of the Academic Master Plan*
3. *Enrollment Planning and Management*
4. *Enhancement of Undergraduate Education*
5. *Faculty and Staff Development*
6. *Academic Resources Development*
7. *Assessment of Institutional Effectiveness*
8. *Consolidation of Campus Computing and Information Service*
9. *Revision of School/College Strategic Plans*
10. *Institutional Marketing and Image Promotion*
11. *Institutional Resource Development*
12. *Student Life and Residential Plan*
13. *Facilities Master Plan Revision*
14. *Improvement of the Effectiveness and Efficiency of University Operations*

Two institutional structures related to long-range planning evolved from the first phase of the process: (1) the President's Planning and Resources Council (PPARC), represented by all major internal institutional constituencies, was instituted in 1992 and has met regularly since its development; and (2) the Office for Planning and Budgets was established within its own university division to bring together budget, planning, institutional research, and governmental affairs.

Beginning in the summer of 1997, the Strategic Plan update process began with two Strategic Planning Retreats. These were followed during the fall of 1997 by a series of Campus Forums and Planning Conferences

designed to solicit the participation of the entire university community, as well as external stakeholders. These eight gatherings, attended by a total of 600 to 800 participants, focused on discussing the institutional progress made since the implementation of strategic planning in 1992, analyzing the forces driving higher education and ISU, and generating additional input regarding the strategic directions appropriate to ISU's future. Using the additional perspective added by these conversations, during the current phase of strategic planning, the University's progress with regard to its Phase I strategic goals, objectives, and initiatives is being evaluated with updated plans and strategies advanced to guide ISU into its future.

Important Dates in the Strategic Planning Process

July 1992-Dec. 1993	ISU Strategic Planning Process broadly involving University Stakeholders (now referred to as Phase I planning process)
January 1994 ISU	Strategic Plan for the 21st Century (1994) (printed and distributed)
August 12-13, 1997	Strategic Planning Retreat 1997 for 100+ University Leaders
August 28-29, 1997	Strategic Planning Retreat for ISU Board of Trustees
September 29, 1997	President's Fall Address (Phase II of Strategic Plan)
October 17, 1997	SU Planning Conference for External Stakeholders and Campus Leaders
Oct. 20-Nov. 4, 1997	Strategic Planning Forums (Inclusive of Faculty, Staff, Students, & Administrators; held on October 20, 23, 24, 27 and Nov. 4)
March 1998	Agreement in principle with NCA Liaison to pursue a non-traditional integrated strategic planning/accreditation process.
July 1998	Formal ISU plan for a non-traditional integrated strategic planning/ accreditation process submitted to and accepted by NCA.
August 17-18, 1998	President's Fall Strategic Planning Retreat 1998 for 100+ University Leaders.
September 17, 1998	NCA self-study Kickoff Luncheon and Meeting
Fall 1998	University self-study – Seven Assessment & Planning Committees (APC) conduct an evaluation of ISU since 1990 according to "Phase I" charges; NCA Campus Survey conducted; Focus Groups follow-up issues identified from survey results.
January 1999	President Moore, Provost Wells, and VP Schultz hold hearings with the seven APC chairs and co-chairs regarding self-study findings.
February 1999	Phase II (planning) "Common Charges" developed from self-study findings, survey and focus group results, and hearings with Assessment & Planning Committee leadership.
February 19, 1999	Phase II Kickoff Luncheon and Meeting with the Combined Leadership Committee (CLC) to review and discuss Phase II charges, Planning Parameters, and Enrollment Position Paper.
March 1999	Phase II planning documents released (a Strategy Position Paper along with the Phase II charges, Planning Parameters, and Enrollment Position Paper).
April 22-23, 1999	Meetings with the Combined Leadership Committee to hear and discuss subgroup responses to the Phase II Common Charges.
July 12, 1999	CLC meeting to draft vision statements and prioritize initiatives related to each of the seven "Common Charges."
July 15, 1999	Seminar and discussion with the ISU Board of Trustees on policy implications related to the Phase II planning discussions. Led by President Moore and participated in by the Combined Leadership Committee.
August 16, 1999	Combined Leadership Committee Retreat to discuss institutional strategies for strategic plan update.
August 17, 1999	External Stakeholders Conference with broad representation from both external and internal stakeholders to discuss ISU future directions.
September, October 1999	Board of Trustees and internal stakeholder review of the self-study report and planning discussions of statements of defining characteristic and strategic initiatives identified within the report's planning chapter.

Conclusion

ISU has a rich institutional history that provides an excellent basis for serving the needs of Hoosiers. Its mission, values, and vision provide a coherent direction for the institution. Under President John W. Moore, strategic planning has been central to decision-making processes at ISU. The University's mission and

vision have been operationalized most directly through the strategic planning process. University stakeholders have been included regularly in discussions of the institution's future. The plans developed during these interactions have guided decisions about the University's future direction.

Chapter 1: **Responding to a Changing World**



NCA Self-Study Report

INTRODUCTION

The world has changed in many ways during the ten years since the last reaffirmation of ISU's NCA accreditation. In response to this altered environment, the University has adopted many new approaches to serving its mission and functioning as an institution of higher education. This opening chapter reviews the driving forces present during the 1990s that led to new paradigms of engagement for public universities. Next, the strategic achievements reflecting these new models of service provide an overview of ISU's response to the decade's demands. It is noteworthy that many of these institutional activities were identified in the University's 1994 Strategic Plan. Finally, the last section supplies a summary of the University's reactions that addresses suggestions contained within the 1990 NCA Team Report and introduces the dynamics informing ISU's approach to change in the context of its broader enrichment.

A Progressive Public University: Continuity through Change

Responding effectively to a changing world characterizes ISU's immediate past and future. Change brings stress, and, for many constituencies internal to ISU, the shifting paradigms of engagement during the 1990s have supplied ample discomfort. For all institutions, the apt analogy of continuously navigating white water has been suggested. ISU's capacity to change in appropriate and timely ways has influenced its ability to steer to its mission as never before. As a result, to maintain a continuity of service to the institution's overall mission, specific functions and programs were required to adjust and innovate in substantial ways. In one sense, for ISU during the 1990s, change and continuity merged into two sides of the same phenomenon. The source of this apparent paradox rests in the University's response to pursuing its traditional mission in the

context of a changing environment.

During the last decade, American public universities found themselves in a vortex of change caused by shifting societal pressures and expectations and a greatly altered student marketplace. For many institutions like ISU, the altered context in 1999 brings into question fundamental assumptions about who is served and how they learn.

Knowledge-based capital increasingly influences global economic decisions relative to physical or financial resources. As a result, competing in the global economy demands an educated and competitive workforce. At the same time, the developing capacity of information technology makes access to knowledge and markets far easier and more functional. In fact, high paying jobs for all Americans and Hoosiers correlate more directly with level of education than ever before, and only those obtaining a college degree are ensured a better income than their parents. Not surprisingly, a college education has reached new levels of acceptance and popularity.

While a college degree has achieved greater student demand, competition for student enrollment also has reached new levels of intensity. In both perception and reality, new educational suppliers and information technology have significantly altered the quality of and access to a college education. Geographic proximity to a campus no longer solely determines access to an education or knowledge. Many new and old providers address the growing demand for college with creative applications of new instructional technologies and restructured or relocated degree offerings. In fact, these new delivery approaches and on-campus uses of technology-based learning tools add distributed educational opportunities and flexibility to college choices for both new and old markets of students.

The consequence for any given public institution potentially is serving more diverse student bodies in more venues through expanded pedagogies in a far more competitive setting. The Internet offers MBA choices from elite institutions, and fast track providers bring professional education to office buildings down the street. This increased access to college means that the supply of higher edu-

Chapter 1: Responding to a Changing World



cation has begun to outdistance the demand. The invisible hand of the market has begun to touch members of the academy who have been insulated during their careers by a never-ending supply of students.

And competition is only one dynamic affecting higher education at the turn of the millennium. Unprecedented volumes of questions about institutional purpose and value, program quality and distinctiveness, and educational outcomes in terms of student learning fill the slipstream caused by this and other changes. Simply put, the decade of the 1990s leaves American higher education with a changed internal context and a far more competitive environment.

Indeed, positioning ISU for a stable place in response to the changing world required significant change and innovation. Defining that course required a deliberate blending of the institution's established traditions, present strengths, and potential to respond to the future needs of society. *The University did not attempt to become something entirely new, just as it was not content merely to perpetuate its past. Change was balanced with continuity.* The activities of the last decade built upon what was in place, enhancing, expanding upon, and augmenting the accomplishments and service that the University has provided to the citizens of Indiana for 134 years.

ISU's Environmental Context in the 1990s

The new paradigms of engagement for public universities emerged in response to the environmental context in which each has operated. Among the many identifiable trends that influenced the nation and higher education in the past decade, the following were identified during the strategic planning process conducted in 1992-93 at ISU.

- ❖ **The Emergence of a Global Society.** The University's graduates needed to be prepared to live in a global society and work in a global economy.
- ❖ **The Changing Demographics of the American Population.** The makeup of the population will continue to change by becoming more diverse in multiple ways. The implications of this broad trend needed to be incorporated into the University curriculum. It also mandated expanded efforts to recruit an increasingly diverse student body, faculty, and staff to reflect more closely the educational needs of the nation. The population of west central Indiana also was expected to decline to less than its then ten percent of the State's population. As a result, to increase enrollment, the University would have to attract more Hoosier students who reside beyond a 50-mile radius of Terre Haute and serve greater numbers of adult students.
- ❖ **The Shift from an Industrial to a Technologically Driven, Knowledge-Based Economy.** The shift changed the nature of work in America, with high-skill service jobs increasing and lifelong learning becoming an expectation of all workers. Competition and technology were foreseen as demanding new organizational structures and management techniques. Meeting the demand for a college education by first generation students and providing the expertise with which to shape economic development were foreseen as expectations placed upon institutions like ISU.
- ❖ **The Change in Expectations of Public Education.** This change was identified as stemming from the growing population diversity, from the

expanding requirement for literacy in the workplace, and from changes in the make-up of families. As a result, the preparation of teachers for the public schools was foreseen as being tied to expectations of greater accountability for student success. By applying the institution's historic mission of preparing teachers, this trend meant a significant role was available for ISU to assist public schools in responding to the changing expectations of society.

- ❖ **The Increasing Influence of Articulated Goals and Public Policy on Higher Education in Indiana.** A variety of state budget constraints and policy issues had emerged. The Indiana General Assembly and the Commission for Higher Education (CHE) articulated a series of statewide goals and management approaches for public higher education that, in general, enlarged higher education's level of accountability. As a public institution in the state of Indiana, ISU was foreseen as being 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, policies, and operation.

- ❖ **The Increasing Expectations for University Assistance in Addressing National, State, and Regional Needs.** Meeting these expectations was foreseen as being possible only with the direct and continuing involvement by universities with society at large. American society was identified as having come to be increasingly reliant upon universities and their faculties for the development and application of knowledge. As a result, University research and service were resources the nation would continue to cultivate and support during the next century.

Three additional trends, technology, competition, and constrained resources, have emerged since the 1992-93 strategic planning process identified the list above; and they deserve recognition as driving forces that have reshaped the paradigms of

engagement for the public university. Each is discussed as part of this chapter's opening section but is identified below to make this listing comprehensive.

- ❖ **Information Technology Expanded Significantly as an Infrastructure Investment and Instructional Tool.** Its developing capacity made distance education more prevalent and interactive. Access to knowledge and markets became far easier and more functional. On campus, technology became a new learning tool that catalyzed increased faculty dialogue about and interest in pedagogy. The result of the new delivery approaches was to impact a host of assumptions that support institutional policies, practices, and roles.
- ❖ **Competition for Student Enrollments and Public Resources.** This competition increased during the 1990s. Many new and old providers addressed the growing demand for college with creative applications of new instructional technologies and restructured or relocated degree offerings. In Indiana, regional campuses developed and grew into serving student populations within ISU's traditional market niche.
- ❖ **Constrained Fiscal Resources.** Just as competition from other higher education providers affected ISU's student enrollments and the associated revenues, other state financial priorities notably, corrections, Medicaid, and public education absorbed ever-greater proportions of the public budget. These trends dovetailed, particularly in the early part of the decade, with a significant recession and increased public scrutiny of higher education to yield fewer public dollars and a diminished will to spend them on public higher education.

Together, these driving forces have reshaped the environment for American higher education and for ISU. The new paradigms of engagement by public universities and ISU's specific institutional responses are the subject of the section that follows.

CHANGES AND STRATEGIC DEVELOPMENTS, 1990-99: ISU RESPONSES TO THE NEW PARADIGMS OF ENGAGEMENT

The environmental context confronting public universities during the 1990s led to new approaches to serve society's needs. ISU invested significant institutional effort in changing the focus of many of its programs and practices to align itself with these new paradigms of engagement. As a result, this section organizes ISU's strategic achievements in relation to the shifting models of service (identified in *italics* below). The University's responses were generally identified during the 1992-93 strategic planning process and evidenced in the 1994

Strategic Plan. Most of the programs or initiatives in this section are fully developed in the chapters that follow. It should be noted also that many of the items could be referenced under

multiple paradigm shifts. However, they are listed here in a thematic fashion to supply an overview of the University's response to the demands of the past decade.

Paradigm Shift #1: Internal Focus to External Focus

Public institutions have been "externalized" by a combination of variables that include the globalization of the economy, market forces, and the influences of articulated goals, public policy, and accountability measures. The result has shifted the campus focus away from the "ivory towers" toward a greater level of external awareness.

ISU has refocused its institutional attention on the external environment through many activities. Evidence of this focus can be found in this and the sections that follow. For example, its strategic planning process has provided one ongoing means of accomplish-

ing this shift in institutional perspective. The ISU presidency also has evolved into a more active, external function. In the public domain, with the Office of Planning and Budgets, President Moore has played a significant role in public policy discussions concerning Indiana higher education and ISU. For example, in July 1999, he was the only president of an Indiana public institution to be asked to join the Indiana Education Roundtable which included, among others, the U.S. Secretary of Education and the Governor of Indiana. During the General Assembly's discussion of the community college initiative, President Moore's perspective was solicited and referenced by several influential policy makers. These examples supply but a couple measures of the influence that the ISU presidency has effected upon Indiana higher education policy in the last part of the 1990s.

The University's external focus has origins in measures and institutional practices that acknowledge its service responsibility and public accountability. Efforts and initiatives through which ISU recognized these duties include the following.

- ❖ Initiating strategic planning as a reflection of the interface between the university and the society that it serves
- ❖ Implementing performance review and program assessment in response to an increasing need for accountability
- ❖ Placing increased emphasis on professional and community service
- ❖ Instituting systematic budgeting systems, key financial indicator reports, and internal auditing
- ❖ Establishing 28 new baccalaureate degree program articulations with Indiana's two-year colleges and receiving a \$1.9 million state appropriation (with \$500,000 recurring annually) to fund distributed education opportunities through DegreeLink to meet the changing needs of Hoosiers
- ❖ Supporting over 25 existing and newly created nationally recognized centers, clinics, institutes, and continuing education and outreach programs, including the Blumberg Center, Gongaware Center for Insurance Management Development, Remote Sensing/Geographic Information Services Laboratory, Technology Services Center, Sycamore Nursing Center, Psychology Clinic, Rowe

The ISU presidency also has evolved into a more active, external function.

Center for Communication Disorders,
and Center for Research and
Management Service

The University's external focus includes its service to the community and state as well. For example, many activities during the past decade have positioned ISU as the center of intellectual and artistic expression in West Central Indiana. Efforts and initiatives through which this University Strategic Goal, and others, were pursued include the following.

- ❖ Conducting an Economic and Cultural Impact Study of ISU's influence on Vigo County
- ❖ Continuing support for the Contemporary Music Festival, Convocation and Speaker Series, and Terre Haute Symphony
- ❖ Initiating a Downtown Arts Festival
- ❖ Expanding the display of art on campus by exhibiting the Permanent Collection and the work of students, faculty members, and other artists throughout the campus
- ❖ Expanding theater venues through the addition of the Broadway in Terre Haute series and continuing support to Summer Stage and regular season productions
- ❖ Expanding opportunities for faculty and students to present their work through concerts, recitals, and exhibitions

External support for ISU has increased through both centralized and decentralized efforts. Initiatives and successes focused on securing external support, and evidence thereof includes the following.

- ❖ Restructuring the ISU Foundation administratively and developing a strategic plan for fund raising and University Advancement to add new direction and focus to future initiatives
- ❖ Increasing endowment assets to \$33 million in June 1998 compared to \$12 million in 1993
- ❖ Securing a \$2 million dollar grant from the Lilly Endowment for the First-Year Experience Program
- ❖ Securing a \$5 million gift, the largest in the University's history, to fund the Gongaware Center for Insurance Management Development

- ❖ Increasing annual private giving from \$3 million in 1993 to \$7 million in 1998
- ❖ Securing the first endowment for a President's Scholarship
- ❖ Increasing President's Society support by 76 percent and increasing membership by nearly 50 percent since 1992
- ❖ Receiving more than 15 specialized accreditations for its schools and academic programs
- ❖ Tripling grants and contracts from nationally prestigious and competitive organizations over the past five years, characterized by the awarding of over \$11 million during 1998-99 (a university record) and over \$11 million in the first four months of 1999-2000
- ❖ Increasing scholarly contributions of the faculty through peer reviewed publications
- ❖ Being one of 25 institutions (out of 654 applicants) to receive a grant (\$1.15 million) from the Fund for the Improvement of Post-Secondary Education's Learning Anytime Anyplace Program
- ❖ Establishing several new honor societies, bringing ISU's total to over 30

Paradigm Shift #2: Monocultural to Multicultural Perspective

In its curriculum, co-curriculum, and management, public higher education has broadened its perceptual frame from a Eurocentric view to a multicultural perspective. This shift has occurred to prepare students to succeed in a world altered by changing demographics, information technology, and the global marketplace.

In responding to this shift in perspective, ISU has nurtured the cultural diversity of the University, and its faculty, staff, and students have worked hard to become a more equitable academic community. Efforts and initiatives through which this University strategic goal was pursued include the following.

- ❖ Forming the Gender Equity Task Force
- ❖ Establishing the annual Sex and Gender in Higher Education Colloquium
- ❖ Establishing the President's Commission for Ethnic Diversity and

- creating a special assistant to the president and provost for ethnic diversity to offer multicultural education programs to the campus and local community
- ❖ Developing diversity-focused curricular and pedagogical reforms such as the Democracy and Diversity Project
- ❖ Conducting an institutional climate study and developing ways to respond to areas of concern
- ❖ Revising the University's affirmative action/EEO policy
- ❖ Increasing opportunities for women and minorities
- ❖ Creating a visiting minority scholars program
- ❖ Establishing the Department of African and African-American Studies
- ❖ Improving mentoring programs (such as Mentoring Assistance for Prospective Scholar (MAPS) for minority students
- ❖ Investing in facilities that house diversity-related programs (such as the African-American Cultural Center and Department of African and African-American Studies)
- ❖ Conducting and implementing a salary equity project
- ❖ Conducting diversity pedagogy institutes in concert with the Center for Teaching and Learning (CTL) and Classroom Assessment Task Force
- ❖ Conducting diversity training programs for and by the faculty, staff, and students
- ❖ Sponsoring diversity programs such as Social Action Theater, Multicultural Mania, Global Night Series, and Native American Week
- ❖ Increasing campus- and community-wide diversity educational programming
- ❖ Participating in President Clinton's Initiative on Race by sponsoring a community-based One America Dialogue
- ❖ Instituting collaborative efforts with and between campus and local communities to create a more welcoming environment (for example, the Human Relations Task Force)
- ❖ Centralizing international programs and services and establishing a new Center for International Affairs whose achievements include:

- ❖ Enhancing study abroad programs for students
- ❖ Expanding cooperative programs and agreements with international institutions

Paradigm Shift #3: Sellers Market to Buyers Market

As suggested in this chapter's introduction, information technology and new educational providers have contributed to an oversupply of higher education opportunities. The principle of supply and demand has been experienced on some campuses for the first time in many years. Students have more choices and, consequently, institutions have become increasingly competitive in seeking and retaining enrollments.

The University has approached the competitive environment with the philosophy that the academic experience remains the core of the institution and strengthening it is fundamental to being a first choice for students. Efforts to improve the academic distinctiveness of ISU include the following.

- ❖ Establishing an Enrollment Services Division
- ❖ Developing a First-Year Experience Program through a \$2 million grant from the Lilly Endowment
- ❖ Continuing to revise and strengthen the General Education Program
- ❖ Developing and implementing a campus-wide student outcomes assessment program
- ❖ Establishing the President's Scholar Program
- ❖ Enriching ISU's Honors Program
- ❖ Adding new academic programs:
 - Ph.D. in Technology Management (the first such program in the country)
 - Ph.D. Specialization in Higher Education and Leadership
 - MS for Family Nurse Practitioners
 - Specialized Accreditation
 - BS/MS in Recreation and Sport Management
 - BA/BS in Managerial Communication
 - BS in Quality and Decision Systems
 - BS in Instrumental and Control Technology
 - BS in Biomedical Electronics Technology
 - BA/MD Program with Indiana University School of Medicine

In responding to the increased competition for student enrollments, ISU also has enhanced its public image. These efforts include the following.

- ❖ Reorganizing the University Advancement division to broaden and increase visibility in support of University's mission
- ❖ Establishing the University's first marketing program, which included two television commercials that received both state and national Vision Awards
- ❖ Initiating a leadership coalition in support of the redevelopment of downtown Terre Haute
- ❖ Establishing eight alumni clubs and chapters
- ❖ Launching the Sycamore Educators Network, which pulls together ISU's many alumni who are public educators
- ❖ Placing attention on and creating programming for successful academic performance by student-athletes. Almost half (48 percent) of ISU student-athletes earned better than a 3.0 GPA, an increase from 28 percent during the 1992-93 academic year
- ❖ Beginning publication of the new *Indiana State University Magazine*
- ❖ Creating the *ISU Presents* television program
- ❖ Expanding media coverage locally, in Indianapolis, and throughout the state
- ❖ Sponsoring University publications that received state and national recognition
Indiana State University Magazine
The Statesman
IQ Magazine
Campus Connections

The University has enhanced the aesthetics and functionality of our campus environment as well. These efforts have included the following.

- ❖ Completing over \$100 million in new construction and improvements to enhance our facilities and the appearance of our campus including:
 New Student Computing Complex and clusters
 Center for Performing and Fine Arts
 John T. Myers Technology Center
 Renovations of Erickson Hall and Science Building

- ❖ Renovating residential life facilities:
 Major renovation to Rhoads, Cromwell, and Hines Halls
 Minor renovation to Blumberg Hall
 Burford and Pickrel Halls reopened as singles
- ❖ Renovating the African-American Cultural Center
- ❖ Investing in Oakley Place and other ISU access points and signature pieces
- ❖ Continuing enhancement of landscaping, lighting, and parking
- ❖ Improving Athletic Offices, playing fields, and facilities

Paradigm Shift #4: Single Venue to Multiple Venues

Because of opportunities to distribute greatly improved educational opportunities through the Internet and other information technologies, the locus of educational activity has expanded from the campus to almost any venue accessible by educational technologies. Time and place increasingly are irrelevant to obtaining access to a college education. The result for public institutions is that, while the campus remains the hub of activity, the public need for education means many place-bound, time-bound citizens will expect to be served away from campus by public universities through distributed educational programs.

During the past several years, ISU has addressed its access mission by expanding educational opportunities for Hoosiers. The concept of access has shifted away from solely meaning opportunities for traditional students toward the broader perspective of serving student bodies made diverse by age, life experience, and location. The following programs and initiatives supply examples of the ways in which the University has served new clienteles (one of its eight strategic goals).

- ❖ DegreeLink: a comprehensive degree completion program based upon 2+2 program articulations and full degree programs available via distance education at sites with student service support
- ❖ Twenty First Century Scholars Program: a summer transition program for high school students enrolled in Indiana's Twenty First Century Scholars Program

- ❖ Articulated Transfer Programs: currently, 28 fully articulated, 2+2 program articulations with Indiana's two-year institutions
- ❖ Adult College Education Program: providing support services for adults taking advantage of expanded opportunities for evening and weekend courses and programs
- ❖ College Cooperative of Southeast Indiana: offering programming and educational support services to an underserved eleven-county region through a collaboration with other Indiana public institutions (ISU is broker and site manager for this program)
- ❖ South Central Indiana Education Alliance: offering programming and educational support services to an underserved six-county region through a collaboration with other Indiana public institutions (ISU is broker and site manager for this program)
- ❖ Dewey Institute for Learning in Retirement: offering educational programming targeted at the area's retired population (This initiative is affiliated with the national organization)
- ❖ Indiana Department of Correction (IDOC): offering ISU course credit, certificates, and extended degree opportunities to IDOC guards through ISU's Department of Criminology
- ❖ Distance Education: offering 19 degree programs and five certificate programs to students who are time- and place-bound
- ❖ General Studies Program: offering the associate's degree program in several Indiana prisons

Paradigm Shift #5: Institution-Centered to Collaborative-Centered

As the public university has been externalized in an environment of flat resources, greater competition, and increased social complexity, the institutional tradition of self-containment has been replaced with the elevated relevance of partnering and collaborating. This notion is central to ISU's vision of the progressive public university and has meant seeking and developing strategic partnerships with private, governmental, or educational sector organizations that support and enhance the University.

ISU has responded to this shift by seeking and securing partnerships with public, private, and educational organizations. These efforts have resulted in ISU's reputation as Indiana's most "collaborative university" (Exhibit 3). These strategic relationships include the following.

- ❖ Professional Development Schools: An extensive partnership with both rural and urban school corporations (16 different schools in total) designed to strengthen teacher preparation and reinforce school reform efforts
- ❖ DegreeLink: A partnership with Indiana's two two-year institutions built around comprehensive articulation, on-site degree completion, cooperative admissions efforts, and advanced degree opportunities that has provided the foundation for a significant inter-institutional relationship between ISU, Ivy Tech State College, and Vincennes University
- ❖ Ph.D. in Technology Management: An ISU Ph.D. program offered through a consortium of nine universities in eight states
- ❖ Joint BA/MD with Indiana University School of Medicine
- ❖ Master's of Engineering Management with Rose Hulman Institute of Technology a program offered jointly by Rose Hulman's engineering departments and ISU's School of Business
- ❖ Partnership with IDOC: A comprehensive partnership built around IDOC's training division and ISU's Department of Criminology and continuing education division
- ❖ Educational alliances in Wabash Valley, Southeast, and South Central Indiana: All three are led administratively by ISU. The Wabash Valley Educational Alliance includes Vigo County School Corporation and seven public and private institutions from the west central part of the Wabash Valley. Southeast and South Central include partnerships with multiple campus locations of almost all of Indiana's public institutions. These latter two partnerships receive separate line item appropriations and involve partnering relationships with the CHE and the Indiana Partnership for Statewide Education

Paradigm Shift #6: Disciplinary Focus to Multidisciplinary Focus

The proliferation of knowledge and information resulting from modern scholarship abetted by information technology has created an increased potential for and value on the scholarship of integration.

Multidisciplinary perspectives or problem-centered approaches increasingly provide value in resolving complex societal problems or in educating students. This trend has caused greater emphasis on multidisciplinary activities, shifting focus away from a sole reliance on the more fragmented discipline-based approach.

Strategic goal 7 of the 1994 University strategic plan emphasized the pursuit of interdisciplinary activities. The University's efforts in this regard include the following.

- ❖ ISU's School of Business developing a Master's of Engineering Management with Rose Hulman
- ❖ The Communication Management Program (M.A.) jointly offered by the School of Business and the Communications Department.
- ❖ Partitioning within ISU's General Education Program recognizing multidisciplinary courses (although this feature has been eliminated administratively, the courses continue)
- ❖ The Ph.D. in Technology Management integrating several disciplines within industrial technology, business, and the social sciences into this first-of-its-kind doctoral program
- ❖ Learning Communities through the Lilly Project bring a multidisciplinary approach to the first-year experience
- ❖ The Biomedical Technology degree offered by the School of Technology and Life Sciences integrates biology and electronics technology
- ❖ Examples of collaborative research and collaborative publication are found throughout ISU's faculty

Paradigm Shift #7: Teaching-Centered to Learning-Centered

Student outcomes assessment; anytime, anyplace educational technologies; and improved understanding of student learning styles have refocused the desired outcome of an educational experience from effective

teaching to effective learning. This shift is symbolized by such phrases as moving the faculty role from "sage on the stage to guide on the side." While the quality of teaching is understood to be the single greatest influence, student learning has become central to the concept of a quality education.

In responding to this shift, ISU has enriched the quality of teaching and learning. These efforts and initiatives have focused on several of the University's strategic goals and have included the following.

- ❖ Establishing the Center for Teaching and Learning (CTL)
- ❖ Creating the Faculty Computing Resource Center (FCRC)
- ❖ Establishing the Course Transformation Academy (CTA)
- ❖ Creating faculty and course development programs for teaching with technology and distance education formats, for employing innovative pedagogies, and for teaching to different types of student learners
- ❖ Increasing services provided by the Writing Center
- ❖ Establishing the Reading and Math Centers
- ❖ Securing a \$2 million grant from the National Science Foundation to support undergraduate science and research
- ❖ Establishing a grant program to support undergraduate and graduate research and creative projects
- ❖ Constructing the Student Computing Complex and developing campus-wide clusters to increase access to computing and other telecommunications services
- ❖ Increasing budget expenditures for instruction and academic support and student services since 1993 from 55 percent to 59 percent and 4 percent to 6 percent, respectively
- ❖ Increasing instructional expenditures per student from \$3,900 to \$5,500 since 1993
- ❖ Maintaining the percentage of full-time tenure-track faculty members at the average of 80 percent since 1993
- ❖ Providing first-year learning communities as an enriched venue for teaching and learning

- ❖ Committing \$600,000 to faculty development through the First-Year Experience Program to enhance learner-centered pedagogies
- ❖ Increasing student retention from 64 percent in 1994-95 to 69 percent in 1999-2000
- ❖ Securing a \$1.15 million grant from the U.S. Department of Education to develop tools to assist faculty in designing high quality online courses

Paradigm Shift #8: Faculty/Administrative- Centered to Student-Centered

The increased competition for enrollments and heightened emphasis on educational outcomes are among the reasons that public institutions are reemphasizing a student-centered approach to delivering higher education. Customer-oriented student services, first-year programs, flexible class scheduling, and the increased use of student satisfaction surveys provide examples of efforts to integrate institutional activities around the student educational experience.

At ISU, this shift has placed more emphasis on the faculty-student relationship. To become a more student-centered university, ISU also has enhanced the scope and quality of services to our students. These efforts and initiatives have focused on several of the University's strategic goals and include the following.

- ❖ Supporting a concerted and cooperative effort on the part of the faculty, student affairs and student support services staff, and many others to create a more student-centered campus
- ❖ Establishing the Connections Training Program to better prepare our front-line staff to meet the needs of students
- ❖ Consolidating Admissions, Registration and Records, and Student Financial Aid functions under Enrollment Services and centralizing their location, along with that of the Controller's Office. ISU now offers students the convenience of "one-stop shopping"
- ❖ Creating the Student Academic Services Center to facilitate the success of special student populations by consolidating and introducing innovative intervention programs and services such as the Academic Opportunity

Program, Adult College Education Program, PASS Program, 21st Century Scholars Program, mentoring, tutoring, and TRIO Programs

- ❖ Creating a Student Ombudsperson to provide students with assistance in resolving problems and concerns
- ❖ Enhancing the New Student Advisement and Registration Program and New Student Orientation
- ❖ Developing policy and departmental plans to enhance academic advisement
- ❖ Enriching out-of-class learning and living environments through innovations and improvements in student life programming
- ❖ Expanding residential life, evening and weekend activities, student union and union board programs, intramural and recreational sports, student organizations, student publications, and student athletics
- ❖ Increasing opportunities for student participation in university governance (Student Government Association forums, Board of Trustees, President's Planning and Resource Council, CHE, State Budget Committee, and the Indiana General Assembly)
- ❖ Introducing student satisfaction surveys
- ❖ Creating a Student Services office in Continuing Education/Lifelong Learning that provides single point, full range service to all lifelong learning students and programs

Paradigm Shift #9: Culture of Entitlement to Culture of Accountability

Be it competition, flat resources, the externalization of the institution, or the focus on student outcomes, all of the forces identified above driving change in public higher education have led to greater requirements for public accountability by institutions and those working within them. The sense of entitlement that accompanied unquestioned growth in enrollments, public support, and institutional purpose and mission has been replaced by cultural realities asking the question at all levels, "How do you measure up?"

In responding to this shift, efforts at all levels of the institution, though sometimes uncomfortable, have contributed to ISU becoming a more accountable and responsive community. These efforts and initiatives

have focused on several University strategic goals and strategic initiatives and include the following.

- ❖ Restructuring administration (e.g., Enrollment Services, Student Academic Services Center, Information Services, Planning and Budgets, University Advancement and Lifelong Learning)
- ❖ Creating an Office of the Provost
- ❖ Reducing vice presidential positions from seven to five and consolidating administrative areas
- ❖ Creating an Office of Institutional Research and Testing
- ❖ Establishing the faculty Administrative Fellows Program
- ❖ Implementing annual performance review systems for all University employees
- ❖ Increasing faculty, administration, and support staff compensation above the rate of inflation every year since 1992
- ❖ Installing a new administrative computing and information system (i.e., BANNER)
- ❖ Re-establishing the University program review and establishing Student Outcomes Assessment programs
- ❖ Implementing energy conservation programs
- ❖ Supporting an award-winning recycling program

Paradigm Shift #10: Individual-Centered to Community-Centered

The public university, by necessity, has moved from being focused on the needs of the individuals comprising it to becoming centered on the common good of the whole university community.

Responding to this shift must occur at the most fundamental level of institutional culture. At the corporate level, the strategic planning process and many of the accountability activities have increased organizational communication and dialogue around ISU's common good. Perhaps, though, it is equally important to recognize the efforts for ISU to become a more celebrative community. These efforts to become a more community-centered university include the following.

- ❖ Recommitting to traditions such as Homecoming, Founders Day, Honors Day, and support staff recognition programs

- ❖ Reviving an important tradition: the Athletics Hall of Fame
- ❖ Creating new opportunities to celebrate our achievements:
- ❖ Faculty Honors Banquet
- ❖ Administrative/Professional Staff Recognition Banquet
- ❖ Volunteer Recognition Banquet
- ❖ Commencement Banquet
- ❖ GTE Student Athlete Academic Achievement Banquet
- ❖ Establishing New Awards:
- ❖ Faculty Distinguished Service Award
- ❖ President's Award for Academic Excellence
- ❖ University Medallion for Exemplary Service and Leadership
- ❖ Distinguished Volunteer Service Award
- ❖ President's Excellence Award to Student-Athletes



Summary of ISU Responses to the Paradigm Shifts of the 1990s

Public universities confronted a very different environment during the 1990s than previously, which led to new approaches to serve society's needs. As this section illustrates, ISU invested significant institutional effort in changing the focus of many of its programs and practices to align itself with these new paradigms of engagement. In looking backward, ISU's strategic achievements in relation to the shifting paradigms of service were generally identified during the 1992-93 strategic planning process and evidenced in the 1994

University *Strategic Plan*. The programs or initiatives discussed above are fully developed in the chapters that follow and are listed here as a way of providing an overview of the University's response to the demands of the past decade.

1990 NCA Team Suggestions: ISU Responses

No concerns were expressed by the 1990 NCA evaluation team (Exhibit 2). However, the 1990 team provided the University with several suggestions. ISU has considered this input carefully as it has planned and developed its programs and activities. In retrospect, several of the team's comments were quite prescient and insightful. Changes in institutional practice are the result. The following sections identify the suggestion or recommendation (italicized below with no attempt made to distinguish between recommendations and suggestions) and provide a summary of related developments.

Bringing Together University Planning Documents into an Overall, Coordinated Plan

The 1990 NCA Team Report observed that "there is no overall, coordinated short- or long-range plan that brings all the planning documents together," and it "encourage[s] [ISU] to continue [its] efforts to provide feedback and promote communication."

ISU initiated a strategic planning process (see the Introduction and Appendix B) during the 1992-93 academic year that resulted in a University Strategic Plan and that has been ongoing. Strategic plans and initiatives have been widely discussed with both internal and external stakeholders and reinforced through unit-level planning, performance goals, budget decisions, and other feedback and communication. Two new organizational structures also reinforce coordinated planning and communication. In 1993, the Office for Planning and Budgets was created with responsibility for strategic planning, budget, and institutional research functions.

The year prior, 1992, the President's Planning and Resource Council was initiated as a forum for dialogue around planning and resource issues with representation from all major campus stakeholder groups. While acknowledging that the goal of effective communication presents ongoing challenges, considerable institutional effort has been invested in coordinating and communicating University plans through the strategic planning process.

Reduce the Large Number of Low-Degree Conferring Programs and Departments

The 1990 NCA team suggested reducing low degree conferring programs and stated that they "continue the concern from the 1980 NCA team about the large number of small programs and departments yet remaining."

Two University efforts review low degree-conferring programs and merit attention: program review and, more recently, program banking. Since 1997, ISU has banked 12 low-enrolled programs. Banked programs are removed from the catalog, although they remain part of the official inventory of programs. Banking is designed to permit resources to be recommitted to areas of greater demand while maintaining the flexibility to respond quickly to changing needs for a banked program. During the 1996-97 academic year, the program review process was changed, with all University programs being reviewed on a rotating five-year, versus seven-year, schedule. By the end of the 1999-2000 academic year, 80 percent of the University's programs will have been reviewed under the revised schedule. Department mergers since 1990 include the School of Business reorganizing from six departments to two, the School of Education consolidating from eight departments into five, and the College of Arts and Sciences consolidating from 26 departments to 23 and closing two centers.

Trade offs Between Low Student-Faculty Ratios and a Comprehensive Research Mission

The 1990 NCA team suggested that “the favorable low student-faculty ratios may not be affordable if the university is successful in funding a comprehensive research mission.”

Increased sponsored research funding and decreased teaching loads for significant numbers of faculty suggest progress toward improving the institution’s support for and success within its research mission. However, ISU sees only limited application of the nearby major research universities as role models for continued institutional development. While supporting excellence in selected programs, ISU does not aspire to be primarily a research university. As discussed in Chapter 5, ISU’s expectations of faculty are based on the teacher-scholar-practitioner model, a model not necessarily subscribed to in major research universities.

Variations in Tenure and Promotion Standards

The 1990 NCA team noted that the “criteria for tenure and promotion in the University Handbook appear less stringent than the criteria used by many departments.”

In the years immediately following the 1990 NCA visit, the Vice President for Academic Affairs called for a systematic review of tenure and promotion standards. This effort initiated the process of revising and clarifying procedures around tenure and promotion decisions. In 1997-98, the Provost appointed a widely representative task force to study College/School/departamental promotion and tenure criteria by reviewing University practices and investigating approaches used by institutions similar to ISU. The Task Force Report (Exhibit 22) was turned over to the Faculty Senate, and, during 1998-99, various committees worked on changes to the University Handbook and the Faculty Senate Executive Committee approved them. At its first meeting of the

1999-2000 academic year, the full Faculty Senate considered and adopted the proposed changes to the Handbook language.

Regular Review of Administrators

The 1990 NCA team suggested that ISU “regularize the review of administrators.”

Formal review of executive-level administrative staff was instituted during President Moore’s tenure. External consultants regularly gather internal input used to review the performance of all vice presidents and deans. Moreover, the process of performance review has been integrated into all levels of University personnel practice. Every University employee, including administrators and professional staff, is involved with some form of annual performance review (the faculty performance-based pay increase program instituted in 1997 involves annual performance review for all faculty). A comprehensive human resources management approach began with the development of an employee classification system in 1994-95. This included the creation of position appraisal questionnaires for all monthly staff positions and the Job Evaluation Team to classify those positions into 11 job levels. In 1995-96, all administrative staff began submitting performance goals that were formally reviewed by each employee’s supervisor on an annual cycle. Salary increases are based entirely on performance for this employee category. This system has helped lessen interdivisional salary and title issues and provided one means to implement the strategic goals and initiatives of the University.

The University has moved along three principal fronts—faculty development, academic advising, and student outcomes assessment—to improve retention among all students.

Enhanced Student Retention Efforts

The 1990 NCA team suggested that ISU “seek ways and means to enhance student retention and to strengthen ties among student services programs.”



The University has moved along three principal fronts—faculty development, academic advising, and student outcomes assessment—to improve retention among all students. In addition, a major initiative to transform the first-year experience for ISU students has served to strengthen ties among student service programs and between Student Affairs and Academic Affairs. These four foci join many other focused efforts by the faculty and staff to increase student success, one of the University's values. In 1994, the retention of freshmen returning to their sophomore year hit a low of 63 percent. ISU responded to this situation by implementing a number of programs that have met with tremendous success. Retention rates increased from 63 percent of 1994 freshmen returning for their second fall to 69 percent of the fall 1998 class returning in fall 1999. Since 1994, 292 more students have returned to ISU as sophomores than would have if retention rates had remained at the 1994 rate. Student retention has increased, in part, because of the following efforts.

Faculty Development. The noteworthy efforts to support faculty development include several investments in various department and school/college-level initia-

tives, including a generous sabbatical leave program. From an all-university perspective, the CTL was founded in April 1995 to provide all faculty members and teaching assistants with continuing professional development in new forms of classroom pedagogy, classroom assessment, distance education, and developmental advising. The same year, the FCRC was created to support the development of technology-based courses or course segments. In spring 1997, the CTA, pulling staff resources from the CTL, the FCRC, distance education, instructional design, and media technology services, began its first structured ten week curriculum to support faculty members interested in teaching with technology or distance education. Between the first CTA and the summer of 1999, almost a quarter of the university's tenure-track faculty have completed the CTA. In this same period, the FCRC has assisted an average of about 50 faculty members per year in course development and teaching with technology projects while holding seminars and presentations attended by an average of 75 faculty members per year.

Summer Institutes. ISU has sponsored over 36 summer institutes (from four in summer 1995, we have grown to more than 12 in summer 1999) attended by over 700 faculty members. (Several hundred participants who attended Lilly-funded workshops are not included in this count.) Nearly \$98,000 has been provided to the faculty in summer stipends for their participation in these institutes (again, stipends provided by the Lilly Project are not included in this count.)

Winterfest. Winterfest is held the last weekend of January. The first conference began in January 1996 with 20 sessions involving 70 people. Last year there were 87 sessions. Over the years, more than 700 people have participated in Winterfest, an annual conference on college teaching. It is becoming a recognized event for higher education institutions in the state. The range of topics and the quality of scholarship is highly rated by conference attendees.

Instructional Development Grants. Each semester, the CTL awards small grants (up to \$750) to faculty members. Grants usually provide supplies and materials, sponsor travel to specific pedagogical workshops, acquire tests or materials, and help purchase software and equipment directly related to classroom projects. Since 1996, more than 50 faculty

members have received over \$30,000 in instructional development awards (on a number of projects there is more than one faculty member; 49 awards have been granted to support their efforts to improve instruction or share ideas regarding improvements).

Publications. The CTL has distributed nearly 1,000 Weekly Teaching Tips to faculty for the last two academic years. These are archived on the CTL website.

Graduate Teaching

Assistants. The CTL has attempted to provide a range of services to graduate teaching assistants (GTAs). Over the last four years, it has provided before the semester began a pedagogy orientation program. Over 300 GTAs have participated over the last four years (approximately 100 each of the last two years since we expanded it to a two-day long workshop). (Although funded by Lilly, the organization and delivery has been provided by CTL.) Each month, a special session is offered that attracts 12 to 25 GTAs. During the year, departments sponsor various meetings with CTL support.

Academic Advising. In early 1995, *An Analysis of the Academic Advising Program at Indiana State University (Exhibit 41)* was completed by The Noel Levitz Center for Enrollment Management, which resulted in a number of recommendations for improving academic advising at ISU. Based on the recommendations and the responses to them by the University's Enrollment Planning Team, ISU began a campus-wide initiative to improve academic advising. This effort consisted of department surveys, workshops, and the formulation of specific plans to improve advising within each academic program.

Student Outcomes

Assessment. In June 1995, ISU submitted to NCA a University-wide Student Outcomes Assessment Plan, which established general principles for assessing student outcomes. This plan provided models and other resources for the development of program-based outcomes assessment throughout the University.

First-Year Experience. A special concern within the University's overall effort to increase student success has been the experience of first-year students. In the fall of 1996, a newly remodeled residence hall for first-year students was opened, containing satellite offices for a host of student academic services, a state-of-the-art computer lab, and specific programming for first-year students. A second facility was added in 1997. In the

fall of that year, the University launched a major initiative, funded by a \$2 million grant from the Lilly Endowment, to further transform the first-year experience. This five-year project is comprised of several new programs that address the issue of first-year retention, including Summer Transition Programs, first-year seminars, Learning Communities, enhancement of student support services, first-semester interventions, faculty development, and outcomes assessment. The intended outcome of these efforts is to place the student at the center of coordinated student and academic affairs programming.

Equipment and Technology Needs

The 1990 NCA team suggested that the University address critical needs in the areas of state-of-the-art equipment, computer resources, research instruments, and book and periodical acquisitions.

Since the 1990 accreditation visit, ISU has made information technology and the library a high priority in budget allocation. By using a combination of one-time appropriations and reallocation of the base budget, the number of computers on campus has been dramatically expanded; faculty and public lab computers are on a four-year replacement cycle; additional technical staff members have been hired to support the expanded physical resources and to support users; and campus classrooms are being updated with technology in support of transformed pedagogy. Even when other budgets were frozen, the University has regularly increased the funding available for the purchase of books and periodicals, limiting the negative impact of price increases (particularly of scholarly journals) on the ability of the faculty to conduct effective teaching and research activities. The College and Schools also receive allocations for capital needs that are used in many cases for research equipment and laboratory instruments. Further, the University has supported the library's investment in electronic full-text resources to expand the availability of the collections beyond the physical walls of the library building. Overall, the University has made significant improvements in the status and availability of information technology equipment and resources and is effectively meeting the needs of the faculty and students.

Implementation of General Education Program

The 1990 NCA Team commended the institution for its revamped General Education Program. However, it noted that remaining difficulties with general education "appear to be those of transition rather than of conception. Managing advising and graduation checks may be complicated for quite a while in view of the mixture of old- and new-requirement students. The so-called 'partitioning' may likewise cause problems and budgeting consequences. Now that the program is in place, the logical next step is studious assessment of the results."



The development and assessment of the General Education Program through the 1990s has been a continuing effort to improve and refine. Although the General Education Program put in place in the fall of 1989 was a

significant improvement over its predecessor, the program did suffer in its implementation. One major difficulty involved the need for a computer audit system that would allow students and advisors to track their progress. The Degree Audit Record System (DARS) was installed in 1995. However, the years without such a program led many to focus on the cumbersome nature of the credit-hour partitioning rather than on its uniqueness and its interdisciplinary premise. The modifications to the program planned for the fall of 2000 eliminate the partitioning feature.

Throughout the past ten years, the General Education Program has worked in a conscientious manner with departments whose major programs required special accommodations. By the fall of 1992, the existing courses generally had been converted to become a part of the General Education Program. From that point, implementation focused on the placement of courses most appropriate for Liberal Studies. By the mid-1990s, adequate availability of seats existed in the various Core Areas. Again, the DARS system allowed students to monitor their progress each semester toward

completing Core Area requirements. Over time, students have become increasingly efficient at graduation planning.

The five-year review of the Program, scheduled for 1994, became an interactive process spread over several years, culminating in the recommendations to modify the program for the fall of 2000. At one level, this review focused on assessment within the program. The Coordinator of General Education and the General Education Assessment Committee carried on the assessment work begun in the spring of 1993. The development of objectives/outcomes for each of the Core Areas has been a critical accomplishment during the past five years. For example, these objectives/outcomes will provide the basis for the guidelines for inclusion in GE2000 as well as for the review of courses grandfathered into GE2000. At another level, program review began in the summer of 1995 with the establishment of General Education Task Force II, which made specific recommendations for changes in Basic Studies and Liberal Studies. In the fall of 1997, the Provost appointed a Working Group that prepared a set of recommendations that are the basis of GE2000. In the fall of 2000, GE2000 will eliminate partitioning, establish a Capstone requirement and an information literacy requirement and make several other changes intended to give greater meaning and coherence to the General Education Program.

Improving the Campus Climate

In responding to the University's special focus on the quality of student life, the 1990 NCA team commented on the climate of the campus: "There is concern, however, among Student Affairs and Safety and Security staff about verbal harassment and physical confrontations among some students... Safety on campus of women should continue to receive aggressive attention."

By identifying instances in which interactions on campus fell short of the desired community standard, President Landini's address in 1989 began the process of improving the ISU campus climate for racial and ethnic minorities, international students, and women. Significant measures also have been taken to develop the infrastructure to improve the quality of campus life since President

Moore's arrival. For example, the appointment of a special assistant to the president and provost for ethnic diversity identified a single office to address concerns of inclusivity. Strategic Goal 6 emphasized the institutional priority "to enhance and advocate multicultural and international values." In general, ISU's leaders have engaged the campus community with visions of progress toward a more civil and safe community. As a result, the 1990s brought a variety of initiatives to affirm and manifest the University's commitment to diversity, tolerance, and the right of community members to a safe, secure, and supportive environment. Evidence that both the leadership and programs have had a positive effect come from senior survey results that consistently report a high degree of satisfaction with the campus environment. The specific efforts at improving the campus climate include the following.

- ❖ Aggressive recruitment of minority and women students and faculty and staff members, including key hires at the vice-presidential and director levels
- ❖ A Climate Study, which identified major concerns for African-American and international students
- ❖ Programs designed to address issues of tolerance and difference, including faculty development, orientation sessions, diversity seminars, and workshops conducted for both on- and off-campus constituencies
- ❖ A more diverse, proactive, higher profile Public Safety Department that boasts a full-time Crime Prevention Officer
- ❖ Hiring a Director of Public Safety, a professional public officer with experience in safety on university campuses
- ❖ A series of initiatives to address multicultural awareness among residential life personnel
- ❖ A crisis response team committed to an effective and efficient response to any problem
- ❖ A community-based Student Judicial Program, designed to allow broad representation in setting the standards of student conduct
- ❖ Improved graduation rates for African-Americans students, including student-athletes of color
- ❖ The MAPS program that places minority students in on-campus jobs under the supervision of a mentor has yielded increased student academic performance and graduation
- ❖ Encouraging the support staff to attend orientations and workshops that address increased respect for individual differences
- ❖ Conducting a Faculty Survey of Professional Satisfaction administered by the Faculty Senate with representation from the university administration
- ❖ The PRISMS of Diversity Resource Pool and an initiative to develop a diversity certificate program have greatly strengthened the capacity of the University to have staff members capable of engaging inclusivity issues
- ❖ Classroom and curricular transformation that includes a multicultural general education core requirement, the Democracy and Diversity Project, and the visiting minority scholar initiative
- ❖ The International Affairs Center has centralized and enhanced services and connections for international students
- ❖ The Community Connections approach has broadened the University's connections with communities of color and the international community outside of the institution
- ❖ Since 1997, the annual campus Gender Fair has brought together women to address climate, accessibility, and success issues of the students, faculty, staff, and administrators
- ❖ Hiring a person to access African-American alumni
- ❖ An emphasis on quality customer service as the trademark of every campus office and department
- ❖ Significant progress in creating a campus that is well lighted and secure, including the new blue lights emergency communication system

While these initiatives represent important accomplishments, much still needs to be done. Instances of incivility and intolerance remain both in and out of the classroom. Recruiting senior faculty members of color across disciplines and retaining young female faculty members have surfaced as two of many concerns about gender and campus climate. Clearly, students are asking for the appropriate skills to become viable in the marketplace, and these include comfort with a global, multicultural work setting. While not immune to the several forms in which modern racism takes place, ISU is building the capacity to deliver the skills with a sense of primary institutional purpose.

Providing Public Information

The 1990 NCA Team suggested several items with regard to improving ISU's approach to informing its publics, including recommending the University, 1) combine current publications, with official publications standing on their own; 2) develop publicity pieces by a central agency and distribute them as press releases; 3) utilize Desktop publications to increase publicity; 4) highlight faculty research and publication activities by summarizing these annually into a department report; and 5) have University speakers also deliver seminars or meet with interested faculty members and students.

During the past ten years, many steps have been taken to improve internal communication and promote campus activities, faculty research, student achievements, and other newsworthy items. This effort gained focus when the Office of Public Information was reorganized in 1993 into the Office of Public Affairs. A new director was named, and renewed emphasis was placed on enhancing media relations. In addition to increasing the amount of news materials released, the office also created the Public Affairs Media Advisory Board, which allows media representatives to meet with the University President and the Public Affairs staff to provide input and feedback on the institution's media relations program. Many activities evolving from this priority have elevated ISU's ability to provide public information. These include the following.

Combining Current University Publications. The Office of Public Affairs has redesigned, reformatting, and refocused the University's faculty-staff newspaper, which is now called *Campus Connections* and published monthly. The result is a publication that is not only more attractive but that delivers a more coherent and cogent message about the University by highlighting campus news and events and profiling the faculty, staff, and alumni. Concurrently, the Office of Public Affairs has been exploring various electronic means to communicate with the campus population. The upshot has been the development of *Global E-Mail*, an electronic newsletter, and *ISU Cyberwire*, which deals with breaking stories of campus-wide importance or interest and major issues.

Publicity Pieces. The Office of Public Affairs traditionally has prepared and disseminated news releases to media concerning research, faculty activities, student and faculty accomplishments, and campus outreach, among a host of other subjects. Increased opportunities for publicizing University activities have also been developed through the establishment of a partnership with WFIU radio (A National Public Radio affiliate on Indiana University's Bloomington campus), the development of a local radio program called *College Corner* and the production of University television spots for ISU's coaches' television show, which airs each week from August through April.

Desktop Publications. The Office of University Publications and *Indiana State University Magazine* and *Campus Connections* make extensive use of desktop publishing systems and other advanced technology such as scanners. This allows flexibility in design, encourages innovation, speeds up the production process, and helps cut costs.

Notices of Faculty Research. The Office of Public Affairs maintains contact with academic departments in order to become knowledgeable about faculty expertise and current projects. This information then is disseminated to the media in forms such as news releases, interview tips, sources on breaking news stories, and expert lists.

Campus Forums, Colloquia, and Conferences. Have been systematically promoted and publicized to develop audience interest. In addition, speakers regularly interact with students and faculty during visits to campus.

College/School/Divisional Newsletters. Each professional college/school and the College of Arts and Sciences, including the Division of Continuing Education, Cunningham Memorial Library, and the First-Year Experience Program, has a widely distributed newsletter.

Recognize ISU's Present Level of Achievement and Competitive Advantages

The team observed that "the outstanding fringe benefits package, sabbatical leave policy, early retirement options, and lifestyle of the community actually gives ISU a competitive position. ISU is an attractive place to be."

ISU still remains an attractive place to be. In the Duby-Feinauer study referenced in Chapter 6 (Exhibit 4), when compared to a group of ten peer institutions, ISU's fringe benefits package as a percentage of salary for the faculty ranked second, and its overall compensation package for the faculty across all ranks ranked third despite the fact that at individual ranks (assistant, associate and full professor) faculty compensation ranks in the middle third of the peer group. The sabbatical leave program has been maintained and strengthened with 10 to 12 percent of the faculty participating annually. When considering such factors as average class size; access to faculty development, technology, and library resources; and the high quality campus Physical Plant, working conditions for the faculty and staff continue to improve and remain excellent overall. The lifestyle of the community also has been cited for its affordable housing, attractive public parks, and many advantages for families raising children. This strong competitive position has been evidenced in 89 percent of 1997-98 faculty searches resulting in the successful appointment of a competitive candidate.

Expectations of the Faculty

A continuous review and evaluation of criteria is required on the ISU campus as on every campus.

Since the last NCA review, expectations of the faculty have become clearer as faculty evaluation has become more integrated into the University culture. At the beginning of the decade, the Faculty Report of Annual Activities, a standardized form for annual review, had just begun to be implemented. At present, it is an accepted part of faculty culture that enables faculty members to docu-

ment their work for departmental personnel committees and the appropriate administrators. In the first half of the decade, when sufficient funds were available, the form, with supporting materials, supported evaluation for merit pay. In the past four years, a biennial system of performance-based pay has further ensured regular reviews of faculty performance. While these efforts have caused some strain on morale, they also have provided experience in developing more refined methods of evaluation. In addition to annual reviews, as the result of a major initiative to address salary compression in 1995, all faculty members' complete careers were

assessed in each deanery as a means of calibrating recommendations for compression increases with salary residuals yielded by a regression analysis of all faculty salaries. In the past two years, the Promotion and Tenure Task Force addressed the issue of faculty expectations during evaluation for tenure and promotion. As stated above, the Task Force Report (Exhibit 22) was turned over to the Faculty Senate, and, during 1998-99, various committees worked on changes to the *University Handbook*. The Faculty Senate Executive Committee approved them in spring 1999. At its first meeting of the 1999-2000 academic year, the full Faculty Senate considered and adopted the proposed changes to the handbook language. This topic also has been an aspect of the discussion about the role of the professoriate that has been part of the Phase II strategic planning effort associated with this self-study. As this conversation evolves into a strategic

In the Duby-Feinauer study referenced in Chapter 6 (Exhibit 4), when compared to a group of ten peer institutions, ISU's fringe benefits package as a percentage of salary for the faculty ranked second, and its overall compensation package for the faculty across all ranks ranked third despite the fact that at individual ranks (assistant, associate and full professor) faculty compensation ranks in the middle third of the peer group. The sabbatical leave program has been maintained and strengthened with 10 to 12 percent of the faculty participating annually. When considering such factors as average class size; access to faculty development, technology, and library resources; and the high quality campus Physical Plant, working conditions for the faculty and staff continue to improve and remain excellent overall.



planning update, it is likely that expectations for ISU's faculty will be further defined and reinforced.

Coordinating Research Centers

The self-study recommendation that a coordinating board be created among the research centers might provide a useful vehicle to continue sharing information.

The coordination of the campus research and service centers has been discussed during the past several years. The development of the Wabash Valley Educational Alliance (WVEA) has been a partial solution to this need. For example, WVEA's Quick Response Team (QRT) provides enhanced communication for both ISU and other WVEA institutions in responding to the community's need for support during economic development efforts. All of ISU's research centers, and its School or College deans, are linked through a listserv that is integral to the QRT concept. Another effort that addresses this need is the creation of the Office of Sponsored Programs, which supplies a variety of support and coordination services to the University community in the area of grants and contracts. However, while these positive developments provide important linkages, further coordination of ISU's campus research centers will need to be an aspect of pursuing ISU's vision of being a progressive public university.

Conclusion

After carefully examining the changes that have occurred during the past ten years, ISU can justly be proud of its many accomplishments. Compared to the ISU of 1990, today's University can be characterized as being more personalized and student-centered, participative in governance and planning, collaborative with external partners, responsive to community and state needs, scholarly in its approach to administrative decisions, accountable in its practices, and focused on its strategic outcome of holistic student growth and development. As should be evident from the following chapters, significant efforts at all levels of the University have been responsible for the accomplishments of the past ten years. However, as Chapter 10 illuminates, the continuous improvement of ISU's educational programs and activities will require persistence and focus in order to achieve the University's vision for itself in the next decade.

Chapter 2: Undergraduate Education



Undergraduate education lies at the core of ISU's mission as a progressive public university. Eighty-five percent of the University's students are undergraduates, and all but two of its departments are involved primarily in undergraduate instruction (*Undergraduate Catalog*, Exhibit 11). In the University's 1994 *Strategic Plan for the 21st Century* (Exhibit 1), ISU reaffirmed its abiding commitment to undergraduate education by aspiring to be a benchmark university known and admired for its teaching excellence and a national example for the distinctiveness and quality of the undergraduate educational experience. The plan also emphasized the University's role in addressing societal expectations of the twenty-first century state university. During the past several years, ISU has embarked on a series of important initiatives designed to meet the needs of a more academically, geographically, and racially/ethnically diverse student body and to promote the academic success and enhance the intellectual and social growth of our baccalaureate and associate's degree students. The overriding intention of these initiatives, which are described in ensuing sections of this chapter, has been to create a distinctive teaching and learning environment that will provide richer, more personalized educational opportunities for all students, but especially for undergraduates.

Measuring Mission Alignment and Success

The commitment of all segments of the University to offering distinctive undergraduate degree programs is reflected in the results of the NCA Campus Survey taken during the fall of 1998 (Exhibit 6). More than 93 percent of the faculty respondents,

84 percent of the administrative and professional staff respondents, and 70 percent of support staff respondents viewed improving undergraduate education as the most important strategic goal to them personally; and more than 79 percent, 83 percent, and 80 percent of these three groups respectively believed that enhancing the quality of the University's undergraduate experience was the most important strategic goal for the University.¹ When asked to evaluate the importance of the same goal over the next decade, support for enhancing undergraduate education rose among all three groups.²

Improvements in student satisfaction as measured through instruments such as The First-Year Experience Survey and The Senior Survey suggest that this faculty and staff commitment is translating into action. Over the past four years, the percentage of ISU seniors indicating satisfaction with their intellectual growth, the value of their education, their personal growth, their career preparation, and the preparation they have received for further education has increased (Exhibit 7).³ When compared with 1996 respondents, higher percentages of 1999 seniors also indicated satisfaction with their opportunities to interact with the faculty (78.4 versus 73.5 percent), academic advising in the major (65.1 versus 55.6 percent), academic advising in General Education (45.9 versus 36.0 percent), and other indicators of their academic experience.

Information gathered from two years of the new *First-Year Experience Survey* indicates an enhancement of the undergraduate experience as well. At the end of their first year, 85 percent of the freshman class that entered in 1998 indicated satisfaction with their overall ISU experience, compared to 75 percent of those who entered a year earlier. Especially dramatic are the improvements being seen with respect to the academic

¹ Office of Institutional Research and Testing Website: <http://web.indstate.edu/oirt/assessment/>

² Given these responses, it is not surprising that, during a July 12, 1999, meeting of the University's NCA Combined Leadership Committee at which President Moore challenged those present to identify ISU's most distinctive strategic goal, the deliberations generated consensus agreement on the goal of quality holistic student growth and development. This conclusion reaffirmed the campus-wide understanding and appreciation of the central importance of issues related both to programmatic quality and to the personal, academic, and professional growth and development of our students at both the undergraduate and graduate levels.

³ Office of Institutional Research and Testing Research Brief, Historical Analysis of Senior Surveys, 1996-99, page 3.

areas of the institution. For example, more than 75 percent of fall 1998 freshmen indicated that the quality of the ISU faculty was an essential or very important reason for their planned return to the institution in the fall of 1999, as opposed to 57 percent of the previous year's cohort (Exhibit 8).⁴

Undergraduate Student Recruitment, Retention Strategies, and Enrollments

Historically, ISU has been a residential campus serving primarily high school graduates. As at many other universities of our type, however, ISU's student population has, especially during the past decade, experienced change. While the core of our population remains the traditional, full-time student, taking courses in real time on campus, within that core is greater diversity in terms of race/ethnicity and academic preparedness, and surrounding the core are new part-time, off-campus learners, including those taking course work asynchronously at a distance.

Recruitment. While the recruitment of undergraduate students remains reasonably centralized at ISU,⁵ departments and the deans' offices of the College of Arts and Sciences and the University's five professional Schools have become more actively involved in recruitment during the 1990s. Faculty, professional advisors, and deans' representatives now work more closely with the Office of Admissions to establish contact with prospective students by letter and phone, and even in person. Moreover, the University recently restructured its international students office, study abroad office, international scholars office, and international programs office within a single International Affairs Center (IAC) in order to improve our

ability both to recruit internationally and to meet the needs of ISU students and faculty seeking to pursue international opportunities for study and research.

Other recent developments are also worthy of note. During the past decade, the University has made a concerted effort to attract more high-ability students. Principally, we have done this through the creation of the Presidential Scholars program, which provides full tuition scholarships as well as room and board and a book stipend to approximately 80 students annually; through the redesign of the Alumni Scholars and Academic Scholars Programs; through the development of a cooperative baccalaureate/MD program with the Indiana University School of Medicine⁶; through enhancement of the University Honors Program; and through the creation of five International Academic Incentive Scholarships to attract high-ability international students to the campus while diversifying the international student population.

The Honors Program involves faculty members from across the University and appeals to wide-ranging interests of Honors-eligible students, and its recently expanded course offerings include topical academic seminars for first-year students. The Honors Student Association remains a vital community whose members participate in outreach efforts on and off the campus. Rhoads Hall was renovated and opened in 1996 specifically for Honors Students. With a capacity of approximately 410, Rhoads is a very popular residence hall option. As further evidence of the University's commitment to the collegiate experience of honors students, since 1995, two additional honors societies have been established: Golden Key and Omicron Delta Kappa.

In partnership with two-year institutions in the state (namely, Vincennes University and Ivy Tech State College), ISU has developed formal transfer agreements that permit students to complete a baccalaureate degree

⁴ Office of Institutional Research and Testing, *First-Year Profile, Freshmen Class of 1998* [1999].

⁵ Exceptions include recruitment in the arts areas, where department-level recruitment has long been an expectation.

⁶ This program annually admits up to ten high-ability students from rural areas of the state who intend to pursue medical careers. The students receive their undergraduate education at, and are provided with supplemental educational opportunities by, ISU in association with Indiana University's Terre Haute Center for Medical Education and Union Hospital's Midwest Center for Rural Health. Upon successful completion of the program, students are admitted to the Indiana University School of Medicine, in the hope of their becoming physicians who will practice in underserved areas of the state.

either by coming to the ISU campus or enrolling in the University's DegreeLink distance education program.⁷ Moreover, departments have made more coursework and programs available in the evening and on weekends to better accommodate working adults in the region. Largely as a result of these outreach activities, the number of students transferring to ISU has grown from a ten-year low of 608 undergraduates in 1995 to a ten-year high of 732 undergraduates in 1999, with the greatest increases occurring in the School of Technology, the College of Arts and Sciences, and the School of Health and Human Performance, units in which programs have entered into partnerships with two-year institutions. Relatedly, the number of annualized full-time students taking ISU courses off-campus more than doubled between the 1995-96 and 1998-99 fiscal years, growing from 196.0 to 398.2 (Exhibit 9).

Retention. Departments, and the University as a whole, also have worked harder to retain the students we recruit. Retention initiatives during the past decade include the introduction of numerous first-year experience strategies (for details, see the Lilly Project section below), consolidation of numerous support services within the Student Academic Services Center (SASC), department-level changes to advising systems, the introduction of a computerized degree audit system (DARS), and the introduction of student mentoring and peer tutoring programs. At this writing, the University is in the process of creating both a Math Center and a Reading Center to complement its longstanding, and very successful, Writing Center. These initiatives appear to be having their intended effect, since retention rates of first-year students are improving. Sixty-nine percent of the University's 1998 freshmen returned in the fall of 1999, a ten-year fall-to-fall high, and progress since 1994 has been steady.⁸

The Lilly Project. A centerpiece of the University's retention effort has been its First-Year Experience Program, or Lilly Project, the principal goals of which are higher

quality experiences within the classroom and enhanced links between in-class and out-of-class experiences, leading to holistic student growth and development as opposed to academic success alone. Funded by a grant from the Lilly Endowment, Inc., in combination with reallocations from the University's operating base and the reassignment of key personnel, the First-Year Experience Program is designed to offer beginning undergraduate students the best possible chance of attaining their higher education goals. The project enables the faculty, students, and staff to engage in learning-centered education at all points of contact in order to help students acquire the knowledge, beliefs, attitudes, and skills necessary for collegiate and post-collegiate success. Through the Project, the University has established learning communities, first-year seminars, Lilly Faculty and Staff Development Programs, expanded developmental advising programs, a redesigned New Student Advisement and Registration Program (NSARP), summer orientation programs, target outreach programs, an extensive assessment system, and enhanced academic support services. Over the five-year period beginning in 1997, the project's goal has been to advance the fall-to-fall retention rate of first-year students from 64 to 75 percent and to improve the six-year graduation rate for on-campus undergraduate students from 38 to 45 percent.

The faculty and staff from all academic, administrative, and residential life units have been involved in the conception, development, implementation, and assessment of the Lilly Project, allowing the University to innovate and to renew its commitment to providing a distinctive undergraduate education. Drawing on systematic surveys of current educational research and of best practices at other American universities, the Lilly Project has fostered the creation of new learning structures, such as first-year seminars and learning communities, which are serving 25 percent of ISU's first-year students in the fall of 1999. By 2002, the participation rate should approach 100 percent. Furthermore, the Lilly Development Programs will continue to assist faculty and staff to

⁷ Several popular majors are currently available through DegreeLink, with others scheduled for development. Many DegreeLink courses are offered asynchronously. The University has also expanded the reach of its Associate of Arts program in General Studies, which is now offered to approximately 300 students in four prisons in the region.

⁸ Rates for the period have been as low as 62 percent, with the average being 66 percent (Office of the Registrar).

remain conversant in contemporary pedagogical theory and practice.

Enrollment. Despite the increased attention to recruitment and increased success in retaining students once they matriculate, maintaining a strong undergraduate enrollment has remained a challenge for the University throughout the 1990s. Between 1989 and 1999, ISU's head count undergraduate enrollment declined by approximately 11.1 percent, although the campus has experienced an increase of roughly 1.9 percent in the past two years, following a ten-year low in 1997 (Figures 1 and 2).

Following national trends, enrollment

growth in Indiana's public colleges and universities has occurred predominately on the state's urban campuses and within the Ivy Tech State College system, which has concentrated primarily on non-degree workforce programming, with more recent emphasis on associate's degrees. While national projections show substantial growth in the traditional college age group, these same data indicate much slower growth for this population in the Midwest (3.9 percent, compared to 7.2 percent nationally). And in the five-county area surrounding ISU, increases in high school graduates have been well below the Midwestern norm and are expected to

Figure 1

Overall Undergraduate Enrollments, 1990-1999

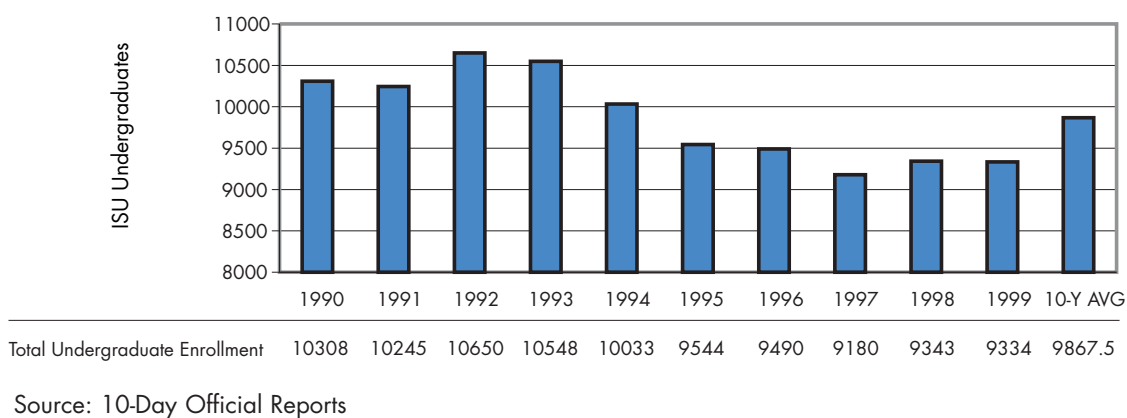
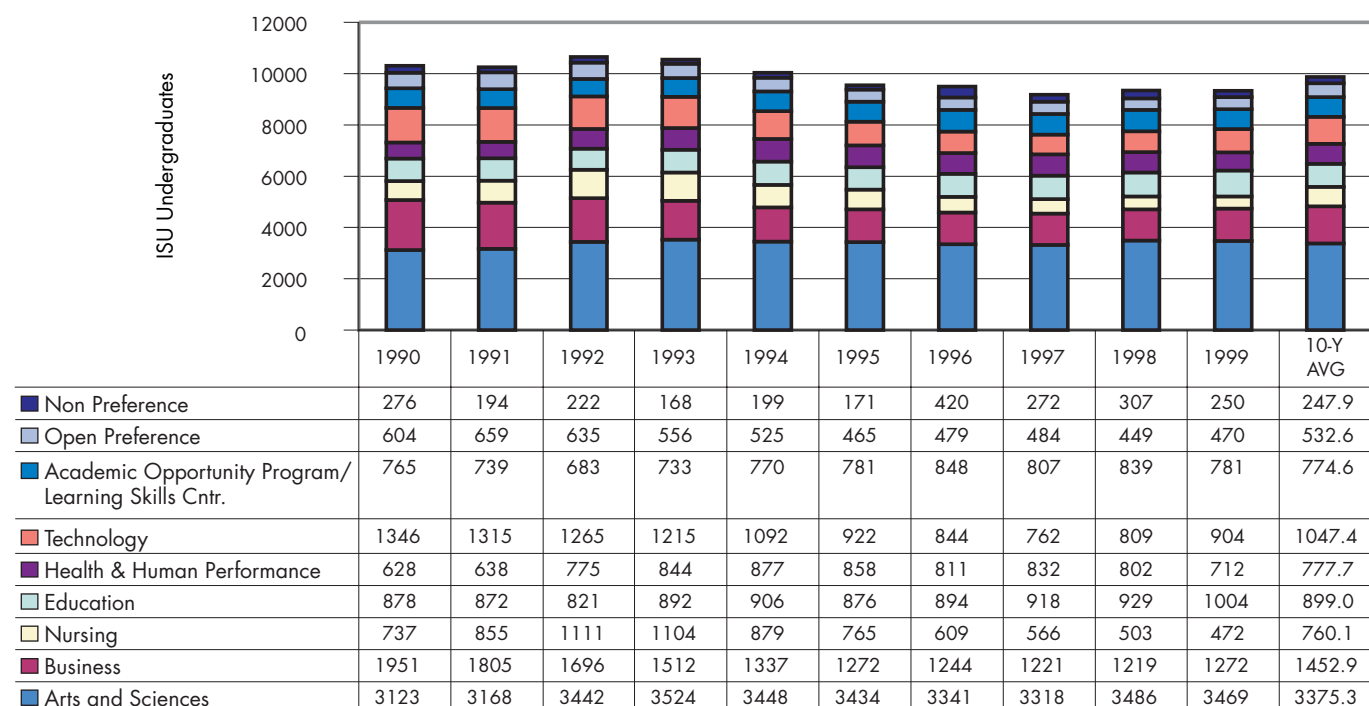


Figure 2

Undergraduate Enrollments by College/School, 1990-99



Source: 10-Day Official Reports

Figure 3

Indiana State University Scholarship Opportunities Provided by University and ISU Foundation 1989-99

Year	ISU Foundation	University*	Total
1998-99**	1,252,253	6,500,000	7,752,253
1997-98**	1,052,336	6,207,900	7,260,236
1996-97	911,025	5,747,900	6,658,925
1995-96	957,319	5,547,900	6,505,219
1994-95	947,788	5,309,000	6,256,788
1993-94	891,197	4,852,650	5,743,847
1992-93	826,634	4,367,045	5,193,679
1991-92	749,611	3,885,758	4,635,369
1990-91	680,188	3,720,531	4,400,719
1989-90	527,387	3,460,341	3,987,728
Total	8,795,738	49,599,025	58,394,763

* Total shown for University was taken from current operating budget summary as remitted fees and student aid matching.

** ISU Foundation converted to a fiscal year beginning July 1, 1997. Previous years are on a calendar year basis.

Source: Office of Planning and Budgets

remain essentially flat throughout most of the next decade. But the demographic challenge is only one of the challenges ISU faces, for the decline in its undergraduate enrollments has not occurred uniformly across all areas of the University.

The number of undergraduate majors in the College of Arts and Sciences increased 11.08 percent between 1990 and 1999, and during the same period majors in the School of Education and the School of Health and Human Performance increased by 14.4 and 13.4 percent, respectively. However, substantial declines have occurred in the Schools of Nursing (35.9 percent), Business (34.8 percent), and Technology (32.8 percent). Fortunately, the Business and Technology enrollments seem to be recovering. Thus, while the entire institution is challenged by state and local demographic patterns, certain areas of the University also face special enrollment challenges. These data underscore the importance of the University's efforts to improve continuously the quality of the undergraduate experience at ISU so that we may retain and graduate higher percentages of the students whom we succeed in recruiting.

Student Financial Aid. ISU has committed significant institutional resources to support scholarships and student financial aid. As Figure 3 shows, between 1989 and 1999, scholarships and awards from the ISU Foundation grew by a magnitude of two-and-a-half while the amount provided for this purpose by the University operating budget grew by over \$3 million.

Transitional Programs

In support of recruitment, ISU has, during the 1990s, added to its array of pre-entry programs in order to provide increased opportunities for high school students to develop relationships with the University faculty and staff during the summer and, in some cases, year-round. In support of undergraduate student retention, ISU has initiated programs that facilitate students' transitions into the undergraduate experience. While many of these programs have an academic core, they are aimed at overall student growth and development, an expressed goal of the Lilly Project. Finally, a series of programs has been created to assist students, especially as graduation nears, to enter the workforce or graduate/professional school.

The Transition from High School to College. ISU has, for many years, offered a Summer Honors Program which brings high school students to campus for two two-week sessions to take credit-earning coursework. During the 1990s, between 15 and 18 percent of these students have elected to matriculate at ISU. Another long-standing initiative is the College Challenge Program, through which 17 high schools in the region offer 16 entry-level college courses in seven departments (Chemistry, English, History, Life Sciences, Mathematics and Computer Science, Music, and Psychology). These courses are designed to motivate secondary school students by providing them with opportunities to accrue college credits



while taking stimulating courses. ISU also has been an active participant since 1967 in the year-round Upward Bound Program, which assists economically disadvantaged high school students to become ready for college. Recently, the University received funding to offer a specialized Math and Science Upward Bound Program.

Initiatives begun during the 1990s include the following.

- ❖ A summer academic enrichment program for high school students enrolled in the 21st-Century Scholars Program, a state-sponsored program that provides college scholarships to economically disadvantaged students who maintain a C average and remain drug-, alcohol-, and crime-free throughout high school.
- ❖ The 2+2+2 Program, which provides high school students in tech-prep tracks with the opportunity to earn college credit toward an associate's degree while completing their high school diplomas.
- ❖ The Deans' High School Fellowship Program, which provides course credit and a stipend to talented high school juniors who work with ISU faculty on research projects during the summer.
- ❖ The A+ Experience, which initiates contact with outstanding high school sophomores who spend a day on campus working with the faculty and staff in special classes and information sessions.
- ❖ Multi-Cultural Scholars Day, which brings high school students of color and their teachers to campus to explore the choice of higher educa-

tion with the ISU faculty and staff.

- ❖ Outreach I, which provides special opportunities for admitted students to visit campus, gather information, and get answers to their questions before enrolling.

Through these and related programs, secondary school students develop contacts that encourage their subsequent matriculation in an undergraduate degree program; enhance their familiarity with academic expectations, campus life, and goal-setting strategies that ease their transition to college; and, in some cases, lead to earned college credit.

The First-Year Experience.

The overview of the University's recent first-year experience initiatives is provided above in the subsection of this chapter devoted to the Lilly Project. Additional information on the Project appears below.

From the outset, Residential Life programming and services have been viewed as key components of the University's first-year initiatives since the goal of the Project is not simply academic success, but holistic student growth and development. In 1997-98, the 350 first-year students in Cromwell Hall benefited from residential programming that assumed a co-curriculum of interactive seminars and discussions involving the faculty and staff; the Faculty Liaison Program, which located faculty members in the hall with a floor community during a portion of each week in order to increase out-of-class contact between the faculty and students; and the Academic Peer Advocate Program, which provided an undergraduate representative to each floor to assist residents with academic issues, in addition to the help provided by the traditional Resident Assistant (RA) charged to assist students in the transition to college. In 1998-99, this programming was expanded to include Blumberg Hall, thereby raising the number of first-year residential students served to 770. The commitment to provide support for academic integration, in addition to the traditional goal of social integration pursued by Residential Life, has led to such hall initiatives as a fully scheduled classroom, a computer lab equipped for instruction as well as general use, and satellite offices for frequently used support services (e.g., Financial Aid and General Education advising). One of the residence halls provides studio space in which students interested in the performing arts can practice

and produce works. Faculty from ISU's fine and performing arts departments serve with Residential Life staff members and students on a board to develop this living and learning focus. Although approximately two-thirds of the residential first-year students live in Cromwell or Blumberg Hall, clusters of first-year students also occupy rooms in other theme-based housing designed to support academic and social growth, including the successful Honors and Scholars' College.

An Excessive Absence Intervention program for first-year students was introduced in the fall of 1998, and the project began to make greater use of supplemental instruction and tutoring services, and to integrate more thoroughly into its programming services provided by the University's Writing Center. Furthermore, the Lilly Project has provided incentive grants to campus academic units wishing to establish or enhance discipline-specific support programs for first-year students that will complement University-wide efforts. Project initiatives are assessed through instruments developed by the Office of Institutional Research and Testing working collaboratively with the Lilly Assessment Coordinator, other academic leaders of the project, and NSARP advisors.

The Final-Year Experience.

Although the University's Career Center works hard to make its career counseling programs available to students from the time they arrive on campus, most students do not take significant advantage of the services the center offers until they are nearing graduation. Particularly helpful to students are the Center's workshops, which address topics as varied as résumé and cover letter writing, dinner etiquette, researching potential employers, and using expanded electronic resources to find suitable employment. The Career Center has adopted an aggressive outreach orientation in the past five years, working with academic units to sponsor new or greatly expanded Career Fairs hosted by the College of Arts and Sciences, the Schools of the University, and certain departments. These fairs are very popular, attracting the participation of lower-division students wishing to learn more about career opportunities as well as upper-division students seeking employment. The Career



Center staff also works directly with the faculty, making frequent visits to classes to encourage students to initiate the process of career development early in their undergraduate experience. Of course, the Career Center provides a full range of placement and reference services.

In response to evolving student needs and a changing marketplace, the Career Center and many academic departments have worked to increase the availability of internships and of practica and cooperative experiences designed to facilitate the transition to successful employment. ISU arranges a broad array of required and elective internship and practicum experiences for its students. All students pursuing teaching licensure are required to undertake practica in public school settings, and to complete a period of student teaching. Nine other program areas⁹ also require the successful completion of off-campus experiences in order to fulfill degree requirements. In addition, at least 14 departments include in their curricula elective courses identified as field study, fieldwork, practica, camp, study abroad, or internships. This applied programmatic thrust helps to ensure that ISU's students have opportunities to acquire supervised work experiences in professional settings, thereby enhancing their overall undergraduate experience and their employability following graduation.

⁹ These include Athletic Training, Clinical Laboratory Science, Criminology, Dietetics, Music/Business, Nursing, Recreation, Social Work, and Sports Management.

Undergraduate Student Diversity

The University's determination to recruit, retain, and adequately serve a diverse mix of undergraduate (and graduate) students is expressed in the sixth strategic goal of its 1994 *Strategic Plan for the 21st Century* (Exhibit 1). Here, ISU expresses its commitment to equal educational opportunity, to ethnic and cultural diversity, and to maintaining an international perspective. ISU's commitment to diversity has two main foci: providing educational opportunities for historically underserved populations and enriching the educational and social opportunities for all students. Many students who attend ISU come from communities that are not racially or ethnically diverse, and many arrive with stereotypical attitudes toward issues of gender and sexual orientation. It is crucial that these students grow in social and intellectual awareness through their University experiences.

In support of its commitment to cultural and racial/ethnic diversity, the University has sought to accomplish the following.

- ❖ Improve the recruitment and retention of students and faculty members from groups that historically have been underrepresented in America and in Indiana higher education

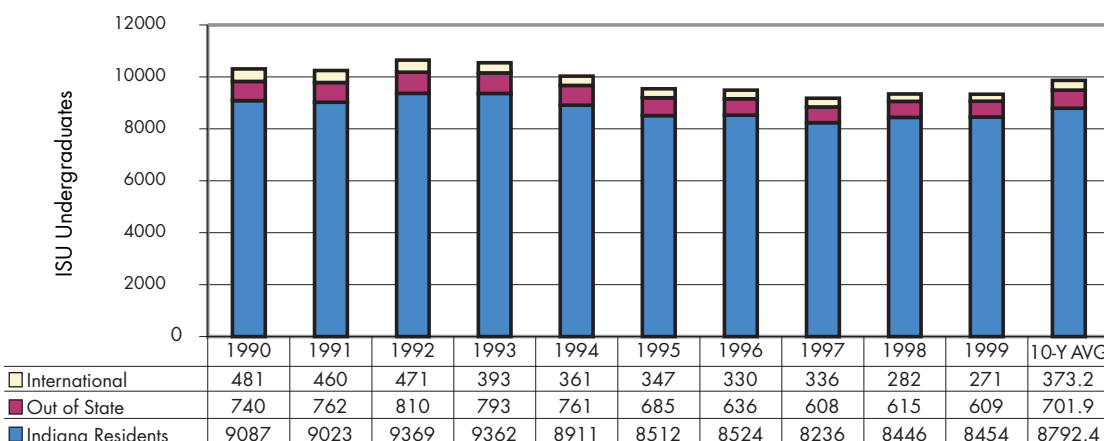
- ❖ Encourage and support the inclusion of multicultural perspectives in academic programs and campus life activities
- ❖ Expand instructional support, advising, and retention services for students of diverse cultural backgrounds
- ❖ Implement in-service programs for University employees who promote cross-cultural communication and relations
- ❖ Foster campus values, norms, and conduct programs that increase the sense of community among all members of the University
- ❖ Strengthen the international focus of the curriculum through recruitment of faculty members with international expertise and establish workshops for enhancing international awareness
- ❖ Strengthen faculty and student exchange opportunities with universities in other nations
- ❖ Work with leaders of student organizations to build networks between international students and other campus organizations
- ❖ Participate in statewide initiatives that emphasize the expansion of economic, cultural, and social ties with such nations as Mexico, Canada, and Japan.¹⁰

Geographical Diversity.

Undergraduate students at ISU come from every county in Indiana, each of the 50 states, and seventy-six countries worldwide.

However, the mix of Hoosier, out-of-state, and international students has shifted over time (Figure 4).

Figure 4
Undergraduate Enrollments by Geographical Region, 1990-99



Source: 10-Day Official Reports

¹⁰ These goals are taken from ISU's 1994 *Strategic Plan for the 21st Century*.

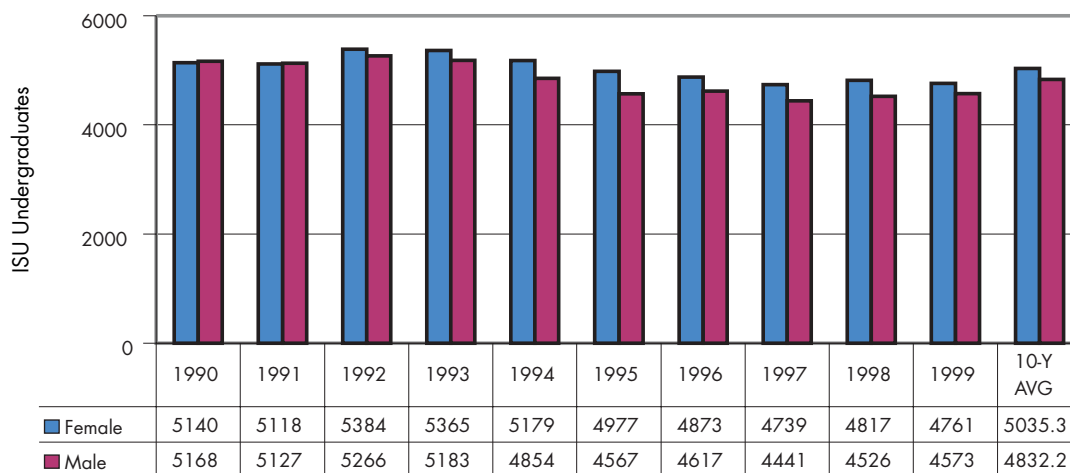
Hoosiers currently account for 90.6 percent of the University's undergraduates, up nearly 2.4 percent from 1990, when the percentage stood at 88.2. This is less the result of fluctuations in out-of-state enrollments, which have remained quite stable over the decade, than of the steep decline ISU has experienced in the number of undergraduates from other nations.

The 44 percent loss in international students is due to a variety of factors over which the University has had limited control: most notably, the growth of higher education systems abroad, especially in Middle Eastern countries (e.g., Saudi Arabia), which in the 1980s sent numerous students to ISU, and fluctuations in the economic and political systems of Pacific Rim countries (e.g., Malaysia) which had been major feeder countries resulting in fewer undergraduates coming to, or being able to afford the costs of remaining at, ISU. These changes in the international marketplace, coupled with the

development of an educational agent system abroad, have resulted in ISU's rethinking its recruitment strategies and attempting to expand the breadth of its recruitment base. ISU has further responded to these challenges by centralizing international functions and services in the International Affairs Center (IAC) to more effectively serve current and prospective students and international clients such as foreign embassies and agencies who sponsor international students. ISU is targeting quality of service as an area of competitive advantage in stabilizing and growing its international enrollments.

Demographic (and local economic) pressures have increased, making it more difficult for ISU to recruit and retain Hoosier students. The University also is challenged to recruit out-of-state and especially international students in order to provide the kind of geographic diversity within the student body which lends strength and character to the campus community at large.

Figure 5
Undergraduate Enrollments by Gender, 1990-99

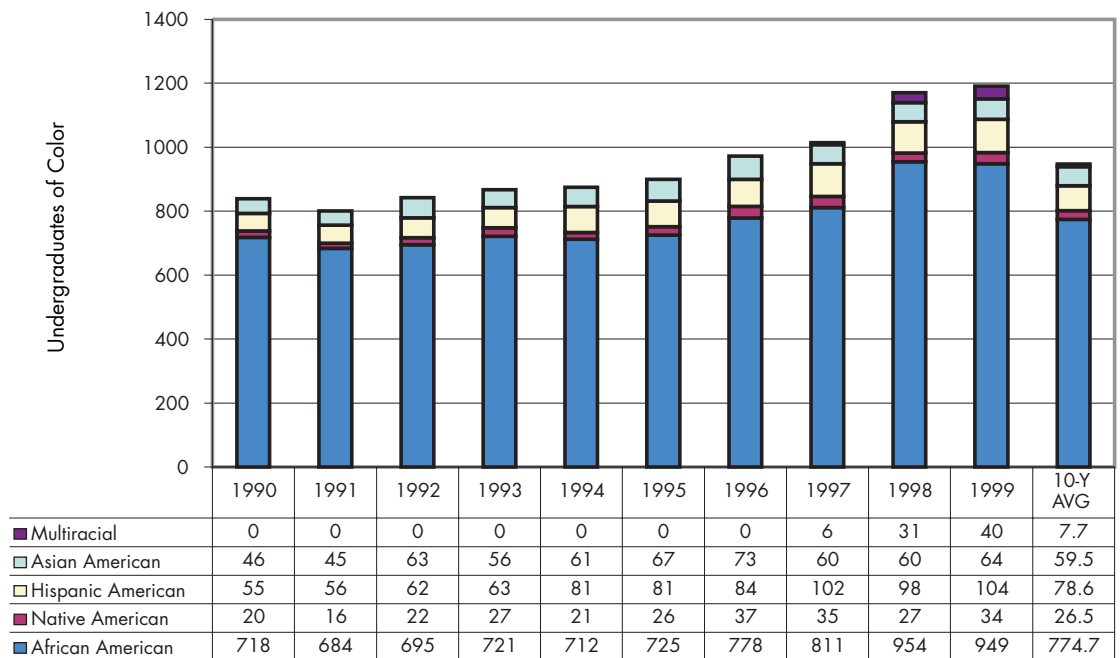


Source: 10-Day Official Reports

Gender diversity. The ratio of male-to-female undergraduate students changed slightly during the past decade (Figure 5). In 1990, women were a slight minority (49.9 percent), whereas in 1999 they are the majority population (51 percent). What these data do not capture is the extent to which individual programs, especially those in which one gender is significantly over-represented, are better serving the needs

of male and female students. It would appear that gender diversity is improving quite significantly in some of these areas (e.g., the natural sciences), whereas in others (such as Nursing) it is not. These trends are not unique to ISU, but they do speak to the need to continue working to ensure that all of our programs are welcoming to, and supportive of, both men and women.

Figure 6
Undergraduate Enrollments of Students of Color, 1990-99



Source: 10-Day Official Reports and IPEDS Enrollment Surveys

Racial/Ethnic diversity. One enrollment category in which the University has shown noteworthy success is its ability to recruit and retain more undergraduate students of color (Figure 6).

Between 1990 and 1999, the number of African-American undergraduates has increased by 231 (or 32 percent), the number of Hispanic-American undergraduates by 49 (or 89 percent), the number of Asian-American undergraduates by 18 (or 39 percent), and the number of Native American undergraduates by 14 (or 70 percent). Especially impressive is the fact that these gains have occurred during a period of overall enrollment decline. When these student populations are understood, in the aggregate, as a percentage of ISU's overall undergraduate enrollments, students of color, who constituted just over eight percent of all ISU undergraduates in 1990, today make up 12.75 percent of ISU's undergraduates.

Undoubtedly, many factors are responsible for the University's success in attracting and retaining more students of color,¹¹ but among these factors must be the many initiatives ISU has undertaken in support of

racial/ethnic diversity. These include an institutional study of the campus climate for students of color (Exhibit 20), along with seminars and workshops that have provided an orientation to and training in issues related to race and gender for the faculty, staff, and students; the introduction, in 1989, of a Multicultural studies requirement in the General Education Program; the operation of a curriculum transformation project devoted to Democracy and Diversity between 1993 and 1996; and the creation of the Diversity and Pedagogy Summer Institute, United Nations Day, Native American Week, and Multicultural Mania, an annual co-curricular event designed to increase students' knowledge and understanding of multicultural issues. Moreover, the University has created two programs for minority students: (1) MAPS (Mentoring Assistance for Prospective Scholars), which places students of color in supportive work environments and carefully monitors their progress; and (2) the Me Phi Me (Mentoring for Minorities) Program in the residence halls, which matches first-year students of color with upperclass student mentors.

¹¹ In addition to the initiatives mentioned later in this paragraph, many activities could be singled out: the intensification of the University's recruitment efforts within communities that serve large populations of students of color, the appointment of more faculty members and administrators of color (including key admissions personnel), the creation of the position of Special Assistant to the President and Provost for Ethnic Diversity and of the President's Commission on Ethnic Diversity, and improved student support services.

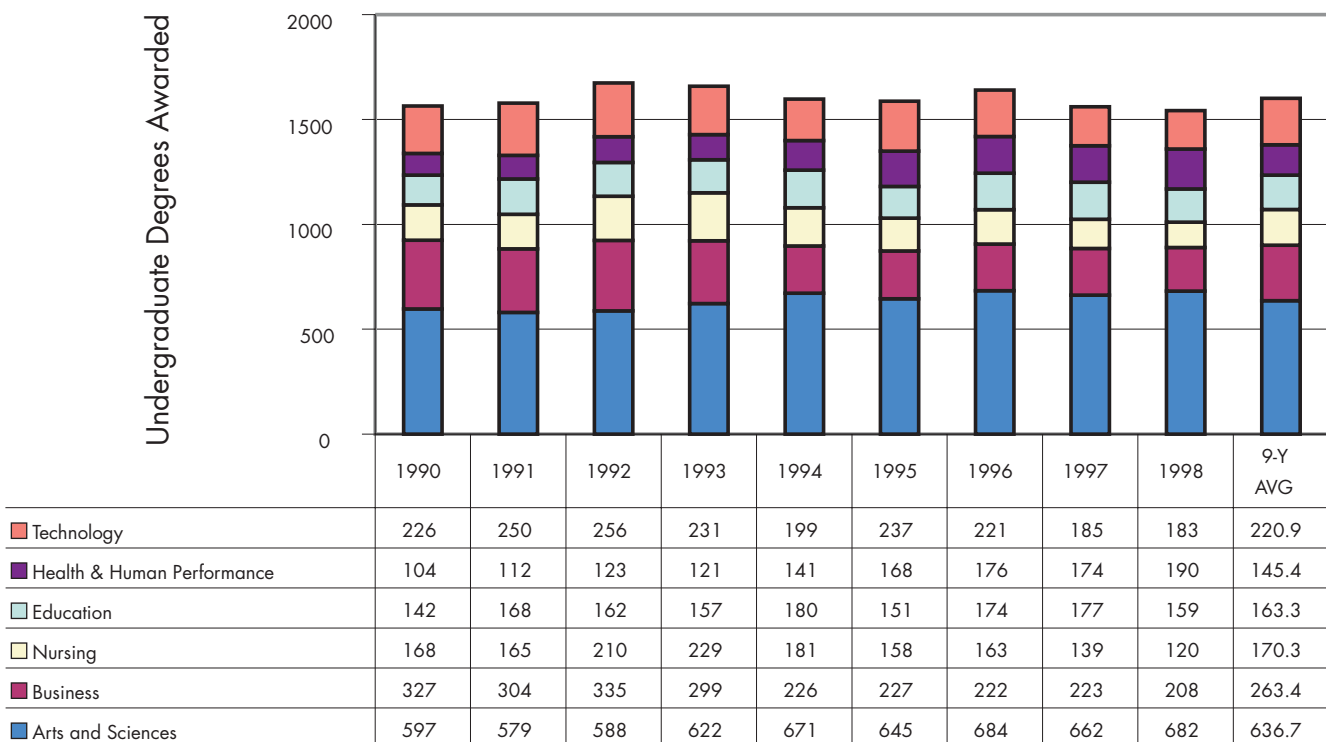
Undergraduate Degree Trends

As one might expect, the number of undergraduate degrees awarded during the past decade has closely followed enrollment patterns. The College of Arts and Sciences, the School of Education, and especially the School of Health and Human Performance increased their undergraduate degree production between 1990 and 1998, whereas the number of degrees awarded in the Schools of Business, Nursing, and Technology during the same period declined (see Figure 7).

What the data presented in Figure 7 do not capture is the fact that the University's six-year graduation rate for undergraduates has remained extremely stable throughout the review period, varying between 36 and 38 percent. More noteworthy is that the six-year graduation rate for conditionally admitted students has increased quite substantially in recent years, with the University's 1987 cohort graduating at a 14 percent rate and

the 1992 cohort graduating at a 20 percent rate. Even more striking is the improvement in the six-year rate for African American students, which grew from 16 percent for the 1987 cohort to 27 percent for those African Americans who were first-year students in 1992. While it will take several years to determine the full efficacy of the University's current retention efforts, recent improvements in the University's six-year graduation rates for conditionally admitted students and for African American students lend additional credence to the University's effectiveness in improving the opportunities for all of its students to succeed. In absolute terms, a six-year graduation rate of 20 percent for conditionally admitted students and a 27 percent rate for the University's African American students fall considerably short of meeting the University's aspirations for these two student groups. Concerted efforts of multiple sorts, over an extended period of time, will be required to bring these rates to a level that will engender true satisfaction.

Figure 7
Undergraduate Degrees Awarded by College/School, 1990-98



Source: Academic Unit Profiles

NOTE: Registrar's official figures vary slightly in annual reports due to timing differentials.

Espoused Goals for Undergraduate Education and Student Academic Achievements

An ISU undergraduate education prepares students to make productive contributions to their society and to find personal satisfaction. A fundamental academic goal of the University's undergraduate programs is to provide a distinctive and supportive learning environment within which students will develop disciplinary knowledge, perspectives, methods, and skills, complemented by a quality general education program rooted in liberal arts learning (Exhibit 11). The overarching goals of ISU's General Education Program are the enhancement of students' communication and critical thinking skills, their capacities to make informed judgments and responsible choices, and their acquisition of the knowledge and intellectual skills that foster participatory citizenship, inculcate the value of lifelong learning, and facilitate adaptation to change. A premise underlying an ISU undergraduate education is that the need for intellectual development and renewal is ongoing throughout an individual's life and career.

Major Programs. Forty ISU departments offer baccalaureate degrees, and eight also offer associate's degrees. Including areas of emphasis, 123 majors are available, many of which reflect the fact that the University has been sensitive to students' professional, career, and vocational objectives as well as to state and community needs for a specialized workforce. Because the breadth of the University's degree options is so wide, careful scrutiny is given to any initiative that would add a program to the already rich curriculum. Thus, the relatively few new undergraduate degree programs approved during the 1990s all have a workforce orientation.¹²

The General Education Program.

The General Education Program at ISU is required of all baccalaureate majors and comprises approximately 40 percent of a student's undergraduate work. In 1989, a significantly redesigned General Education Program was implemented with the goal of more fully meeting the needs of contemporary students. This program includes 11 to 17 credit hours of required Basic Studies coursework in English composition, communication, mathematics, and physical education, along with 36 credit hours of elective Liberal Studies coursework in five core areas of study: Scientific and Analytic Studies (8 hours minimum); Human Origin, Process, and System Studies (8 hours minimum); Literary and Artistic Studies (5 hours minimum); Historical Studies (5 hours minimum); and Multicultural Studies (5 hours minimum).

Built into the program's structure is a mandate for regular program assessment and review. To that end, an Assessment Subcommittee of the General Education Council began collecting information on the program's effectiveness shortly after its implementation, and in 1996 General Education Task Force II, a study group empaneled by the Provost, initiated a global review of the program.¹³ The efforts of this body paved the way for a General Education Working Group, also appointed by the Provost, to undertake a targeted review of the program's structure and effectiveness a year later, leading to the enactment of a series of changes to the program that will take effect in the fall of 2000. These include the following.

- ❖ The inclusion of an information technology literacy requirement and a one-year foreign language requirement within Basic Studies
- ❖ A reduction of credit hour requirements in Liberal Studies (from 36 to 31), combined with the creation of foundational courses within three of the five core Liberal Studies areas to ensure that students receive meaningful introductions to the natural sciences, social sciences, and humanities

¹² These include an associate's degree in General Aviation Flight Technology; baccalaureate offerings in Biomedical Electronics Technology, Instrumentation and Control Technology, Quality and Decision Sciences, and Managerial Communication; and a baccalaureate degree track for Registered Nurses.

¹³ The most immediate curricular effect of this review was the decision to replace the two one-credit-hour physical activity courses within Basic Studies with a new, two-credit wellness course.

- ❖ The reconfiguration of Multicultural studies to ensure that students will, through their course work, study diversity issues both within the U.S. and from an international perspective
- ❖ The introduction of a capstone requirement to ensure greater programmatic coherence
- ❖ The elimination of partitioned course credit in Liberal Studies (an innovative concept, but one which hampered effective advising)

Also under review is a proposal to replace the traditional mathematics requirement within Basic Studies with an innovative course in Quantitative Literacy. Taken together, these changes reflect the University's commitment to a high-quality General Education Program, as well as its deep-seated belief in the value of program assessment as an agent for curricular change.

Undergraduate Student Achievements. Throughout most of the review period, ISU has been an active member of the National Council on Undergraduate Research, a regular participant in programs of the National Science Foundation's Project Kaleidoscope, and the sponsor of a prolific Sigma Xi chapter. These affiliations have served as one of the catalysts for successfully engaging more undergraduates as well as several high school students, in research and creative projects. During the past four years, this increased emphasis on developing students' abilities to pursue original study has been fostered by a mini-grant program, funded through the Office of the Provost and the College/School Deans. A complement to this program has been the University's Annual Undergraduate/Graduate Research Showcase (Exhibit 12), first organized in the spring of 1997, which allows students to present papers and organize poster sessions, with the 12 top performers (six undergraduates and six graduates) receiving cash awards.

Many of the undergraduates who have earned recognition for their research and creative work on the campus have also experienced success off the campus. It is now common for undergraduate students in our science programs, especially, to present papers at regional and national conferences of professional societies and to publish results of their research in scholarly journals. Moreover, undergraduate theater students



regularly participate in the American College Theater Festival, and undergraduate music students have performed in a variety of important national venues, including the 23rd Annual Fischhoff National Chamber Music Competition in 1996; the Atlanta International Band and Orchestra Conference and the Chicago Midwest International Band and Orchestra Clinic, both in 1997; and the North Central MENC Conference in 1998.

Also noteworthy are the many service and academic accomplishments of our undergraduates. To cite one recent example, a 22-year-old accounting graduate of ISU outscored 56,000 other persons nationwide who took the Uniform Certified Public Accountant examination in May of 1999 and became the first Hoosier woman ever to win the Elijah Watt Sells Gold Medal from the American Institute of Certified Public Accountants. The second highest score in the state was achieved by another ISU student.

Assessment of Undergraduate Programs

During the past decade, ISU has worked aggressively to develop means for assessing student academic achievement at the undergraduate and graduate levels. A University Assessment Advisory Committee was created, which established principles and policies, and recommended practices, affecting program assessment. Subsequently, this committee has served as an advocate for program assessment, has provided critiques of departmental assessment plans, and has conducted professional assessment workshops to assist faculty in moving from assessment data to program improvement. The guiding

If you wish to tell the world of its mysteries
You must surrender yourself to the world.
And you can go screaming, leaving empty air
Clutching your heart, should it be laid bare
Or you can be as the arachnid is
Keeper of a fragile universe, always
Creating a bridge from heart to mouth
Spinning a flame on a spindle of words
Or as a sacred dragon, who pens wry thoughts
All said before, and now scattered before you
Potent, fertile, and dreaming of rain.

from "Circumference"
by Darla Beasley, ISU Student

design principle underlying the University's program assessment plans has been that, because academic programs relate in different ways to the missions, objectives, and strategic directions of the University, each assessment plan should differ in certain respects from

all others. Thus, every undergraduate program has developed an assessment plan tailored to its individual character.

The assessment plans identify the relationship that exists between the mission of a program and that program's specific, results-oriented educational objectives. The plans include testing for mastery of a level of knowledge appropriate to each degree, including, in some cases, the knowledge of ethical codes and professional standards. In some disciplines, students also are called upon to demonstrate certain proficiencies and skills. While certain programs are making use of standardized tests to measure outcomes, other programs have developed their own measures of learning in order to provide a pattern of evidence that documents student achievement and success. Periodic reports have been made regarding the effectiveness of our undergraduate program assessments, and assessment results are being used to modify undergraduate programs (see also Chapter 4).

In addition to these student-level, outcomes-oriented assessments, all undergraduate programs are reviewed on a five-year cycle established, implemented, and monitored by the Office of the Provost and Vice President for Academic Affairs in collaboration with the dean of the College or School in which the program is housed. Departmental self-studies are forwarded to the Academic Affairs Office following review at the decanal level.

Services Supporting Undergraduate Education

ISU provides undergraduate students a rich array of co-curricular and extracurricular support services designed to support their academic goals and personal growth. Several important ones are described below.¹⁴

Student Academic Services Center. Reorganized in 1992, the SASC provides tutoring free of charge in most subjects to any student and works with faculty to provide supplemental instructors in specific courses. It also provides "intrusive" counseling, mentoring, and academic support to student athletes,¹⁵ 21st Century Scholars, and Academic Opportunity students, who currently number 781. The SASC coordinates Educational Talent Search and Support Services, federally funded TRIO programs designed to meet the special needs of undergraduates who are economically disadvantaged and of first-generation college students. Educational Talent Search addresses nontraditional students specifically; Support Services include programs for students with learning disabilities. ISU was recently awarded a McNair grant, which will expand its TRIO program services.

Writing Center. The Department of English has operated a University Writing Center since the early 1980s. Like the SASC, the Writing Center provides diagnostic and tutorial services free of charge to any student who requests them, and approximately 2,000 students avail themselves of the Center's services each semester. During the review period, the Office of the Provost substantially increased the base budget of the Writing Center to allow it to meet student needs. As noted above, the University intends to have Math and Reading Centers in place during the 2000-01 academic year.

¹⁴Just as several of the services cited in this section support both undergraduate and graduate students, some of the services described in the next chapter (devoted to graduate education) support undergraduates. These include Cunningham Memorial Library, the University Speaker Series, and the Financial Aid Office.

¹⁵The University offers men and women student athletes the opportunity to participate in a wide range of Division I-A and I-AA programs. ISU's graduation rate for student athletes exceeds those for the general student body and several scholar athletes have received conference or national all academic honors.

International Affairs Center.

As noted above, the University's international student and study abroad services were consolidated within the IAC in the fall of 1997. The IAC provides a supportive environment within which the unique issues faced by international students can be appropriately addressed, and the center also works to meet the needs of American students seeking study abroad opportunities. ISU belongs to the Midwest Consortium for Study Abroad and the International Student Exchange Program, and has operated its Study Abroad Program for more than six years. During this time, more than 50 undergraduate students have participated in semester-long or full-year academic programs in Spain, Austria, Italy, and Mexico, and more than 100 students have participated in shorter summer programs. Study Abroad Scholarships provided by the Office of the Provost assist needy students in realizing their goal of studying in another country. The IAC also works in close association with Interlink, a private corporation that has offices on the ISU campus and offers beginning, intermediate, and advanced English language instruction to international students, many of whom matriculate at ISU upon attainment of the necessary English language proficiency.

Information Services. This unit supports student success through Library Services and Information Technology. Of course, undergraduates enjoy traditional loan privileges at the Cunningham Memorial Library, which houses more than two million items and subscribes to nearly 5,000 periodicals as well as providing excellent access to online resources. In addition, the Library Services faculty have increased their outreach efforts, which are integral to the development of undergraduate scholars. Undergraduates also have excellent access to computing technology and are provided email accounts without additional charge to support their academic achievement. A heavily used 24-hour computing lab is located at the center of campus; almost every instructional building contains at least one microcomputer laboratory; several residence halls have computer clusters, and all residence hall rooms accommodate connections to the University mainframe. Campus computer labs offer access to the internet, University library collections, listservs, electronic mail, and other modes of electronic

communication, information retrieval, and data analysis. Through the ISU website (<http://web.indstate.edu>), students can access their complete academic record, current degree completion audit, and financial aid status. Greater access to computing services has fostered increased use of technology in classrooms as faculty work to support students' development of technological skills (see also Chapter 8).

Student Counseling, Student Health, and Other Wellness Programs.

These services have shifted in recent years from a treatment orientation to a prevention and early intervention approach designed to promote wellness as an aspect of academic success. The creation of Le Club, exercise centers open to students and faculty and, this past year to the local community, located in residence halls and the Student Union, together with a peer advocate program, a wellness-themed residence hall community, an expanded intramural athletics program, and greatly increased outreach activities; promotes an understanding of physical and mental health as an aspect of the academic life of the student. In addition to maintaining individual counseling appointments, the Counseling Center increased its outreach efforts, making 2,138 student contacts through community-based programs during the 1998-99 academic year, compared with 595 contacts during the 1995-96 year.

Safety and Advocacy. ISU has continued its commitment to public safety in recent years through the ongoing work of the Safety Committee and through the transformation of its orientation toward campus policing. The Office of Safety and Security was renamed Public Safety and was physically relocated from the periphery of campus to a central location, and an accompanying shift to community-based policing has led to increased visibility of safety officers and increased use of students in safety efforts. A crime prevention officer was added to the staff



ISU recognizes approximately 200 active student organizations reflecting varied student interests, values, and goals.

during the 1998-99 academic year, and she was recently recognized for her contributions to a healthy and safe community in Terre Haute. This attitude

of community responsibility is reflected as well in the recent move from traditional administrative processes in disciplinary actions by Student Judicial Programs to a hearing board system that involves the students, faculty, and staff in hearings about infractions of the student code of conduct. Relatedly, the Division of Student Affairs created the position of Student Ombudsperson in 1996 to advocate for students with concerns about any aspect of their collegiate experience. The Ombudsperson directs students to appropriate offices to solve problems, helps students understand policies and procedures, and participates in intervention strategies by reaching out to students at risk.

Residential Life. Special programs available to first-year residential students are outlined above, but programs and services are available to all students who live in one of the halls. RAs and hall support staff assist residents in their academic and social endeavors through interpersonal interaction and sponsored programming.

Student Life. An increasingly wide variety of extracurricular events and activities address student needs and development and seek to contribute to academic achievement, personal development, and opportunity for community. Students can attend athletic, social, educational, multicultural, and recreational programs offered by Student Life Programs, Student Health Promotions, African-American Cultural Centers, Intercollegiate Athletics, and Residential Life. Programs are geared toward students' needs and interests; and the quality and quantity of programs and their attendance have increased significantly. Similarly, Student Publications provides opportunities for students to participate in the community while learning professional skills in newspaper and magazine production.

Intercollegiate Athletics sponsors seven NCAA Division I sports for men: baseball, basketball, cross country, football, tennis and indoor and outdoor track. Seven NCAA Division sports are available for women:

basketball, cross country, volleyball, softball, tennis, and indoor and outdoor track. ISU has developed a gender equity plan for its athletics program in the near term, characterized by the addition of women's soccer for fall 2000. In the summer of 1999, the University received full certification of its intercollegiate athletics program from the National Collegiate Athletics Association. It also successfully completed a U.S. Office of Civil Rights review in 1999. Students can be involved in these programs as student athletes or can attend all home athletic events free with a valid ID. Student participation and involvement in athletic events has increased.

Student Social and Service Organizations. ISU recognizes approximately 200 active student organizations reflecting varied student interests, values, and goals. Approximately 15 percent of the University's undergraduates participate in social fraternities or sororities. In the past few years, efforts have been made to increase awareness of the role student involvement and leadership plays in academic success. To enhance community building, ISU has emphasized a commitment to service. Student Life Programs sponsors a volunteer fair that connects students and community agencies. Service is also a component incorporated into programs such as sorority rush and a service-palooza that is part of new student orientation. Various student organizations with the encouragement of Student Life Programs have raised more than \$100,000 for local and national charitable organizations and have donated countless hours in direct service. Student Life Programs encourages volunteerism and participates in initiatives to bring service learning into the classroom.

In addition to organized centers, academic programming at ISU contributes to a supportive environment that seeks to address the need for students to make connections to the community and to their academic goals. The University Speaker Series, Union Board Forums, and Visiting Minority Scholars Program feature nationally and internationally known individuals whose visits include classroom participation, in addition to a traditional public lecture. The Summer Reading Program, instituted as part of the First-Year Experience, introduces students to the practice of intellectual growth and social involvement.

Partnerships that Support ISU's Undergraduate Mission

The growing understanding that lifelong learning will be necessary if individuals are to thrive in a constantly changing economic environment has created opportunities for ISU to serve new student markets and to provide public agencies, business, and industry with important educational and training venues. Several University initiatives from the 1990s are discussed below.

DegreeLink. A major initiative undertaken by the University in the latter part of the decade involves the development of large-scale program articulations with Indiana's two-year institutions, Vincennes University and Ivy Tech State College. Following a state legislative mandate that all Indiana public universities identify 30 hours of general education credit that could be transferred among the state's public institutions, ISU's faculty moved further to identify programs, primarily in workforce-related disciplines, that could form the basis for linked-degree partnerships. The faculties of all three institutions worked together to identify the curricular changes needed to make articulation work. To date, 11 baccalaureate programs have been fully articulated with Ivy Tech and 17 with Vincennes University. Nine are available through distance education delivery, on the Ivy Tech and Vincennes campuses as well as at other sites around the state. The Indiana legislature has provided \$500,000 annually to support the distance education portion of DegreeLink via the enhancement of student services and outreach in three regions of the state and by providing technical personnel for ISU's Course Transformation Academy, which assists the faculty in transforming their coursework through the use of technology.¹⁶ In addition, the state provided \$900,000 in one-time start up funds for equipment and infrastructure enhancements. DegreeLink is in the early stages of implementation; assessment of the program's efficacy in meeting intended programming goals will be the subject of ongoing attention over the next several years.

The Southeast and South Central Indiana Educational Initiatives. Another important new partnership exists between colleges and universities, high schools, community and political leaders, and businesses and industries in Southeast (nine counties) and South Central (six counties) Indiana. Educational coalitions in these two underserved southern districts have been funded recently by the legislature to provide undergraduate and graduate programs on-site and through distance education. Student support and outreach staff members work from centralized learning centers within these regions in support of the degree programs. The Indiana Commission for Higher Education asked ISU to undertake the leadership role in organizing and managing this partnership through the University's Division of Lifelong Learning. These programs will also require close monitoring.

Bridge-Back Programs. For the last two years, ISU has cooperated with other local higher education institutions to offer students "bridge-back" opportunities. ISU refers to Ivy Tech students whom the University judges to be unprepared to enter a four-year college environment. These students are advised on a course of study that will construct a bridge back to ISU. The admissions offices at both institutions work together to support the efforts of these students. Working in the other direction, Rose-Hulman Institute of Technology, a local engineering college, refers to ISU promising students who do not meet eligibility requirements for their engineering program; Rose-Hulman's admissions counselor works closely with the Pre-Professional Advisor in ISU's College of Arts and Sciences to offer students the best chance of entering Rose-Hulman in the subsequent year. Both advisors counsel the students as they pursue studies at ISU and prepare to transfer to Rose-Hulman. In the mid-1990s, ISU worked in partnership with Rose-Hulman to assist that school in making the transition from a single-sex to a coeducational institution. To create the possibility of admitting female students at multiple levels, Rose-Hulman encouraged talented women students to enroll at ISU, follow a cooperatively developed curriculum, and transfer to Rose-Hulman when the doors opened to women. Consequently, the first year of coeducation at Rose-Hulman

¹⁶ The CTA is discussed in some detail in Chapter 8.

included both freshmen and upper-class women students.

Indiana Department of Corrections Program. In the workforce arena, ISU has partnered with the Indiana Department of Corrections Program to strengthen and transform the Department's training curriculum and to provide professional development for IDOC trainers, who in turn provide instruction to incoming correctional staff. Course credit of between three and six hours is given to approximately 1,500 persons annually who take part in this training, providing ISU with a new and significant source of revenue at the same time that the University helps to elevate the quality of the IDOC's instructional programs.¹⁷ The University also offers coursework to IDOC employees over the Indiana Higher Education Telecommunication System and through asynchronous technology, leading to associate's and baccalaureate degrees. A Small Business Administration grant has permitted ISU to purchase satellite downlink equipment to assist in delivering these instructional programs to IDOC sites.

ISU's Prison Program. ISU also offers an associate's degree in General Studies at four Indiana prisons. Enrollments in this program doubled between 1995 and 1999, growing from 139 to 279. During the spring of 1999, an outcomes-based assessment plan was developed to measure the effectiveness of this program.

In addition to the partnerships outlined above, ISU offers many courses and some certificate programs designed to meet the specific needs of business and industry within the surrounding area and in Indianapolis. Examples include coursework in insurance, business, technology, and graphic design. These offerings take place on campus during nontraditional hours, at industry sites, and through distance education. In addition, ISU continues to offer a traditional correspon-

dence study program, through which 21 departments offer more than 60 courses.

Faculty Deployment in Undergraduate Education

ISU has consistently prided itself on its commitment to undergraduate education, and one clear way in which this commitment is manifested is in the University's deployment of faculty members involved in undergraduate instruction. When comparing ISU to its peer institutions listed in a University of Delaware study, ISU had the highest percentage of both organized class sections and student credit hours generated by tenured and tenure-track faculty.¹⁸ When compared to the four other residential campuses in Indiana, ISU has by far the largest percentage of tenured and tenure-track faculty who are part of the total instructional full-time faculty complement: 77 percent of ISU's full-time instructional staff are full-time tenured and tenure-track faculty members, compared to a low of 44 percent and high of 55 percent on the other four campuses. ISU students also benefit from the lowest student-to-faculty ratio at any state institution (Exhibit 13).¹⁹

Faculty workload data gathered by ISU department chairs and deans indicate that, in 1998-99, average class size for the College of Arts and Sciences and the University's five professional schools ranged from a high of 26 in the School of Business to a low of 10.5 in the School of Technology (Exhibit 13)²⁰. In the fall of 1998, the largest class on campus enrolled 223 students, and less than three percent of the classes at ISU had more than 59 students (Exhibit 13)²¹. Thus, ISU is well positioned to claim that its undergraduate education is very personalized and that its relatively small classes are primarily taught by tenured and tenure-track faculty members. At the same time, because the composition of the faculty

¹⁷ The IDOC program has grown from 125 annualized full-time enrollments during the 1994-95 fiscal year to 287 in fiscal year 1998-99.

¹⁸ See the table "Percent Student Credit Hours and Organized Class Sections, Tenure and Tenure-Track Faculty, Fall 1996," in *University of Delaware, National Study of Instructional Costs and Productivity* (1997).

¹⁹ See "Expenditures II-A, Faculty Instructional Workload Table B Fall 1997," in *1999-01 Biennial Budget Request to the Indiana State Budget Agency and Commission for Higher Education*.

²⁰ *Faculty Workload Reports, 1998-1999 Academic Year*.

²¹ Fall 1998 Faculty Workload.

at ISU is rapidly changing, as many senior faculty members retire (see Chapter 6), careful attention will need to be paid to maintaining a responsible mix of senior-level faculty and tenure-track faculty, and of regular faculty to non-tenure-track faculty (including full-time temporaries, adjuncts, and graduate teaching assistants).

ISU has consistently prided itself on its commitment to undergraduate education, and one clear way in which this commitment is manifested is in the University's deployment of faculty involved in undergraduate instruction.

Key Planning Issues

In describing an environment in which holistic student growth would be enhanced, faculty and staff leaders involved in the NCA Reaccreditation/Strategic Planning process proposed the following statement of strategic direction.

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

This challenge statement provides a basis for discussing key issues related to supporting quality teaching and learning that need to be addressed as University representatives work to update ISU's Strategic Plan (Exhibit 1). These issues are described below.

Scope and Mix of Academic Programs. Enrollment and faculty instructional load data suggest that the impressively broad range of programs at ISU and the size of the curriculum within these programs, along with the hours required to complete many majors, may have over-committed the resources of the institution. The enrollment in many programs is so small that a department is sometimes unable to create regular sections for courses it must offer majors, thus compelling the faculty to offer some required courses via independent study. This practice causes an imbalance in

the teaching loads of the faculty among departments and requires a disparity in the resources allocated to departments. Criteria must be established to evaluate the viability and cost-effectiveness of under-subscribed programs, leading to the elimination of some and the transfer of freed up resources to the programs that remain.

Enrollment Management and Student Support Issues.

The changing marketplace for higher education, the growing need for lifelong learning, the global economy, and the increasing competition from the public, private, and for-profit sectors will continue to affect the makeup of our student population. Ongoing efforts to strengthen the University's enrollment base will be needed as well as continued attention to the diversification of our student population in terms of age, geography, and race/ethnicity. To that end, departments need to be challenged to develop, and meet, unit-level enrollment goals for both majors and student credit hours.

ISU also faces a number of issues rooted in what appears to be the increasing academic diversity of its student body. Despite the fact that the University has instituted programs that are attracting more high-ability students, the overall academic preparedness of its freshman cohorts has remained quite constant throughout the 1990s. This suggests that the student body may be becoming more bimodal with one group more well prepared and the other less well prepared than in years past, with somewhat fewer students occupying the middle. Furthermore, both locally and nationally there is evidence that first-year students have unreasonable expectations for academic achievement, especially given the fact that they do not believe that they will need to study long hours to achieve the grades they expect to receive. Since the University takes pride in having an access mission, and has long provided the first-generation students who compose the majority of our undergraduates with a quality education, ISU needs to continue exploring means for effectively meeting the very different educational and social needs of its student body. Moreover, the growing number of transfer students, DegreeLink students, working students, and students taking courses at a distance need academic support, efficient registration and financial aid administration, and ample technical support. Assessment of these important support services must be

undertaken on a regular basis with input from all segments of the student population so that these persons can experience not only access, but also success.

Recruitment and Retention Efforts. ISU must continue to review and evaluate its student recruitment efforts. The process should consider factors such as program growth and development, the cost effectiveness of current efforts, student success and satisfaction, ISU's demographics, comparative data from other institutions, the feasibility of current goals, and the impact of existing programs designed to enhance enrollment (e.g., the Lilly Project and DegreeLink). The University also needs to work to develop more accurate predictors of academic success for Academic Opportunity students, especially, in order to determine which ones have the greatest likelihood of benefiting from admission to the program; moreover, efforts must continue to monitor the size of the Academic Opportunity cohort lest it become too large to be served effectively. Finally, more sophisticated methods of tracking the persistence of special populations (e.g., part-time students, distance education students, and students enrolled in the University's Prison Program) need to be instituted to develop a clearer understanding of the retention strategies that are and are not working effectively.

Extension of the First-Year Experience. The philosophy of the total integration of academic, residential, and co- and extracurricular programming that underlies any successful first-year experience program should be extended beyond that first year. Not only must rigorous evaluation of current first-year practices occur so that, prior to the Lilly grant's ending in 2002, the University understands which services must be institutionalized and which, if any, diminished or terminated, but sufficient resources also must be dedicated to the planning and implementation of program expansion beyond the first year, which could become a primary area of distinctiveness for undergraduate education at ISU.

The philosophy of the total integration of academic, residential, and co- and extracurricular programming that underlies any successful first-year experience program should be extended beyond that first year.

Allocation of Human Resources. Students' opportunities for close contact with faculty members is central to the educational experience that makes ISU's undergraduate education distinctive from most other programs in the state. While the size and mix of faculty are discussed in the Human Resources chapter, it is important to emphasize here the need for continued close monitoring in the allocation of faculty resources to undergraduate, and particularly to freshman and sophomore, courses. Moreover, as distance education and other University initiatives begin to extend further the capacities of the tenured and tenure-track faculty, it may be necessary to employ more professional advisors and to explore other means of allowing the regular faculty to remain focused on meeting their primary instructional obligations. This consideration is consistent with feedback received from the NCA Student Advisory Committee regarding academic advising.

Transfer Credit. As reported above, ISU has developed substantial articulation agreements with Vincennes University and Ivy Tech. While these agreements have eased transfer issues for many students, the NCA Student Advisory Committee reported that receiving credit from other institutions is much more difficult, particularly with general education credits. In addition, they observed that the approved transfer credits often did not appear in DARS reports, making graduation planning difficult. Finally, this committee commented that the appeals process for challenging transfer credit decisions was unclear. Trends indicate that students are attending multiple institutions, and are often concurrently enrolled, during their academic careers. In its planning, the University needs to consider a means to address these transfer issues so articulation policies and procedures are clear and consistent.

Students' opportunities for close contact with faculty members is central to the educational experience that makes ISU's undergraduate education distinctive from most other programs in the state.

Recognition of the Complexity and Speed of the Change

Process. An astonishing array of initiatives for change have occurred on this campus in the past five years. Many on the campus believe that these initiatives have come at too fast a pace, with too few resources provided to implement them adequately. In the initiatives identified for the updated *Strategic Plan*, there should be ample recognition of the need for effective communication, assessment, feedback, and decision-making, leading to a truly strategic allocation of resources. In part, this means that campus practices must continue to be subjected to rigorous analysis and review, using data gathered by the Office of Institutional Research and Testing.

Conclusion

Since its inception, ISU has prided itself on its commitment to undergraduate education and to serving a broad mix of students well. The University provides a very personalized educational experience for students, with a broad array of programs delivered in relatively small classes, primarily by tenured and tenure-track faculty members. A host of academic and support services has been marshaled to support these programs. ISU also has worked hard to meet the new challenges created by the global marketplace by bringing greater emphasis to issues of diversity and has sought to serve new student clienteles created by the globalization of our economy. The needs of undergraduate programming at ISU likely will change just as substantially in the next decade as they have during this one, and an important challenge in updating our Strategic Plan will be to create a comfort level with the change process so that all stakeholders recognize that change is the only constant in this new environment.

Chapter 3: Graduate Education



Chapter 3: Graduate Education

Graduate programs leading to advanced degrees and certificates in the liberal arts and sciences and in professional and vocational/technical studies are designed to encourage a lifetime commitment to learning and to maximize opportunities for success in post-graduate life. Advanced study offers students a unique opportunity to focus on their specialized interests as they obtain more individualized instruction and greater exposure to research. Through graduate education, ISU seeks to prepare students to make productive contributions to society and to find personal satisfaction (Exhibit 14).

Graduate education has been an integral part of ISU's history for more than 70 years. Since 1927, the focused, in-depth study that characterizes graduate education at ISU has prepared students to address state, regional, national, and international needs; and the graduate faculty and students have been active participants in the research, scholarship, and creative activities that are essential components of ISU's mission.

Initially, the primary objective of the graduate program was to qualify students for administrative licenses in education. Subsequently, Master of Arts and Master of Science programs were created to meet the needs of elementary and secondary school teachers and of those in other professional areas. Later came master's degrees in traditional academic areas and still later programs leading to the Master of Business Administration, Master of Fine Arts, Master of Music, Master of Music Education, and Master of Public Administration. Between 1947 and 1958, a six year curriculum was

established for students seeking a school superintendent's certificate, a cooperative Indiana University-Indiana State University Ed.D. degree was approved, and a program leading to the Educational Specialist degree was added. Ph.D. programs in Curriculum and Instruction, Educational Administration, Elementary Education and Guidance, Psychological Services, Life Sciences, and Geography followed in the 1960s. In 1981, ISU began offering the Doctor of Psychology degree, and in 1998 the University mounted an innovative Ph.D. in Technology Management (Exhibit 15).¹

In short, graduate programs at ISU, which once served only teachers and school administrators in Indiana, now serve the needs of students from every state in the nation and 76 countries of the world. Approximately 15 percent of the students who attend ISU are in its graduate programs, making graduate education a vital component of an evolving, progressive state university.

The School of Graduate Studies and the Graduate Faculty

Goal 2 of ISU's 1994 *Strategic Plan for the 21st Century* (Exhibit 1) states that the University "will be a distinguished institution for graduate study by carefully selecting advanced program offerings that respond to societal needs, are innovative in approach,

¹ In 1998, the Indiana Commission for Higher Education granted ISU permission to begin offering a Ph.D. in technology management. In keeping with the University's mission of responding to changes in society and the growing needs of the emerging discipline of technology, the technology management program has as its purpose educating persons to "manage and direct the impact of modern technology in society." Unique in its structure and organization as well as in its pragmatic orientation, the program is coordinated by ISU's School of Technology in cooperation with eight other universities located in seven states. The National Association for Industrial Technology provided strong support for the creation of this collaborative approach, which allows the faculty to be pooled and laboratories to be shared. Within the state of Indiana, the program is meeting the expressed need of the Ivy Tech State College system for advanced credentialing of its faculty and staff. A brief overview of this program appears in *Consortium for Doctoral Studies in Technology Management* (Terre Haute, IN: Indiana State University, Panel 2). This innovative degree program is delivered, in part, via the internet. The first online courses were offered in the fall of 1998 by East Carolina University, ISU, and the University of Wisconsin-Stout. Fifty-four students were admitted to the program during its initial year of operation; 150 students will be enrolled when the program is fully operational. Currently, 46 program faculty across the nine partner institutions hold graduate faculty status at their employing universities and are approved by the Consortium Graduate Coordination Council and ISU's School of Graduate Studies to deliver the degree.

During the 1990s, the University received its largest-ever competitive grant (\$2 million from the National Science Foundation) and, its largest contract (\$13 million to date from Caesars World, with another contract extension pending), and three times its established records for annual grant and contract funding, the largest amount being \$11.2 million in fiscal year 1998-99. That figure, however, has already been surpassed in the first three months of fiscal year 1999-2000.

and reflect a commitment to excellence." The administrative unit responsible for oversight of the graduate programs is the School of Graduate Studies, which functions under a philosophy that graduate education and research for the advancement of knowledge set a university apart from all other institutions. The School's primary mandates are to maintain and enhance the quality of the University's

graduate programs and to facilitate research and creative activity. The administrative responsibilities of the School of Graduate Studies are entrusted to the Dean of the School, an Associate Dean, and an Assistant to the Dean. Policies and regulations governing graduate work are established by the Graduate Council, with the delegated assistance of its four committees, each of which provides in-depth analysis of specific issues on behalf of the Council.

Coordination of ISU's graduate programs varies considerably at the unit level. In some units, a department chairperson coordinates the graduate program, or a designated faculty member serves as program coordinator, whereas in other cases an elected committee, working in collaboration with a chairperson or program coordinator, oversees the unit's graduate programs. The process for admitting students to the various graduate programs also varies by unit, along the general lines described above. Virtually all graduate programs use the Graduate School Admission Application to gather routine information on potential applicants.² Supplementary materials include Graduate Record Examination (GRE) general and area scores, Graduate Management Admissions Testing scores, résumés, vitae, letters of recommendation, portfolios, and writing samples. Students submit all materials to the School of Graduate Studies, which transmits submitted materials to program representa-

tives for internal evaluation.

Graduate student representation is both encouraged and facilitated as an integral part of committees at both the School of Graduate Studies and program levels. The Graduate Student Advisory Committee, comprised of graduate students from each College/School of the University, ensures a student voice in policies and procedures affecting graduate education. Moreover, in 1997, the student-run Graduate Student Organization was founded.

The School of Graduate Studies strives to provide graduate students the best possible education appropriate to a particular field. Accordingly, the graduate faculty of the University, who currently number 402, continually update their knowledge, ideas, and techniques by reading and studying the latest texts, keeping up with journals and other serial publications, and attending conferences, workshops, and exhibitions. In addition, the faculty participate in the development of knowledge, techniques, skills, and works of art in order to extend knowledge and prepare themselves to teach graduate students the latest and most important information and techniques.

The School of Graduate Studies has for more than two decades utilized an evaluative system that ensures the high quality of program faculty by approving for graduate faculty status only those individuals who have proved to be effective teacher-scholar-practitioners within their respective disciplines, and by reviewing triennially those appointed to the graduate faculty. The instructional, research/creative, and service accomplishments of the graduate faculty suggest that it has grown stronger over the past decade. In fact, information contained in Chapter 5 of this self-study, devoted to scholarship in the domains of teaching, research/creativity, and service, suggests that the productivity of the graduate faculty is at an all-time high. Without question, the capacity of the graduate faculty to attract grants and contracts during the past decade is unsurpassed in the University's history. During the 1990s, the University received its largest-ever competitive grant (\$2 million from the National Science Foundation) and, its largest contract (\$13 million to date from Caesars World, with another contract extension pending), and three times its established records for annual grant and contract funding, the largest amount being \$11.2 million in fis-

² The family nurse practitioner and art programs are among the few that utilize a separate application form and a review process independent of the Graduate School Admission Application.

cal year 1998-99. That figure, however, has already been surpassed in the first three months of fiscal year 1999-2000.³

During the 1994-95 and the 1995-96 academic years, a faculty study group was appointed by the provost to review graduate education at ISU. Based on the recommendations of the Graduate Education Task Force, responses from the Graduate Council and other members of the graduate faculty, and financial considerations, the Provost appointed a Graduate School Dean who would also hold the title and the responsibilities of Senior Associate Vice President for Academic Affairs. The new Dean has held retreats annually since 1997 for the dual purpose of refining and focusing graduate education at ISU and of ensuring that the School's policies and practices address the needs of our current graduate clientele. From the initial retreat evolved a revised mission statement:

The School of Graduate Studies provides advanced studies and programs at the certificate, master's, educational specialist's, and doctoral levels supporting the advancement of lifelong learning at Indiana State University, programs that embody the challenges of highly specialized and individualized study.

This revised mission statement is supported by the following goals.

- ❖ To promote an environment that is responsive to the changing needs of the graduate population
- ❖ To advance the knowledge bases of selected graduate disciplines through advanced study, applied research, and clinical/practical experiences
- ❖ To increase the visibility of the School of Graduate Studies' mission and vision
- ❖ To enhance the collaborative interaction and support between the School of Graduate Studies and its internal and external constituencies
- ❖ To enhance the relationship between the School of Graduate Studies and its graduate faculty
- ❖ To enhance the relationship between the School of Graduate Studies and the graduate student body
- ❖ To increase the enrollment (recruitment and retention) of graduate students with particular emphasis on students of color and international students

With the cooperation of all the University's academic units, the dedication of the graduate faculty, and the support of graduate students, the School of Graduate Studies is committed to the implementation of the goals outlined in the University's *Strategic Plan* (Exhibit 1). The Dean, the Associate Dean, and the staff of the School of Graduate Studies are dedicated to assisting the faculty in the following activities:

- ❖ Offering qualified post-baccalaureate students the opportunity of intellectually stimulating professional, master's, doctoral, and post-doctoral programs of study leading to the fulfillment of personal and professional goals
- ❖ Educating professionals capable of producing important scholarly research and creative work
- ❖ Facilitating original scholarly research and creative activity among the graduate faculty and students in order to facilitate the discovery, application, and dissemination of knowledge which may be used to solve human problems and to advance human understanding
- ❖ Promoting and rewarding excellence in teaching at the graduate level

Student Recruitment, Retention Strategies, and Enrollments

Recruitment. Annually, the School of Graduate Studies implements a full schedule of recruitment activities that include participation in Educational Testing Service/Graduate Record Examination forums and regional graduate fairs sponsored by the National Association of Graduate Admissions Professionals, totaling approximately 50 on-site visits that also include colleges and universities. The School of Graduate Studies actively recruits diverse candidates by participating in the California Forum for Diversity (since spring 1997) as well as maintaining booth space at the Indiana Black Expo and at regional McNair Conferences. Additionally, the School sends recruitment representatives to the National Hispanic Institute's Graduate Consortium. Membership (since 1998) in the Society for the

³ With nine months to go in fiscal year 1999-00, the University's total for grants and contracts stood at \$11.7 million.

Advancement of Chicanos and Native Americans in Science has provided another important avenue for recruitment. The School also recruits at selected historically black colleges and universities. International recruitment of graduate students is collaboratively supported with the International Affairs Center (IAC). Of particular note is the successful funding (since 1997) for Muskie Scholars, which has brought graduate students from Eastern Bloc nations to study at ISU. Working with the IAC, the School of Graduate Studies has also helped to pre-screen international applicants who have sponsored or government funding. As the next section of this chapter makes clear, these and related initiatives have been extremely successful both in enhancing the geographic and racial/ethnic diversity of the graduate student body at ISU as well as in helping to increase the University's overall graduate enrollment.

The University's graduate programs recruit students in conjunction with the School of Graduate Studies; some units depend on program-level efforts more than others. Some (e.g., the master's degree program in Athletic Training and the Psychology Department program) recruit less aggressively than others because they have a limited enrollment capacity and strong reputations, which produce large pools of well qualified candidates. Others (e.g., Elementary Education) are less aggressive because their programs are service-oriented. At the opposite extreme are programs that mount intensive recruitment efforts. For instance, the Department of Educational Leadership and Foundations maintains a recruiting web-

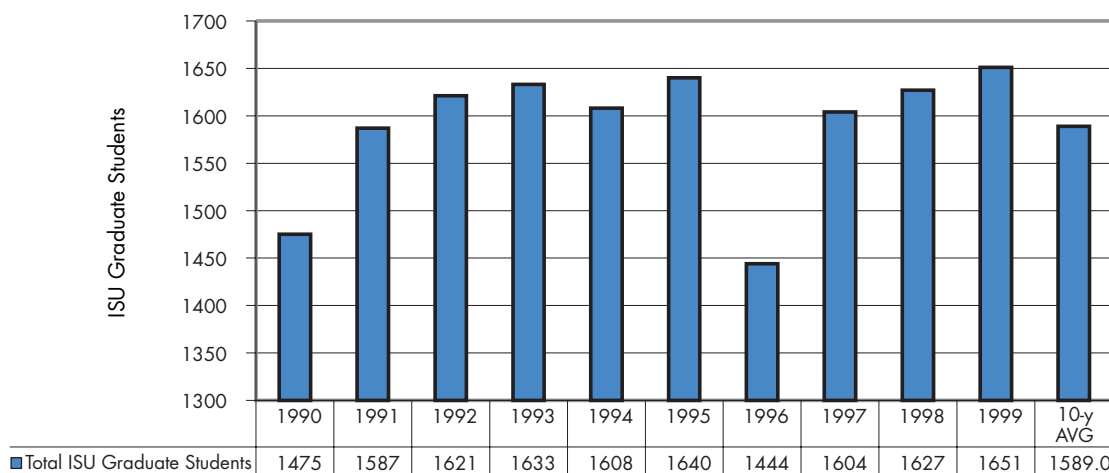
page, sponsors alumni receptions, and does a yearly presentation over the Indiana Higher Education Telecommunications Network. Similarly, the MBA program has made special efforts to recruit locally and regionally through the Chamber of Commerce, newspaper advertisements, and human resources directors at various companies and agencies. The Departments of Geography, Geology, and Anthropology and of Life Sciences maintain a healthy recruiting network through advertising in *Peterson's Guide to Graduate Programs in U.S. Colleges and Universities*, internet web pages, mailings to American colleges and universities, contacts with professional organizations, and targeted recruiting at historically black colleges and universities. In addition, both units forward recruit with regional high school teachers, science fair winners, and community colleges.

Retention strategies.

Departments use several strategies to ensure the retention of the students they recruit. The most commonly identified of these strategies are strong faculty and peer advisement and faculty-student mentoring. In addition, a number of graduate programs regularly provide counseling to students and sponsor an array of out-of-class academic and/or social activities intended to promote group cohesiveness. Flexible class scheduling is another strategy programs use to aid retention by showing responsiveness to student needs.

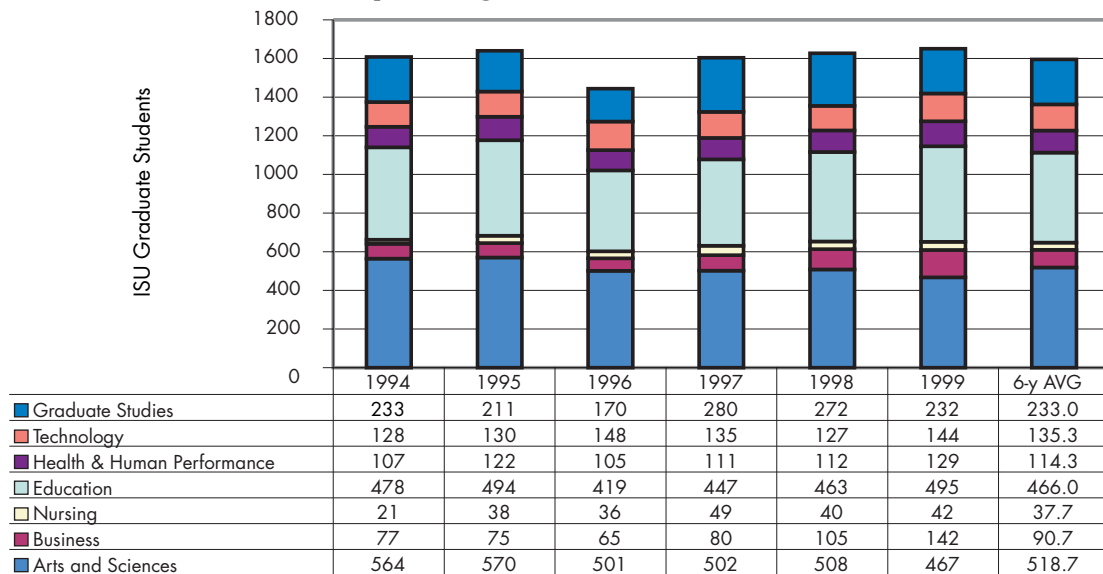
Enrollments. The head count enrollment in all ISU School of Graduate Studies programs during the ten-year review period

Figure 8
Overall Graduate Enrollments, 1990-99



Source: 10-Day Official Reports

Figure 9
Graduate Enrollments by College/School, 1994-99



Source: 10-Day Official Reports

has ranged from lows of 1,444 students in 1996 and 1,475 students in 1990 to a high of 1,651 students in 1999, with an average annual enrollment of 1,589 students (Figure 8). In eight of the ten years, the University's graduate enrollment has been remarkably steady, operating within a 64-student band (1,587 to 1,651 students). As is noted at the outset of this chapter, graduate students currently comprise slightly more than 15 percent of the University's enrollees (see Exhibit 10 for all figures in this chapter).

Two other trends deserve emphasis. One reason for the stability, and growth, in our graduate programs is the success of the University's outreach efforts. As ISU responded to the need for workforce development and lifelong learning by providing more graduate programs using distance education technology, off-campus graduate enrollments increased by 200 full-time equivalent (FTE) students, or more than 400 percent, between 1995-96 and 1998-99.⁴ With the expansion of distance programming and the increasing sophistication of available tech-

nology, it is expected that this trend will continue. Also noteworthy is the fact the overall number of FTE graduate students has grown almost 16 percent between the fall semesters of 1990 and 1999 (from 789.2 FTE to 914.1 FTE).

When these enrollments are examined by College/School, certain underlying shifts become evident (Figure 9). Overall graduate enrollments in the College of Arts and Sciences have fallen, although enrollments in the College's Criminology program, for example, more than doubled during the review period as a result of innovative off-campus program delivery. Moreover, while changes in Indiana teacher certification requirements have reduced graduate enrollments in teacher preparation programs campus-wide (since a teacher no longer requires a master's degree to maintain his or her State certification), graduate enrollments in the School of Education have remained quite stable, due largely to growth in the graduate programs within the Department of Educational Leadership and Foundations.

⁴ An increasing number of ISU graduate students are taking the majority of their courses through some form of distance education. For example, as part of the University's DegreeLink program, the Ph.D. program in education administration recently created a concentration in higher education administration to assist Indiana Technical State College and Vincennes University in advancing the educational credentials of certain of their faculty and administrative staff. Slightly less than one-half of the coursework for this program is available in synchronous mode over two-way audio, one-way video via the Indiana Higher Education Telecommunications Network; the remainder of the coursework is delivered at ISU during weekends and in the summer. See footnote 1 for information about the University's innovative Ph.D. program in technology management, which began operation in 1998. Other graduate programs that make extensive use of distance education include the master's degree offerings in human resources development, health and safety, nursing, student affairs administration, and criminology.

Major enrollment shifts have occurred also in the MBA program, where the number of students has doubled since 1994, due in part to the introduction of an effective cohort/mentoring program, and in the graduate programs in Nursing, where enrollments have doubled since 1994, largely as a result of the School's new Family Nurse Practitioner Track. In general, then, student losses in teacher education programs campus-wide, as well as in some of the traditional academic programs in Arts and Sciences, have been more than compensated for by growth in various professional and vocational/technical programs and through the successful creation of alternative forms of graduate program delivery.

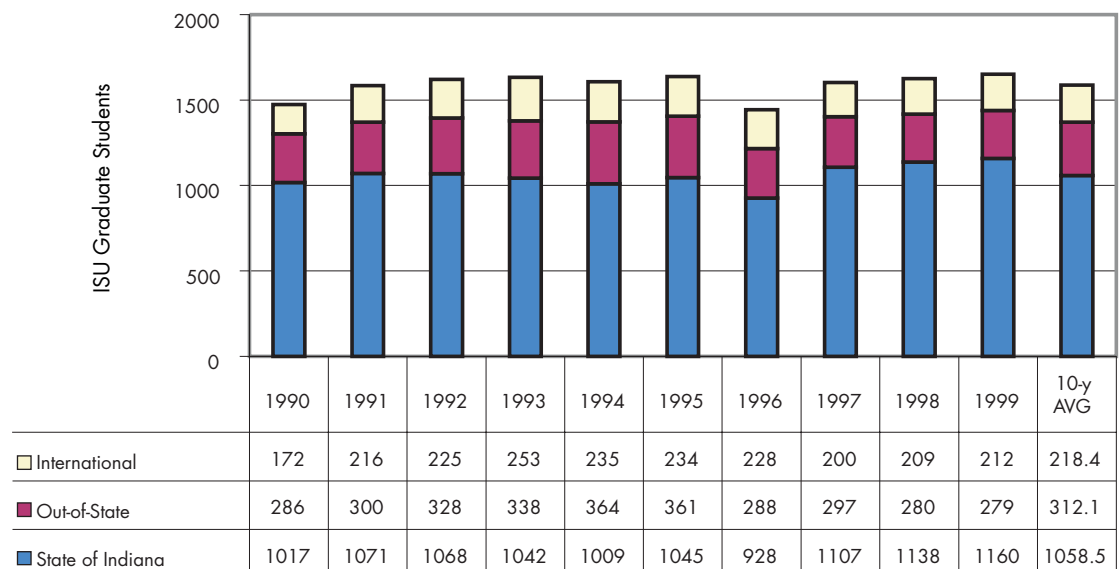
Graduate Student Diversity

At least one-half of the University's graduate programs seek to serve a more racially/ethnically and culturally diverse group of graduate students, and, even among those programs that currently have a diverse student body, there remains the challenge to experience even greater success in recruiting students of color, especially in view of the limited stipends available to attract these students to ISU. This section surveys the geographic, gender, and racial/ethnic diversity of the students in ISU's graduate programs.

Geographic diversity. The graduate programs at ISU, which 70 years ago served only the teachers and school administrators of Indiana, now attract students from every state in the nation and from 76 countries worldwide. Partly as a direct result of ISU's role as a state-assisted public university, and partly as a result of the increased success of the professionally oriented graduate programs referred to in the preceding section of this chapter, the percentage of Indiana residents whom our graduate programs now serve has increased slightly during the review period (Figure 10).

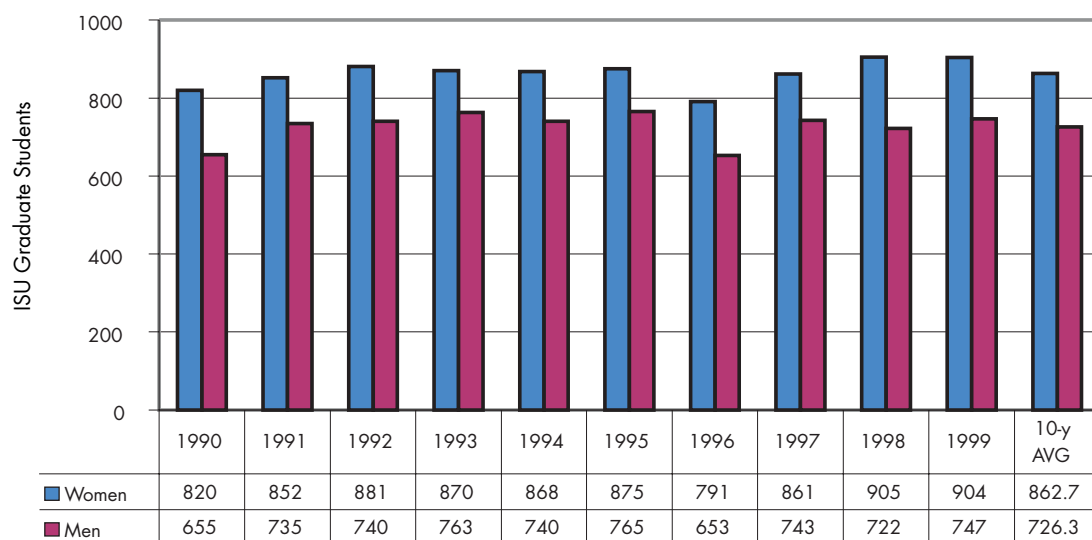
Hoosiers currently represent 70.3 percent of the University's graduate population, up 1.5 percent from 1990. The number of out-of-state students, which rose from 286 in 1990 to a high of 364 in 1994, has returned to 279 in 1999, resulting in a slightly reduced out-of-state population. Similarly, the international graduate student population, which had grown from 172 students in 1990 to a high of 253 in 1993, currently numbers 212, a 23.2 percent increase since the beginning of the review period, but a number well below the crest of 1993. These data represent good news to several graduate programs in which out-of-state and international students have been over-represented, but they are less positive for those programs attempting to enhance their geographic diversity.

Figure 10
Graduate Enrollments by Geographical Region, 1990-99



Source: 10-Day Official Reports

Figure 11
Graduate Enrollments by Gender, 1990-99



Source: 10-Day Official Reports

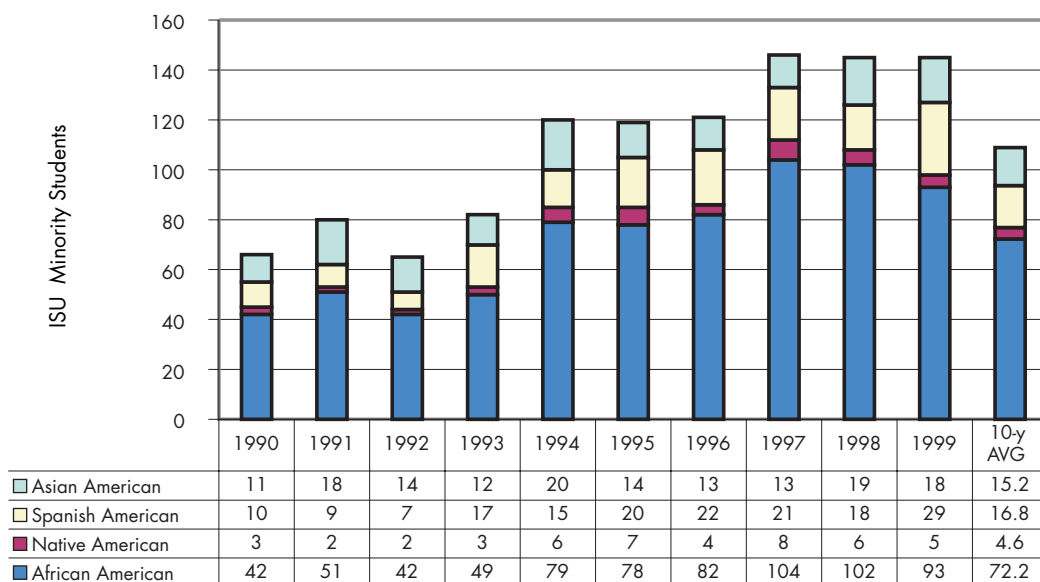
Gender diversity. The ratio of female to male graduate students has been relatively stable over the ten-year period (Figure 11). The ten-year average of approximately 56 percent women to 44 percent men has not changed to any significant degree, even when the overall graduate student enrollment has fluctuated. This ratio closely matches national trends, and the preponderance of women in our programs serves as a welcome indication in those graduate programs (e.g., the natural sciences) where there is a need to educate more women with advanced degrees so that the workforces in those disciplines might

become more diversified. However, the fact that fewer men than women are pursuing advanced degrees does not present a benefit to graduate programs such as Nursing, in which males are under-represented.

Racial/Ethnic diversity.

Undeniably positive is that the number of students of color has increased dramatically during the review period (Figure 12). Enrollments by African-American graduate students have increased by 121 percent, Spanish-American enrollments by 190 percent, Asian-American enrollments by 64 percent, and Native American enrollments by 67 percent.

Figure 12
Graduate Enrollments of Students of Color, 1990-99



Sources: IPEDS Fall Surveys and 10-Day Official Reports

Graduate Degree Trends

Over the past seven decades, the School of Graduate Studies has expanded its programs to include the MA, MS, MBA, MEd, MFA, MM, MME, MPA, Ed.S., Psy.D., and Ph.D. degrees. These degrees are offered by the faculty in the College of Arts and Sciences and each of the University's five professional Schools in cooperation with the School of Graduate Studies. Figure 13 shows ISU's accumulated graduation profile between 1990 and 1998, along with nine-year graduation averages. ISU conferred an average of 38 doctoral degrees, 11 Educational Specialist degrees, and 402 master's degrees annually between 1990 and 1998.

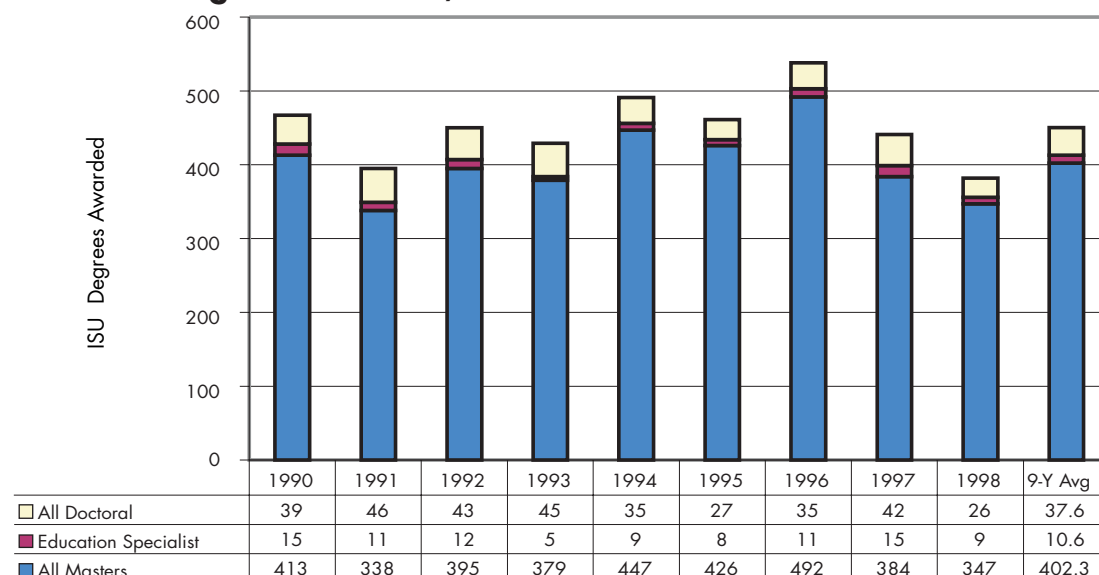
Espoused Goals for Graduate Education and Student Academic Achievements

Graduate education at ISU is designed to assist students in acquiring the best preparation possible for their careers. Students in ISU's programs learn the latest disciplinary knowledge, perspectives, methods, and skills. They also learn standards of profes-

sional conduct as well as familiarity with the societies and organizations that coordinate the activities of their members. Students gain experience in the ways they may present their work to colleagues in the profession and to the public, both orally and in writing. In addition, ISU's graduate programs teach students leadership skills related to research management. Because our programs lead students to become professionally active, many of our graduate students (and some of our undergraduates) produce substantial works of scholarship or creative expression while they are here.

One way to initiate a discussion of student research and creative achievements is by observing that ISU has for many years had an active Sigma Xi chapter, which has featured as many as 50 scientific poster presentations at its annual spring showcase, most of them by graduate students. Building on this tradition, the School of Graduate Studies assumed a leadership role in creating an annual Undergraduate/Graduate Research Showcase in the spring of 1997 so that students from other disciplines could also have an opportunity to present their work to fellow students, and faculty members, across the campus. Both of these efforts are important vehicles for fostering a campus culture supportive of research. Of course, many other students present papers or perform off-campus, and quite a few publish. Several signal student achievements are described in Chapter 5 of this self-study; a few others are acknowledged below.

Figure 13
Graduate Degrees Awarded, 1990-99



Source: Academic Unit Profiles

Two doctoral students in the Department of Life Sciences presented papers in 1998 at the North American Meeting of the International Society for Landscape Ecology as part of a student competition that featured 65 presenters from major universities across the North American continent. One of our students earned first place honors, and the other was one of three students to receive an honorable mention. Another Life Sciences graduate student placed second in the 1999 Founder's Award Poster Competition at the national meeting of the Animal Behavior Society, and a master's degree graduate of ISU's Food and Nutrition program used research data from his 1995 thesis in a project that won the 1997 Excellence in Health Science Research Award from the Indiana Public Health Foundation. Other former graduate students have proved themselves in the instructional domain, including a master's degree recipient from the Department of Family and Consumer Sciences who was named Indiana's Outstanding Vocational Teacher in 1994. Still others have been recognized for their service achievements, like the 1998 Psy.D. graduate who recently won the Vandenburg Award for her performance while on an internship at Lakeland Air Force Base in San Antonio, Texas. Another measure of achievement might be the employment success of our graduate students. Community Health Nursing students have presented posters at the Indiana Public Health Association Convention and the Rural Health Conference. To cite an example from just one department, two former students who earned Ph.D.s in Geography in the 1990s serve as Senior Scientists at the Stennis Space Center, where one is also a Program Leader; a third is Vice-President and Research Program Director for Applied Analysis, Inc., in Boston, Massachusetts; and several direct laboratories in geography departments at major American universities. These successes by students and recent graduates suggest that our graduate programs are assisting many men and women to reach their professional potential.

Assessment of Graduate Programs

During the past decade, ISU has worked aggressively to develop means for assessing student academic achievement at the graduate as well as the undergraduate levels. The



University Assessment Advisory Committee was created, which established principles and policies and recommended practices affecting program assessment. Subsequently, this committee has served as an advocate for program assessment, has provided critiques of departmental assessment plans, and has conducted professional assessment workshops to assist faculty in moving from assessment data to program improvement. The guiding design principle underlying the University's program assessment plans has been that, because academic programs relate in different ways to the missions, objectives, and strategic directions of the University, each assessment plan should differ in certain respects from all others. Thus, nearly every graduate program has developed an assessment plan tailored to its individual character.

The assessment plans specified by each graduate program identify the relationship between the mission of that graduate program and the specific educational objectives that graduate students must meet. Results-oriented objectives have been developed so that graduate students will, insofar as possible, know what is expected of them. The plans include testing for mastery of a level of knowledge appropriate to each degree, including, in some cases, the knowledge of ethical codes and professional standards. In some disciplines, students also are called upon to demonstrate certain proficiencies and skills. While certain programs make use of standardized tests to measure outcomes, other programs have developed their own measures of learning to document student achievement and success. Periodic reports have been made regarding the effectiveness of our graduate program assessments, and

assessment results are beginning to be used to modify graduate programs.

In addition to these student-level, outcomes-oriented assessments, all graduate programs are reviewed on a five-year cycle established, implemented, and monitored by the School of Graduate Studies in collaboration with the dean of the College or School in which a program is housed. After leaving the College or School of origin, program documents are reviewed by the Program Development Committee of the Graduate Council, which then provides the Council and the Dean of Graduate Studies with recommendations for program improvement.

Services Supporting Graduate Education

ISU has many services in place to ensure that graduate students are well served, both academically and socially. Several are described below.

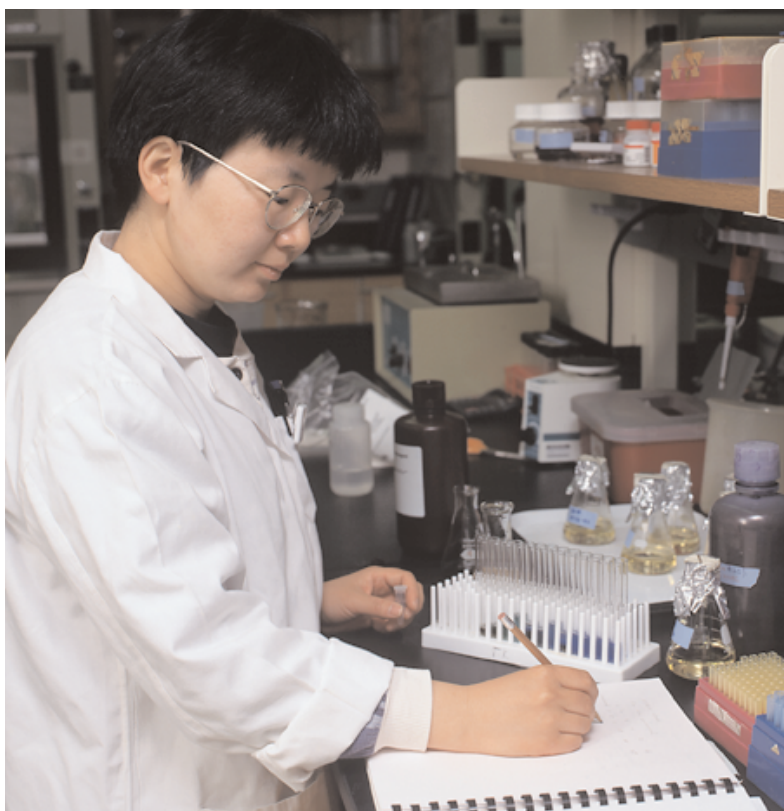
The Cunningham Memorial Library subscribes to approximately 5,000 periodicals and houses over 2 million items, with several thousand documents being received annually as part of the U.S. Government Repository system. Graduate students have semester loan privileges for most library items and can check out bound periodicals for 24

hours. Additionally, the Interdisciplinary Loan Office assists users in obtaining research materials not owned by the ISU Library. An overview of the computing services available to graduate students appears in the following section of this chapter, and it is worth noting that physical improvements to campus facilities, which are detailed in a later chapter of this self-study, have, during the past decade, significantly improved the University's ability to provide state-of-the-art instruction and to conduct state-of-the-art research in the natural sciences and mathematics, the humanities, the social and behavioral sciences, and the performing and fine arts, as well as in the programs offered by the School of Technology and the School of Health and Human Performance.

Additional academic services include the University Speakers Series, which brings world-renowned individuals to campus to speak on and interact with students regarding their areas of expertise, and a substantial distance education initiative, which affords students the opportunity to take courses in more flexible formats than those available a decade ago. The University has also expanded its weekend and evening program offerings, and provides on-site instruction at many more locations than in years past. Additionally, the Affirmative Action Office ensures that diversity needs of graduate students are met, and since 1996, a Student Ombudsperson has supported graduate students by providing assistance to those who experience difficulty in attempting to negotiate the University's system of rules and regulations.

To assist with the interpersonal concerns of graduate students, the Student Counseling Center offers services in crisis intervention, personal counseling, and career counseling. The Office of Student Financial Aid also serves many graduate students by administering a broad range of grants, scholarships, and employment and loan opportunities to help graduate students meet their financial needs. The Student Health Center affords graduate students wellness opportunities and provides assistance when illness or injury occurs.

Socially, ISU offers a wide variety of activities and resources through the Hulman Memorial Student Union, Tilson Auditorium, Health and Human Performance Arena, and Hulman Center. Varied opportunities are available year-round to graduate students and their families. Residential facilities also



are available for graduate students, both on- and off-campus.

Technological Support for Graduate Education

Numerous computing services, all of them without charge, are provided to graduate students through the Division of Academic Computing and Networking Services. These include access in virtually every instructional building on campus to microcomputer laboratories that utilize standard word processing, spreadsheet, database, statistical, and related packages as well as minicomputer and mainframe computer access to an IBM 4381, Hewlett-Packard 9000, Hitachi EX33, and VAX/Alpha 1000. These microcomputer clusters and larger machines also offer access to the Internet, the University's library collections, listservs, electronic mail, and other modes of electronic communication, information retrieval, and data analysis.

Indeed, in the ten years since our last NCA self-study, computing has been integrated into all levels of graduate education and research. Many faculty members have brought computer-based presentation technology into the classroom and utilize Internet resources, listservs, and electronic mail in support of traditional classroom instruction; and since 1995, when ISU's first graduate course (CIMT 660) was offered online, approximately 40 graduate courses have made their debut on the internet. These web-based courses have been constructed through individual faculty initiative and creativity, through departmental mandate, and through the collaboration of the faculty and staff of the University's Course Transformation Academy and its Faculty Computing and Research Center. Virtually every aspect of graduate research, beginning with the fundamentals and extending to advanced details of experimental inquiry, has been influenced and in some sense molded by evolving computing technologies.

Program Partnerships

Because strategic partnerships are shaped by the opportunities and needs of individual graduate programs, there is considerable

diversity among the partnerships produced across the ISU campus. Four types of program alliances are examined below, and suggestive examples of each are briefly described. These four types include cooperative agreements between ISU's School of Graduate Studies, its graduate programs, and/or its College/Schools and:

- ❖ other institutions of higher education;
- ❖ government;
- ❖ human service and health organizations and agencies; and
- ❖ business and industry.

Partnerships between ISU and other Institutions of Higher Education.

One important example of inter-institutional resource sharing that positively impacts ISU's graduate programs is the longstanding collaborative relationship between ISU's Department of Life Sciences and Indiana University's Terre Haute Center for Medical Education. These two units share faculties and physical resources in support of one another's instructional and research missions. The interaction between faculty members engaged in basic research and those in more applied areas nurtures and advances the academic cultures of both units and creates programmatic opportunities that would not exist were the units to operate totally independently of one another. A second, more recent example is the master's degree program in bioengineering jointly offered by ISU, ISU's Terre Haute Center for Medical Education, and Rose-Hulman Institute of Technology, a local college that educates engineers. Here, academic resources are blended to make possible a degree offering that no one of these institutions could mount on its own. Even more ambitious is the newly approved, nine-institution Ph.D. program in Technology Management described earlier in this chapter.

Governmental Partnerships.

The development of partnerships between ISU and agencies of the federal, state, and local government leads to an expansion of new knowledge, the transfer of knowledge and expertise to society, and the promotion of an interdisciplinary culture. One important source of many such agreements is the Department of Geography, Geology and Anthropology, through its nationally recognized Center for Remote Sensing and Geographical Information Systems and its

Anthropology Laboratory. These units, sometimes in partnership with other ISU programs, participate actively and regularly in research and contract work with both federal and state government, attracting more than \$15 million in external funding to the University during the review period from private and governmental sources, ranging from the Indiana Department of Natural Resources to the National Aeronautics and Space Administration. Also worthy of special note is the School of Education's Professional Development Schools initiative, begun in 1992, which thus far has attracted more than \$1 million in state and federal support,

...the Doctor of Psychology program in the College of Arts and Sciences has developed partnerships with community mental health centers, mental health agencies, and hospitals, in which doctoral students hone their hands-on clinical skills. A kindred program has been developed by the School of Nursing, in which the Sycamore Nursing Center, housed at Union Hospital but operated by ISU, offers comprehensive physical assessments and health services to a wide range of persons.

as well as private support from the Lilly Foundation. Sixteen schools from five school corporations, which were chosen because they provide diverse learning environments, have cooperative contracts to participate with ISU in the program. These schools include elementary, middle, and high schools in rural, mid-sized urban (Terre Haute) and large urban (Indianapolis) settings. The resulting Learning Alliances

are designed to 1) provide a wide range of collaborative educational and research opportunities for teachers in training; 2) facilitate higher levels of learning by all children in the participating schools; 3) promote better school environments; and 4) create supportive sites of professional renewal for, and academic inquiry by, experienced teachers, school administrators, school service personnel, and the University faculty.

Strategic Partnerships with Human Service and Health Organizations and Agencies.

The School of Education's Department of Counseling Psychology has joined in partnership with the Family Practice Training Center at Union Hospital to develop outreach programs that provide services in rural locales in West Central Indiana. ISU doctoral students, working under faculty supervision, offer services to a wide range of client populations in underserved areas surrounding Terre Haute. Similarly, the Doctor of Psychology program in the College of Arts and Sciences has developed partnerships with community mental health centers, mental health agencies, and hospitals, in which doctoral students hone their hands-on clinical skills. A kindred program has been developed by the School of Nursing, in which the Sycamore Nursing Center, housed at Union Hospital but operated by ISU, offers comprehensive physical assessments and health services to a wide range of persons. The Family Nurse Practitioner Program has partnered with St. Ann's Free Health Care Clinic to provide comprehensive health care to indigent patients from the Wabash Valley area.

Partnerships with Business and Industry.

ISU also has developed numerous programs and linkages by which it shares expertise and resources through its Small Business Development Center, Center for Research and Management Services, and Technology Services Center.

Other types of partnerships that provide educational and research opportunities for graduate students and faculty are sponsored by the University's Center for Governmental Services, the Blumberg Center for Interdisciplinary Research and Special Education, Psychology Clinic, Counseling Center, and Marriage and Family Therapy Center, the Rowe Center for Communicative Disorders and the Porter Evaluation Center. Moreover, several graduate programs share common courses and cross-list others; share laboratory resources, including expensive research equipment; jointly sponsor professional meetings, conferences, colloquia, and invited speakers; and participate in collaborative research and creative activity.

Funding Available to Graduate Students

In working to implement the goals and academic support initiatives of the University's 1994 *Strategic Plan* (Exhibit 1), the faculty and administrators have had many discussions about the resources available to support graduate education. Most frequently, the faculty's locus of concern has been the funding available for graduate students in the form of assistantships and fee remissions.

The largest category of support for graduate students comes in the form of the fee remissions granted to research and teaching assistants. This support is automatically increased with each year's fee increase, since the University must budget as an expenditure all fee remissions granted. The amount of funding made available for fee remissions has increased from \$1,004,631 in the 1994-95 academic year to \$1,777,893 in the 1998-99 academic year. The number of graduate students receiving a fee remission varies from year to year with a high of 445 during the 1994-95 academic year ranging to 416 during the last academic year (1998-99).

The School of Graduate Studies disburses assistantship funds to the College of Arts and Sciences and the five professional Schools, which in turn make program-level allocations. At that point, the programs are given considerable discretion in the distribution of graduate stipends to individual students.⁵ The University budget for graduate student stipends also has increased over the last several years, from \$1,677,704 in 1994-95 to \$1,815,474 in 1999 (Exhibit 16). The number of graduate students receiving an assistantship/fellowship stipend has varied over that same time period with an average of 450 students receiving stipends.

Two major funding issues need to be dealt with in the coming years: 1) obtaining more grant funding and private gifts to support graduate research assistantships and scholarships; and 2) identifying ways of creatively recombining fee remission and assistantship budgets so that larger, more nationally competitive awards can be made to top prospects whom the faculty wishes to

attract to their graduate programs (e.g., the Department of Life Sciences several years ago found that, by collapsing two fee remissions and two assistantship stipends and by managing its remaining fee remissions in a more creative way, it could raise all of its doctoral awards to a competitive level).

Key Planning Issues

ISU is challenged to provide the graduate experiences required to serve the citizens of Indiana as they work and compete within a global society in a new millennium, and the University is challenged to do so in a manner that will reach increasing numbers of Hoosiers unable to travel to ISU's Terre Haute campus. Moreover, the University must meet these challenges within a fiscal environment in which competition for resources and graduate students is growing state-wide, demands for the extension of knowledge and sharing of expertise with society continue to expand, and the need to further diversify the graduate student body is keenly felt. If ISU is to continue playing a significant role in meeting the needs of all Hoosiers, the region, the nation, and the world, certain key planning issues will require attention. Planning issues affecting the future of graduate education at ISU are discussed below under five headings:

- ❖ assessing the scope and mix of ISU's graduate programs in view of resource limitations;
- ❖ establishing graduate enrollment goals at the University and unit levels;
- ❖ enhancing the effective recruitment goals at the University and unit levels;
- ❖ better supporting graduate distance education initiatives; and
- ❖ assessing the effectiveness of the School of Graduate Studies' administrative structure.

Assessing the Scope and Mix of ISU's Graduate Programs in View of Resource Limitations.

Currently, ISU offers more than 50 master's degree programs, the Educational Specialist degree, eight Ph.D.s, and a Psy.D. High-quality, high-enrollment programs must be adequately supported, and to accomplish this at

⁵ Historically, the School of Graduate Studies has established minimum and maximum stipends. In 1990, the minimum assistantship stipend was \$3,000 and the maximum \$5,000 for master's and \$7,000 for doctoral students. Currently, the minimum is \$4,000, and there is no stipend cap.

a time of limited fiscal resources will require a careful review and prioritization of the University's graduate programs, leading to the likely elimination of those in which quality is lacking and/or for which demand is low and that are not central to the University's mission. This review should be part of a larger effort involving program faculty, chairpersons and deans, and campus committees charged with curricular review to examine the institution's capacity to maintain its current array of undergraduate and graduate degree offerings. This is especially important at a time when 1) the Indiana Commission on Higher Education is deeply concerned about what it regards as under-enrolled programs; 2) there is a perceived need to respond to new programmatic opportunities, some of which will divert resources away from existing programs; and 3) the competition between replacing faculty positions and increasing faculty salaries will likely mean that, as faculty members retire en masse over the next five years, fewer replacement faculty will be hired. In addition, the Graduate Council, through its Program Development Committee, might be charged with the responsibility of reviewing curricula for duplication of coursework. Among the points to stress here is that the faculty hired to replace those who are retiring must be identified with the goal of effectively meeting several University priorities, including that of offering high-quality graduate programs.

Other planning initiatives that should be undertaken to enhance our graduate programs include the following.

- ❖ Uncovering effective means of utilizing the results of student outcomes assessment to produce programmatic change, and working to ensure that the program review process becomes a more forceful agent for change
- ❖ Reviewing the process by which graduate faculty members are appointed and reappointed
- ❖ Finding additional ways to internationalize our graduate curricula and make them more inclusive of issues of race, class, gender, and ethnicity
- ❖ Devising more tangible, program enhancing ways to recognize and reward graduate programs for successfully meeting strategic objectives of the University

Establishing Graduate Enrollment Goals at the University and Unit Levels.

The School of Graduate Studies has, for several years, espoused the goal of "2000 in 2000"; that is, 2,000 head count graduate enrollments by the 2000-01 academic year. Related University level goals must be established that project further into the first decade of the twenty-first century. Moreover, graduate programs, working with their College/School deans and the Dean of the School of Graduate Studies, should develop specific FTE enrollment goals based on realistic projections of available human and fiscal resources in the next five or more years. In doing so, attention must be given to the competitive positioning of ISU's programs in the State, the region, and beyond, and serious consideration must be given to cooperative programming, both within the University and through inter-institutional agreements, that might optimize the use of existing and projected University resources.

Enhancing the Effective Recruitment and Retention of Graduate Students.

As earlier sections of this chapter point out, ISU is meeting many of its graduate recruitment challenges. Graduate enrollments have remained stable, and even grown slightly, at a time when the University's undergraduate enrollments have experienced some decline; the Associate Dean of the School of Graduate Studies has recently been assigned to oversee the implementation of graduate enrollment management at the School level; and the graduate student body has become more racially diverse and has maintained a fairly good geographic and gender balance. Still, programs remain in which the desired balances have not been achieved, and there is growing concern that, in many cases, ISU's graduate stipends are not competitive with those awarded by peer programs. Working with the School of Graduate Studies, programs will need to continue finding and employing strategies that will result in their having appropriately diverse student populations. Moreover, greater efforts need to be made to attract new monies to the University in support of graduate student funding, and imaginative thinking is needed if the use of budgeted fee remission and stipend monies is to be optimized. More attention also needs to be paid to the ways in which assistantship and fee remission monies are allo-

cated to programs, especially in view of 1) the contributions those holding assistantships make in helping to carry out the University's teaching, research, and service missions; and 2) the recruitment needs of individual programs, particularly when those programs have a high institutional priority.

Other planning initiatives that should be undertaken to enhance the recruitment of graduate students include the following.

- ❖ Directly involving programs in revising and implementing the University's master recruitment plan for graduate students
- ❖ Establishing the expectation that, where enrollment capacity exists, programs will recruit graduate students more vigorously, especially in Indiana and the surrounding states
- ❖ Enhancing the recruitment of international students by building upon the cooperative link between the School of Graduate Studies and the IAC in order to expand agreements with developing nations and international organizations supportive of education (e.g., the United Nations, the World Bank, and the Agency for International Development)
- ❖ Strengthening the University's link with Historically Black Colleges and Universities and with institutions that have large Hispanic-American, Native American, and Asian - American enrollments in order to continue to diversify the graduate student body
- ❖ Finding ways to expand ISU's participation in ETS/GRE Forums
- ❖ Ensuring that programs' webpages and printed recruitment materials are up-to-date, informative, and visually well presented
- ❖ Reviewing graduate admissions policies and practices with the goal of streamlining the graduate admissions process

Planning initiatives that should be undertaken to enhance the retention of graduate students include the following.

- ❖ Reviewing fees graduate students are assessed, the ways in which financial aid is provided to them, and policies affecting the payment of graduate assistants in order to ensure that students' financial needs are being appropriately addressed
- ❖ Reviewing existing health care, hous-

ing, child care, and related policies and practices to ensure that the University is family-friendly for graduate students with dependents

- ❖ Undertaking advancement initiatives to enhance the amount of funding available to graduate students in support of research and professional travel
- ❖ Expanding opportunities to stimulate and recognize graduate student accomplishments in research, service, and teaching
- ❖ Continuing to explore opportunities for making the full range of our programs more accessible to members of under-represented groups and to those with impairment
- ❖ Enhancing the University's commitment to publicize the achievements of graduate students (and faculty), both on and off the campus

Currently, graduate programs offered via distance education are predominately offered in real time to both on- and off-campus students, but, with the rapidly changing access to technology, and with the enhanced ease of using it to design, transmit, and receive educational programming, increasing numbers of the faculty are employing the internet for partial or full course delivery.

Better Supporting Graduate Distance Education Initiatives.

At present, about 20 percent of all FTE graduate student are generated off-campus, and future markets for graduate students served through distance education are expected to continue growing locally and nationally. ISU has been proactive in responding to work-force-related needs for graduate education through distance education. The immediate challenges are 1) to better identify program, certificate, short course, and training needs of the community, the state, and beyond to which the University is well-positioned to respond; and 2) to develop approval processes that permit rapid responses to meeting these needs.

Currently, graduate programs offered via distance education are predominately offered in real time to both on- and off-campus students, but, with the rapidly changing access to technology, and with the enhanced ease of using it to design, trans-



mit, and receive educational programming, increasing numbers of the faculty are employing the internet for partial or full course delivery. Support for this transformation is crucial, and among the most pressing support issues are 1) the development and effective implementation of policies that provide for workload relief, assistance with course transformation, and compensation while faculty are developing courses for asynchronous delivery; 2) the development and effective implementation of policies that meaningfully address workload and compensation issues when faculty deliver asynchronous courses; 3) improved technical and related support for students enrolled in asynchronous course offerings; 4) effective assessment measures of the quality of programs and of individual student outcomes when learning takes place in an asynchronous environment; and 5) improvements to the criteria used to prioritize the allocation of resources spent in support of distance education course and program delivery.

Assessing the Effectiveness of the School of Graduate Studies' Administrative Structure.

Approximately three years ago, the administrative structure of the School of Graduate Studies was significantly modified. Currently, a Dean (who also serves as Senior Associate Vice President for Academic Affairs), an Associate Dean, and an Assistant to the Dean are responsible for administering the School. This administrative structure must be continually reviewed to ensure that it effectively and efficiently meets the needs of the University's graduate programs. There is also a question about whether the School has a support staff of sufficient size to meet all of its needs, especially if graduate enrollments continue to grow.

Conclusion

As the University community reflects on the decade since the last NCA self-study and develops a new strategic plan, it is imperative that issues affecting graduate education blend into all facets of that plan. Graduate education has been an integral and contributing part of ISU's history for most of the twentieth century. In the future, it will continue to stand as a vital component of an evolving, progressive public university. Graduate education at ISU seeks to provide greater access to growing numbers of life long learners, to incorporate technology into its curricula and degree offerings, to secure increased funding for student research and travel, to create new programs and specialties to serve the needs of the State and nation, and to maintain and advance existing degree programs. And at the same time that ISU's graduate faculty advance the University's instructional mission and attend to the professional needs of student learners young and old, on site and at a distance, the faculty also maintains an active commitment to continue their productive research and creative programs, to continue generating record grant and contract amounts, and to demonstrate that they are master practitioners.

As we prepare to move into a new decade and a new millennium, two certainties are that the demands of Hoosier society will change and the needs of the public, private, and for-profit sectors will expand. Graduate education at ISU, infused with an enhanced entrepreneurial spirit and with new and returning graduate faculty members, will likely evolve in both predictable and unpredictable ways. We believe, however, that planning processes and periods of institutional self-reflection like this one will allow the journey, whatever its bumps and detours, to be a productive one.

Chapter 4: **Institutional Assessment**



NCA Self-Study Report

Chapter 4: Institutional Assessment

Over the past five years, ISU has made tremendous strides in better understanding itself. Beginning with the creation of the Office of Planning and Budgets, the associated Office of Institutional Research and Testing was given a clear mandate to gather and analyze data to better understand ISU's students and programs, to provide sound reference points for comparisons with other institutions, and to respond more effectively to public policy issues raised by the state. This focus on institutional improvement oriented in assessment also included the need to focus on student outcomes. The stimulus for this latter effort can be found in the NCA's 1989 call for affiliated institutions to develop institutional programs to evaluate and document student academic achievement and has been spearheaded by the Office of the Provost and Vice President for Academic Affairs. Throughout the past decade, ISU has developed its capacity and actively used assessment to constantly measure and improve institutional effectiveness across the institution.

Two parallel tracks have been pursued in reaching the goal of institutional effectiveness, one of the 14 *Academic and Support Initiatives* (Exhibit 1) supporting the Strategic Plan. At the academic program level, through the Office of the Provost and Vice President for Academic Affairs, the institution has been developing programs to evaluate and document student academic achievement. Recognizing that measuring learning outcomes is an "essential component" in demonstrating the "overall institutional effectiveness" in "accomplishing its educational purpose,"¹ ISU has implemented an impressive student outcomes assessment program and is working to ensure that decisions are based on the information produced by this effort.

In keeping with Alexander Astin's view that, "true excellence lies in the institution's ability to affect its students, staff, and faculty favorably, to enhance their intellectual and scholarly development, to make a positive difference in their lives,"² ISU has been simul-

taneously developing its ability to better capture the intellectual, social, and professional experiences felt by members of the University community and to assess university performance in the administrative area. This ability is being accumulated through systematic institution-wide assessment of programs, campus climate, and student success as well as through administrative tools such as key financial indicators and annual individual performance objectives and appraisals for EAP staff.

In 1997, these two independent tracks began to share support structures as the university recognized that it was developing an approach to ensuring institutional effectiveness at all levels, requiring common technical and administrative resources. This chapter provides a history of the two assessment tracks and documents the accomplishments they have produced thus far. However, an assessment system is unlikely to become part of an institution's culture in eight years. The issues and challenges that remain in assessing student academic achievement, in further developing institutional assessment, and in supporting the two tracks are discussed. Finally, the chapter closes by identifying some of the strategies that ISU intends to pursue in overcoming these challenges.

A Historical Perspective: Student Outcomes Assessment at ISU, 1992-99

In 1991, the NCA required ISU to submit an assessment plan by June 30, 1995, that identified how the institution would document undergraduate and graduate student academic achievements. In 1992, the Higher Education Act required that student outcomes assessment be conducted in order for institu-

¹ North Central Association of Colleges and Schools Commission on Institutions of Higher Education, *Handbook of Accreditation*, 2nd edition (Chicago, IL: North Central Association of Colleges and Schools, September 1997).

² Alexander W. Astin, *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education* (Phoenix, AZ: American Council on Education/ The Oryx Press, 1991/1993).

tions to continue to receive federal financial aid for students.

Certainly, prior to 1991, several ISU programs had been successful at assessing student learning in academic programs. However, an effort to increase faculty involvement and to establish a systematic and comprehensive assessment plan for the entire university began in 1992. During the 1992-93 and 1993-94 academic years, four administrators and eight faculty members representing the General Education Council, the College of Arts and Sciences, and the various professional Schools of the University attended regional and national conferences on assessment in higher education. These individuals formed a core of expertise to advise the Provost and Vice President for Academic Affairs on strategies for increasing faculty involvement and developing a comprehensive assessment plan. This group recommended the appointment of an Administrative Fellow from the faculty ranks to coordinate the assessment efforts and the establishment of an Assessment Advisory Committee to develop and recommend the principles, policies, and practices appropriate for University and program assessment activities.

By the fall semester, 1994, an Administrative Fellow in the Office of the Provost and Vice President for Academic Affairs was appointed to head the student outcomes assessment effort. The Provost established a University-wide Assessment Advisory Committee comprised of nine faculty members from each School and the College, the Coordinator of the General Education Program, an undergraduate and graduate student, and staff members from Student Affairs, Alumni Affairs, and Institutional Research. The Assessment Advisory Committee was given the following charges for the 1994-95 academic year.

- ❖ Develop the link between the mission and objectives of the institution and student outcomes assessment
- ❖ Develop the principles that should

guide the development of program and institution-wide assessment plans

- ❖ Identify and recommend appropriate action concerning issues pertaining to assessment
- ❖ Develop a conceptual framework for student outcomes assessment to provide guidance to program plan development
- ❖ Provide assistance to the faculty in the development of students outcomes assessment plans for their programs; and
- ❖ Oversee the development of a comprehensive student outcomes assessment planning document to be submitted through the Provost to NCA³

The committee was very successful in meeting all of its assigned objectives. Eighteen principles were proposed and discussed on campus and finally approved by the Deans' Council, Curriculum and Academic Affairs Committee, Graduate Council, Executive Committee of the Faculty Senate, and Faculty Senate by the end of the semester. The committee also developed and distributed a resource manual to answer basic questions, provide a conceptual framework, and offer a model for assessment plans of individual academic programs. A consultant, Dr. Karen Maitland Schilling of Miami University (Ohio) visited ISU in December 1994 to share her expertise in student outcomes assessment with program representatives, the Assessment Advisory Committee, and the General Education Council and its General Education Assessment Committee. Finally, two workshops were held in February and during the summer of 1995 to aid department representatives in developing assessment tools and methods, data analysis techniques, and links to program improvement.

The development of an individual student outcomes assessment plan for each academic program became the responsibility of each academic program's faculty. The plans gen-

³ More precisely, the Assessment Advisory Committee was charged with eight objectives: "(1) Develop and recommend the principles, policies, and practices appropriate to the University and program assessment activities; (2) Develop and maintain the University-wide assessment plan; (3) Assess University assessment activities at least annually; (4) Advise the Office of Assessment in the performance of its functions; (5) Serve as an advocate for needed resources as assessment activities expand and develop; (6) Conduct a professional assessment workshop annually to assist faculty in moving from assessment data to program improvement; (7) Assist programs in assessment activities when requested; and (8) Distribute examples of effective assessment techniques to the University community to help individual programs improve their assessment efforts." See *Indiana State University, Student Outcomes Assessment Plan Submitted to the North Central Association of Colleges and Schools* (Terre Haute, IN: Indiana State University, June 1995), p. 7.

erated by each academic program were reviewed by department chairs and deans. The Assessment Advisory Committee also reviewed each academic student outcomes assessment program plan to ensure that each plan contained the six components and followed the guiding principles approved by the Faculty Senate.

In June 1995, ISU formally submitted its assessment plan to NCA (Exhibit 17). On July 28, 1995, NCA Executive Director Patricia A. Thrash reported to ISU President John W. Moore that NCA had "successfully completed" its "review" of ISU's assessment plan and that NCA's reviewers had expressed their "confidence that your plan establishes a framework for a viable institutional program for assessing student academic achievement."⁴ Indeed, two weeks earlier, NCA Associate Director John B. Mason and Susan Van Kollenburg had already reported that the audience present at the Assessment Conference at the American Association of Higher Education was "highly interested" in "Indiana State's approach to garnering institutional commitment to the assessment of student academic achievement."⁵ Similarly, in 1996,⁶ and again in 1997,⁷ NCA reported that it had selected ISU's plan to "display" in its Resource Room at its 1996 and 1997 annual meetings.

Since 1995-96, the Assessment Advisory Committee has remained active in the following ways helping departments implement and use their plans.

- ❖ Distributed information and a newsletter regarding student outcomes assessment.
- ❖ Held assessment workshops and conferences for faculty members and departments
- ❖ Allocated funds to academic programs to implement student outcomes assessment activities
- ❖ Awarded funds for faculty members to attend assessment conferences
- ❖ Provided written and face-to-face feedback and suggestions for improving of individual academic assessment plans
- ❖ Proposed recommendations for policy and procedure regarding student outcomes assessments to the Provost and Vice President for Academic Affairs

Institutional Assessment at ISU, 1992-99

The beginning of 1994 also marked the beginning of a new assessment era within the central administration with the establishment of the Office of Institutional Research and Testing to aid in the assessment of institutional effectiveness. The initial intent was to provide the Office of Planning and Budgets with a resource to inform strategic planning and budgeting. Early in 1994, the newly hired director of this unit began to compile and publish Academic and Administrative profiles, utilizing faculty involvement through the Institutional Research Advisory Committee. These publications represented the first time that the administration had provided departmental chairs, deans, and unit managers with a comprehensive record of enrollments, staffing levels, majors, workload, section sizes, and other department-specific information. The goal of this effort was to enable unit managers to consider relevant information when making scheduling, staffing, and other fiscal decisions.

Once the collection of these data was routinized and accepted, the mission of the Office of Institutional Research and Testing expanded beyond strategic planning and budgets into additional areas of institutional research and analysis. Student satisfaction surveys and reports, retention studies, enrollment planning documents, assessment of various administrative programs, faculty salary studies, faculty workload reporting, faculty surveys, climate studies of racial and national origin, and the exploration of new ways to involve administrators in self-assessment and

The development of an individual student outcomes assessment plan for each academic program became the responsibility of each academic program's faculty. The plans generated by each academic program were reviewed by department chairs and deans. The Assessment Advisory Committee also reviewed each academic student outcomes assessment program plan to ensure that each plan contained the six components and followed the guiding principles approved by the Faculty Senate.

⁴ Patricia A. Thrash (personal communication, July 28, 1995).

⁵ John B. Mason and Susan Van Kollenburg (personal correspondence, June 15, 1995)

⁶ Susan E. Van Kollenburg (personal correspondence, March 11, 1996).

⁷ Karen L. Solinski (personal correspondence, March 20, 1997).

improvement are but a few of the projects in which this office has been engaged.⁸ The Budget Office began to develop annual Key Financial Indicators for the administration and trustees to provide an assessment and comparison of how funds are used within the institution from year to year and to make comparisons with other institutions.

The key to success in getting this information accepted within and beyond the institution has been the administration's commitment to conduct institutional research in a scholarly manner and to share results internally and at local and national conferences. Some specific achievements of the university's move toward institutional effectiveness can be found in the next section.

Achievements

ISU's Student Outcomes Assessment

A host of different assessment activities have been initiated throughout the University in response to NCA's call for the development of a student outcomes assessment plan in all of its academic programs. These activities have been successful. Four of the activities deserve special attention.

1. ISU has provided a more informed understanding of student outcomes assessment as a dimension of student learning.

Numerous ongoing student outcomes assessment workshops, the publication of a newsletter, an annual conference begun in 1998, annual assessment reports, and funding for the faculty to attend conferences have ensured that student outcomes assessment is considered to be an essential part of the academic environment and structure.

2. Assessment has remained a faculty-driven activity.

As mentioned earlier, the academic programs' faculties are responsible for the development of the student outcomes assessment plan for their respective programs. Additionally, the Assessment Advisory Committee has continued to function predominantly as a faculty-constituted group. As reported earlier, in 1995, nine, or 69 percent, of the original 13 person Assessment Advisory Committee were faculty members. During the 1998-99 academic year, the Assessment Advisory Committee expanded its membership to include students, support staff, and representatives from the Schools and College,⁹ but faculty continued to constitute 15, or 68 percent, of the 22 member Committee.

3. ISU has continued to keep student outcomes assessment a fiscal priority.

Assessment requires special resources, personnel, and time. Indeed, the success of an assessment effort may turn on whether or not an academic program receives special funding to implement its plan. Since 1995, the Assessment Advisory Committee has solicited requests for funding from academic programs to sponsor the implementation of assessment plans. Between 1995 and 1999, the Provost made funds available to the Assessment Advisory Committee, which allocated \$98,511 to 45 academic programs to implement student outcomes assessment activities (Exhibit 18).¹⁰ Additionally, between 1995 and 1999, the Assessment Advisory Committee has used these funds to allocate \$21,300 for faculty members to attend local, state, regional, and national assessment conferences (Exhibit 19).¹¹

⁸ A sampling of the numerous reports associated with these projects can be found on Office of Institutional Research and Testing website, <http://web.indstate.edu/oirt/>, as well as in the Resource Room.

⁹ The Assessment Advisory Committee was expanded to include representation from the Support Staff, Student Government Association, and to represent formally each of the Schools and the College.

¹⁰ Assessment Advisory Committee, *Student Outcomes Assessment Award Recipients* (Terre Haute, IN: Indiana State University, Assessment Advisory Committee, May 1, 1999).

¹¹ James W. Chesebro, *Assessment Advisory Committee: Mission, Activities, and Membership* (Terre Haute, IN: Indiana State University, Assessment Advisory Committee, May 1, 1999).

4. ISU has made significant progress in the development and implementation of student outcomes assessment plans in all academic programs.

During the last four years, each academic program has been asked to provide an annual report summarizing the activities designed to implement their 1995 assessment plans. When interpreting these reports, the implementation of these plans has been viewed as a developmental process. Within this framework, the faculty in an academic program might be at any one of five stages in terms of the implementation of its student outcomes assessment plan. At the end of the 1997-98 academic year, these program activities were summarized as follows.

Stage One: Identify the intended student outcomes or expected results of the academic program.

While they must be generated by the faculties involved in the programs, Nichols has also noted that the "results-oriented statements of intended educational (student) outcomes should resemble statements describing what graduates or program completers will know (cognitive), think (attitudes), or do (behavioral and performance)."¹² As incorporated in the ISU University-wide assessment plan, this stage is to be realized by the implementation of five of ISU's accepted 18 principles for assessment. Over 98 percent of ISU's academic programs (163) have identified the intended student out-

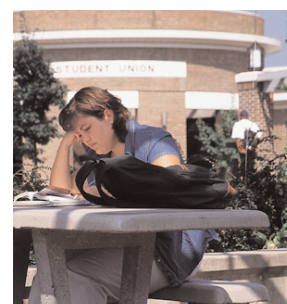
comes or expected results of their academic programs.¹³

Stage Two: Select appropriate means or methods for assessing progress toward the intended student outcomes of the academic program.

In its "Commission Statement on Assessment of Student Academic Achievement," NCA reported, "The Commission does not prescribe a specific methodology for assessment. Instead, it calls on each institution to structure an assessment program around its stated mission and educational purposes. The Commission recognizes that the missions of institutions lead them to assess academic achievement in different times during the students' academic experience and in different ways."¹⁴ Over 93.3 percent of ISU's academic programs (155) have selected appropriate means or methods for assessing progress toward the intended student outcomes of academic programs.

Stage Three: Collect relevant assessment data.

NCA has reported that "institutions should measure student learning using a variety of direct and indirect measures and methods. Institutions should also consider incorporating into their programs measures of cognitive learning (knowledge acquisition), behavioral learning (skill acquisition), and affective learning (attitudinal development)."¹⁵ About 38 percent of ISU's academic programs (63) have collected relevant assessment data.



¹² James O. Nichols, *The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness* (New York: Agathon Press, 1995), p. 18.

¹³ In this compilation, the activities of 166 degree-granting academic programs are included in this survey. While they continue to be listed in some compilations published by the University, the Department of Electronic and Computer Technology's A.S. degrees in Instrumentation and Industrial Control have been discontinued and the Department of Manufacturing and Construction Technology's Bachelor of Science degree in "Graphic Arts Management" is now entitled "Printing Management."

¹⁴ "Commission Statement on Assessment of Student Academic Achievement" in North Central Association of Colleges and Schools Commission on Institutions of Higher Education, *Handbook of Accreditation*, 2nd edition (Chicago, IL: North Central Association of Colleges and Schools Commission on Institutions of Higher Education, September 1997), p. 42.

¹⁵ "Commission Statement on Assessment of Student Academic Achievement" in North Central Association of Colleges and Schools Commission on Institutions of Higher Education, *Handbook of Accreditation*, 2nd edition (Chicago, IL: North Central Association of Colleges and Schools Commission on Institutions of Higher Education, September 1997), pp. 42-43. Relevant "materials" used to establish a "Pattern of Evidence Supporting This Criterion" are provided on pages 50-51.

Stage Four: Report results and interpretations of collected assessment data.

NCA has reported that these results and interpretations should constitute a “pattern of evidence” that “documents” the effectiveness of the program in terms of student outcomes.¹⁶ As incorporated in the ISU University-wide assessment plan, this stage is to be realized by the implementation of one of the 18 assessment principles: “Student outcomes assessment results should be used for comparisons between current and previous performance of a program rather than among university programs.” Almost 20 percent of ISU’s academic programs (33) have reported the results and interpretations of collected assessment data.

Stage Five: Use the results either to make improvements in the program or to acknowledge accomplishment of the outcomes and expected results.

Maintaining that “feedback loops are essential,” NCA has noted that “assessment data” should “contribute to successful decision-making within an institution, particularly in curriculum and faculty development.”¹⁷ As incorporated in the ISU University-wide assessment plan, this stage is to be realized by the implementation of three of the 18 assessment principles: “The student outcomes assessment program should be dynamic and evolving,” “Student outcomes assessment should address standards of performance related to improvement,” and, “Student outcomes assessment data should be evaluated and used.” Just over 18.1 percent of ISU’s academic programs (30) have used the results either to make improvements in programs or to acknowledge accomplishments of programs.

The Department of Life Sciences’ assessment activities provide an example of how



the five stages have been synthesized to improve an academic program. Life Sciences used the nationally recognized Educational Testing Service Biology examination to assess the entering knowledge of its freshman majors and graduating senior students. The assessment results were used, in part, to evaluate how the Department addressed the needs of its entering majors in the General Biology two-semester sequence. These courses were completely revised and upgraded in direct response to the ETS outcomes. The first semester General Biology course now features basic, whole organism biological concepts and principles taught at a time when the student is concurrently taking a General Chemistry course that includes general, organic, and biochemistry. During the second semester General Biology course, the concepts and principles gained from chemistry are integrated within the teaching framework of introductory cellular and molecular based biological concepts and principles. These curricular revisions are anticipated to yield improved student learning outcomes.

¹⁶ “Commission Statement on Assessment of Student Academic Achievement” in North Central Association of Colleges and Schools Commission on Institutions of Higher Education, *Handbook of Accreditation*, 2nd edition (Chicago, IL: North Central Association of Colleges and Schools Commission on Institutions of Higher Education, September 1997), p. 42.

¹⁷ Ibid., p. 42.

ISU's Institutional Assessment Achievements

Over the past five years, ISU has developed a reputation within the state as an institution that has made tremendous strides in better understanding itself and in using this knowledge to improve institutional effectiveness. Following are some of the areas where this activity has made a difference.

Sharing and Using Information.

The administration has encouraged the Office of Institutional Research and Testing to develop efficient and timely methods for sharing information with the University community. Academic and Administrative profiles are distributed to Deans and department heads annually. The office also has developed an *ISU Factbook* (33) that contains official University figures and placed it on the web for use by the ISU community. In addition, the office annually produces and distributes a *Freshmen Profile*, a *First-Year Profile*, a *Senior Survey Report*, and a *Faculty Workload Report* (see Appendix A). Other reports flowing to the leadership and the ISU community include the release of research briefs on various topics throughout the year; an enrollment summary every semester; and occasional reports such as a space utilization report, an enrollment planning report, a report on the need for Evening and Weekend program evaluations, and numerous reports on the success of the Lilly Project. Finally, the office has been active in using the web to ensure that the information provided is timely and widely accessible.

Although much of this information is still too new to have been institutionalized into the decision making process, the administration has implemented and utilized self-study to inform planning and programming. For instance, the design of the Lilly First-Year Experience program was largely shaped from studies that indicated the extent to which ISU freshmen are first-generation students from a variety of challenging academic backgrounds. The continuing use of Academic Profiles by Chairs, Deans, and Academic Affairs in determining resource allocations for academic programming and needs offers yet another example of using data to inform decision-making.

Finally, the administration's use of data

might best be illustrated by ISU's racial and national origin Climate Study (Exhibit 20). The results of this study indicate that, as at most institutions, ISU's climate was not as welcoming as had been hoped. The study also indicates that a large number of ISU's students arrived at the institution having had little opportunity to interact with people from backgrounds different than their own. As a result of this study, the central administration initiated several projects to improve the experiences of the faculty, staff, students, and executives, administrators, and professionals, such as the Democracy and Diversity Project for staff and faculty development, the Gender Fair Initiative, and a series of seminars and workshops providing ethnicity orientation and training for all campus constituencies as well as community members.

The last accomplishment comes as the institution tries to position its resources to facilitate the incorporation of assessment into the fabric of the university. In 1998, the institution created the position of Academic Assessment Coordinator and changed the title and role of the Director of Institutional Research and Testing to Assistant Vice President for Institutional Research and Assessment. These resources consolidate administrative and technical support for the full spectrum of University assessment efforts.

Overall, while room for improvement certainly exists, during the last four years ISU has made remarkable progress in implementing the assessment plans in its academic programs and in beginning to integrate this activity into administrative decision-making. Perhaps one of the most significant outcomes of this process is that the university now has a clear understanding of the challenges involved in reaching a comprehensive institutional assessment plan and, more importantly, has begun to take steps to overcome them.



Planning Issues

ISU faces significant challenges as it continues to develop its assessment tools and programs. These challenges can be categorized into four areas: general issues, academic assessment of student outcomes, administrative assessment, and the support for the latter two assessment tracks.

General Assessment

Establishing an Assessment Culture. Perhaps the most significant challenge ISU faces is the need to incorporate assessment into the everyday culture of the educational process. Indeed, to become pervasive, assessment needs to develop into a feature of *all* of the ongoing processes and units within the university environment. In assessing student outcomes, while some 200 faculty members have attended workshops, classroom assessment techniques have yet to become the norm in the majority of classrooms. Certainly, classroom assessment techniques are reported to be more common, but such techniques are perceived as a choice rather than a necessity in faculty-student classroom interactions. Administrative unit assessment also must become an integral part of each unit's efforts to provide quality service. Yet, for many at the unit level, this approach to continuous improvement remains unfamiliar.

Academic and Administrative Assessment

Supporting Faculty Needs in Student Outcomes Assessment.

As of 1997-98, over 90 percent of academic programs had reached Stage Two of the assessment process: "selected appropriate means or methods for assessing progress toward the intended student outcomes." Clearly, the University has succeeded in completing the planning stages of assessment. However, only 38 percent of the programs have collected relevant data (stage 3), and fewer than 20% have obtained or used results in making decisions (stages 4 and 5). These data indicate that continued effort must focus on offering appropriate support to departments during the process of gathering and using assessment information.

First Year Experience Assessment. The First Year Experience Program has promoted a number of activities geared toward assessing learning in the classroom. A joint project between the Lilly Assessment Coordinator and the Office of Institutional Research and Testing to assess the effectiveness of Learning Communities has met with tremendous success. The challenge in this regard will be to support the numerous assessment initiatives being developed around this project as well as determining where assessment is not a necessary activity.

Administrative Assessment. As implied by the separate histories outlined earlier in this chapter, administrative assessment suggests a parallel and distinct assessment track from student outcomes assessment. While similar needs exist for technical and administrative support, the purposes, governance, and program or unit implementation of the two tracks are separate from one another. Administrative assessment affects all of the University's vice presidential divisions while student outcomes assessment relates to academic programs within the Division of Academic Affairs.

Unit Assessment. Administrative assessment is at a different stage of implementation and consideration than that found on the academic side of the institution. In the last several years, with the emphasis on using



a scholarly approach to institutional decision-making, faculty leaders at the department and school/college level have gained considerable experience in using data and information to make decisions. This openness has increased trust around these activities.

Suspicion about the source of information has largely disappeared, in large part due to the principles by which assessment is being pursued by the current leadership.

Administrative units have entered the stage at which trust needs to be developed if assessment is to be used as an effective tool for increasing institutional effectiveness. To build confidence and ensure the viability of the project, managers will have to be as involved as have the faculty in student outcomes assessment so as to develop assessment approaches that fit their function. To achieve this purpose, administrative assessment will have to be department-driven. Just as student outcomes are not used to assess or evaluate individual faculty members, administrative assessment must be used to assess the functional operation as a whole. The results cannot be used to assess managers of these units or their employees without undermining the overall assessment effort. However, some attempt to build in accountability for the manager to take part in unit assessment must be made. One example may be to hold managers accountable for how they use a formal assessment process in their planning.

In Fall 1999, two administrative units, Parking and Traffic Services and Financial Aid, will engage in a self-assessment process to aid them in improving the function of these units. It is expected that the work done with these departments will become the prototype for developing administrative assessment across campus.

Assessment of Hybrid Units.

ISU's programs frequently have administrative and academic functions that need to be assessed. Examples include the role of the residence halls in facilitating a student learning environment or the success of the First Year Experience program. These units present a unique set of issues in that they are administrative activities, perhaps co-curricular in nature, intended to effect improved student learning. Determining which programs should be considered hybrids and developing both administrative and academic criteria

for assessing success are future issues. The vision of an institutional effectiveness model in which managers of administrative units use assessment as a management tool for improving student learning remains in the planning foreground.

Supporting the Two Assessment Tracks

As identified earlier in this chapter, ISU has progressed in implementing assessment plans in its academic programs and in integrating assessment into administrative decision-making. The challenges involved in reaching the University's goals for a comprehensive approach to institutional assessment will be important to address in the coming years.

Coordinating Assessment Efforts. Providing the two assessment tracks with appropriate coordination and adequate administrative and technical support is important to maintain the integrity of the process, reduce redundancy, and ensure consistency between assessment efforts and the University mission, and objectives. Fundamentally, the University's approach to student outcomes assessment is faculty-driven and consistent with NCA's experience related to effective assessment programs. ISU's academic assessment program aspires to the following characteristics of faculty-driven assessment programs.

- ❖ The faculty own and drive the assessment program and use it to find ways to improve the education they provide. The institution motivates, recognizes, and rewards faculty efforts in assessment.
- ❖ Authority for the design and operation of assessment is shared throughout the faculty and administration. Strong campus-wide assessment committees are invaluable, and every strong assessment program is marked by at least one highly-regarded coordinating/steering committee.¹⁸

At ISU, the faculty owns the process at both the departmental level and at the Provost's Assessment Advisory Committee level. The faculty and administration also share authority for academic assessment.

¹⁸ Ibid., pp. 43-44.

A key feature of ISU's student outcomes assessment rests with its decentralized approach in which responsibility for development and implementation occurs at the academic program level. The principle of accommodating discipline specific variations in student outcomes should continue to take primacy as academic assessment and structures to support it take form.

The faculty at the departmental level is vested with the core responsibility for student outcomes assessment with each academic program developing and implementing its own student outcomes assessment plan. The Provost's Assessment Advisory Committee, constituted predominately of faculty, has performed a strong role

in coordinating many of the campus-wide assessment functions and serves as a source of faculty-oriented policy recommendations regarding academic assessment. The Provost and Vice President for Academic Affairs weighs heavily these recommendations in making assessment-related decisions.

In providing appropriate coordination and adequate administrative and technical support, one planning issue requiring continued attention involves the manner in which assessment should be institutionalized at ISU. In commenting on model student outcomes assessment programs, NCA suggests the following organizational consideration.

- ❖ Typically, an individual, not a group, is responsible for overseeing the assessment efforts of the institution. A committee structure usually cannot be expected to provide ongoing administrative coordination of campus-wide assessment programs. The responsible individual might be the Chief Academic Officer, another administrator, or a program coordinator, but there should be a person all can hold accountable for the oversight of the institution's academic assessment program.¹⁹

At ISU, a key consideration in providing technical support for the two assessment tracks has been the efficient use of resources to support the overall University assessment goals while keeping faculty-driven student outcomes assessment. In mid-1998, the University positioned its technical support for both assessment tracks in the Office of Institutional Research and Testing. In this

regard, the Academic Assessment Coordinator, working from that office, has responsibility for coordinating the efforts of and being accountable for supporting faculty-driven student outcomes assessment as well as ensuring that all of the institution's efforts at institutional effectiveness are implemented in ways that conserve information and technical resources and permit assessment efforts to be coordinated. However, providing technical support in a manner that remains consistent with the principles of ISU's faculty-driven student outcomes assessment program is a matter that must be evaluated and considered as the University structure evolves and experience is gained from the current approach.

Among the specific issues involved in supporting academic and administrative assessment are the following.

Keeping Academic Assessment Faculty-Driven:

A key feature of ISU's student outcomes assessment rests with its decentralized approach in which responsibility for development and implementation occurs at the academic program level. The principle of accommodating discipline specific variations in student outcomes should continue to take primacy as academic assessment and structures to support it take form. As the program develops, it is critical that coordination and technical support stay true to this decentralized approach. As ISU institutionalizes its support, approaches that tend to centralize authority must be avoided. The challenge in this endeavor is to ensure that central support to departments from both faculty advisory committees and administrative functional support remains primarily about programming and is advisory in nature.

Keeping Administrative Assessment Department-Driven:

The tendency to use line authority to implement and control administrative programs should be resisted if assessment is to become a management tool. However, line authority may be utilized to encourage the use of assessment and self-improvement. An example of this use would be to require that managers show that they are engaging in assessment activities and they are using the information in meaningful ways.

¹⁹ Ibid., p. 44.

Supporting the Two Tracks:

Within both academic and administrative tracks, assessment should be addressed by the academic or administrative department under review. However, compelling arguments also suggest that these two tracks need to relate with one another. Academic assessment requires administrative support and technical guidance in order to meet its goals for improving student learning outcomes at ISU. Likewise, administrative assessment should involve the needs, expectations, and input of the faculty if its goals and objectives are to be part of the academic mission. As stated above, the approach to supporting assessment will be critical to creating a useful relationship between the two tracks. Administrative efficiency, consistent coordination, and the broadest application of valuable personnel resources suggest that one office should be responsible for supporting and coordinating assessment so that it remains integrated with the university's overall purposes and assessment objectives.²⁰ However, responsibility of this nature regarding academic assessment needs to be kept within the purview of the Office of the Provost and Vice President for Academic Affairs and be balanced against the need for departments to be in control of their individual projects. Consequently, the Provost's Assessment Advisory Committee has significant reservations with the one office model for supporting assessment described above and has proposed another alternative (Exhibit 21).²⁰

Maintaining Congruence Between Planning Goals and Assessment Efforts:

ISU will enter the next century with a revised strategic plan. Part of the challenge of this new effort will be to ensure that the goals and initiatives identified in the plan have stated desired outcomes that can be measured. Another challenge will be to ensure that

ISU's ongoing academic and administrative assessment efforts are consistent with the new strategic plan and that they complement each other.

Ensuring that Assessment is a Means not an End:

In an era when accountability reduces much into quantifiable numbers, the numbers themselves can become the values of the professor, staff member, or administrator. Examples of this reduction would be the professor who is tempted to inflate grades to increase student evaluation of teaching scores or an institution that reduces expectations in order to boost graduation rates. In these cases, the meaning of assessment is lost. Ensuring that assessment remains meaningful at ISU will be a challenge as the institution marches toward using self-examination to improve its overall effectiveness.

Conclusion

ISU's recent past and future plans reveal an institution committed to the concept of ensuring institutional effectiveness through self-examination. As the University moves toward a strategic plan dedicated to quality holistic student growth, it is also exploring ways to determine whether the steps being taken toward this goal are the right ones. ISU's assessment past was one of two parallel assessment paths being pursued for the same general goal. While the accomplishments of this era are impressive, the University has learned much and fully intends to capitalize on this new knowledge. ISU's assessment future will be one that better integrates assessment into its activities across campus so that all University units use assessment to improve their effectiveness.

²⁰ The University has been dealing with the issue of how to support assessment for some time. Issues, perspectives, and various proposals made on this issue can be found in *An Eye on University Assessment: Assessment Newsletters* (1995-1996), Indiana State University, Center for University Assessment: A Proposal (1996), *Meeting ISU's Assessment Needs: A Proposal to Create the Office of Assessment and Institutional Research* (May 1998), and *Three Models Responding to ISU's Emerging Assessment Needs* (September 1998). See Exhibit 21.

²¹ Assessment Advisory Committee, *Recommendations for Modification of University-Level Support for Student Academic Outcomes Assessment* (Terre Haute, IN: Indiana State University, Assessment Advisory Committee, May 1999) for a discussion of the Assessment Advisory Committee's perspective on university-level support issues.

Chapter 5: **Scholarship: Teaching, Research, and Service**



Chapter 5: Scholarship: Teaching, Research, and Service

During the past twenty-five years, one of the most critical issues in academic life has involved the meanings of the word “scholarship,” its relationship to teaching and service, and the degree to which these three cornerstones of American education are interrelated. Two central and complex questions emerge from this discussion: “What activities or combination of activities should be most prized by the professoriate?” and “For what activities should the professoriate be compensated?”

During the past decade, responding to these questions has been especially difficult because the meaning and nature of scholarship have undergone significant changes at ISU and across the country. During the next ten years, if many of the anticipated or predicted changes in education occur, the concept of scholarship will undergo even more dramatic changes locally and nationally. The discussions regarding scholarship and the professoriate in this chapter must deal with this transformation, which explains much of what has happened in higher education at ISU and in the U.S. during the past decade and what is most likely to occur in the immediate future.

Specifically, one conception of scholarship—identified here as a “research orientation”—is being challenged by an emerging conception of scholarship identified here as an “integrated orientation”. The fact that the word “scholarship” admits multiple meanings¹ accounts for part of the ambiguity,

if not conflict, regarding the appropriate roles and responsibilities of the professoriate. However, scholarship also has multiple meanings because there are different ways of understanding what scholarship is intended to accomplish, what is involved in the scholarly process, and what standards should be used to evaluate scholarly excellence.

Within the research orientation, scholarship is understood as a final product of the mastery of highly specialized knowledge,² especially within a particular field, and, correspondingly, a scholar is understood to be one who has mastered one or more of the academic disciplines through his or her research prowess. Within this tradition, teaching and service have tended not to be viewed as scholarly acts, because teaching has traditionally been understood as the *transmission* of what is already known³ and service as the *application* of that knowledge.⁴

From an integrated perspective of scholarship, what is emphasized is not what is known, but the *process* by which understanding or discovery is achieved. Here, a scholar is understood to be a learned person who possesses the dispositions required to learn (such as curiosity, perseverance, initiative, originality, and integrity). Within this tradition, scholarship plainly manifests itself in the practice of teaching and service as well as in research.⁵

While these two perspectives could provide compatible and mutually relevant conceptions of scholarship, in practice, each

¹ For a discussion of the etymology of the word “scholarship,” see Charles E. Glassick, Mary Taylor Huber, and Gene I. Maeroff, *Scholarship Assessed: Evaluation of the Professoriate* (San Francisco, CA: Jossey-Bass, 1997), p. 62.

² While the motivations for this view of scholarship are complex, in terms of the contemporary university as we have it today, the earliest origins of the demand that professors should publish may be traced back to the first medieval universities in the early 1300s when textbooks were difficult to secure and the contemporary university library did not exist. In this era and under these conditions, Haskins has reported that, at the University of Bologna, “a constant supply of new books was secured by the requirement that every professor should turn over a copy of his repetitions and disputations to the stationers for publication” (p. 38). See Charles Homer Haskins, *The Rise of Universities* (1923; Ithaca, NY: Cornell University Press, 1957). Additionally, see: Carl J. Couch, *Information Technologies and Social Order* (New York: Aldine de Gruyter, 1996), pp. 231-34.

³ In this context, teaching is equated to or cast as a process of displaying that involves showing, guiding, and directing rather than generating a new line of inquiry or investigation. See *Webster’s Third New International Dictionary of the English Language Unabridged and Britannica World Language Dictionary*, Volume III, S to Z (Chicago, IL: Encyclopedia Britannica, 1986), p. 2346.

⁴ *Webster’s Third New International Dictionary of the English Language Unabridged and Britannica World Language Dictionary*, Volume III, S to Z (Chicago, IL: Encyclopedia Britannica, 1986), p. 2075.

⁵ Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (San Francisco, CA: Jossey-Bass, 1990), pp. 15-25.

conception tends to lead faculty in a different direction. Many scholars devoted to the mastery of a single discipline eschew research collaboration with students, whereas faculty members working from a more integrated scholarly perspective are more likely to feel an obligation to involve both undergraduate and graduate students in their research and in the application of knowledge.

Changes in student and societal expectations within the past three decades have also helped forge a new understanding of scholarship. In the 1960s, students began demanding that universities pay more attention to their undergraduate students and began calling for changes to the undergraduate curriculum in order to address issues of inclusivity and relevance. Later, parents and

state legislators began adding their voices to the students. In the name of "accountability," concern for "community," the "development of a stronger economy," and "service to the state," policy makers and taxpayers have articulated intense and sometimes competing concerns about the role of American

higher education, especially undergraduate education. Indeed, by 1990, Ernest L. Boyer, then President of The Carnegie Foundation for the Advancement of Teaching, was able to predict that "the 1990s may well come to be remembered as the decade of the undergraduate in American higher education."⁶

Below, we suggest some of the historical origins for the distinctions among the cornerstones of higher education—research, service, and teaching—and analyze new conceptions of research, service, and teaching that have occurred at ISU during the 1990s. Next, we identify signal achievements in research, teaching, and service at ISU during the 1990s. We conclude by examining some of the challenges and policies to be explored during the next ten years at ISU, especially those that impact the emerging model of the teacher-scholar-practitioner.

Teaching, Research, and Service at ISU

Historically, ISU's development as an institution of higher education has been (and continues to be) profoundly affected by its commitments to teaching, service, and research and creative activity. However, each of these missions has affected ISU in different ways at different times.

Following a national pattern at the time, ISU was conceived in 1865 as a college to train teachers. Known originally as the Indiana State Normal School, its mission was to prepare "teachers for teaching in the common schools of Indiana." ISU awarded its first baccalaureate degree in 1908 and continued as an undergraduate institution for the next twenty years.

In 1927, ISU expanded the scope of its mission when it initiated its first graduate program, which had a decided service orientation to prepare students for administrative licenses in education. Later came master's of arts and master's of science degrees in selected areas of professional education at the elementary and secondary levels, as well as degrees more clearly designed to have a research emphasis. This dual orientation toward service and research still characterizes ISU's graduate programs, which since 1965 have included a select number of doctoral offerings.

In sum, ISU has, since its inception, had as a central mission teaching and the education of teachers. But ISU's undergraduate and graduate programs have also responded to changing societal and cultural conditions, and for more than thirty years have reflected a commitment to the advancement of education through service to the community as well as scholarly research and artistic investigation. In terms of student outcomes, an ISU student can only benefit from this historical commitment to excellence in teaching, service to the community, and understanding through research and creative expression.

But just as ISU's complex mission creates special opportunities for students and faculty, it also presents challenges. Insofar as some faculty members see ISU's teaching, research, and service missions as antagonistic, rather than integrated, these individuals may lack a sense of the institution's overall direction and may not feel that sufficient clar-



Ida Kohlmeyer, *Cluster 1-95*, Oil on Canvas, 1976
ISU Permanent Collection

⁶ Ibid., p. xi.

ity governs the criteria used to reward, promote, and tenure faculty.

Following national trends, expectations of the professoriate at ISU began to shift during the 1990s. Some of these transformations were conceptual and were articulated in evolving definitions, stated criteria, and procedures, whereas others manifested themselves in emerging practices. For example, the Indiana State University Handbook of March 1991 treats teaching, research, and service as discrete activities and describes them in quite traditional terms. Relationships between research and teaching or between research and service are unspecified. However, discussions during 1992 and 1993 that led to the development of the University's 1994 *Strategic Plan for the 21st Century* (Exhibit 1) served as a catalyst for reconceiving the role of the professoriate. The Plan identifies the links between research and service⁷ and research and teaching⁸ as two of the central challenges then facing ISU, and the Plan's discussions of specific strategic goals e.g., "Enhancement of Undergraduate Education," "Extension of Advanced Knowledge," "Service to the New Clientele," "Expansion of Knowledge," "Transfer of Knowledge and Expertise to Society," and "Enhancement of Intellectual and Creative Expression in West Central Indiana" are individually and collectively designed to utilize the teaching, service, and research activities of the University in a coherent and systematic fashion.

In May 1998, the University formally returned to the question of the redefining the role of its professoriate. Within the "light of national 'best practice' at other American Doctoral I and II institutions and ISU's unique

mission and strategic plan," a Promotion and Tenure Task Force appointed by ISU Provost Richard H. Wells was charged to "evaluate our current promotion and tenure criteria, policies, and processes" in terms of, among other factors, "expectations in the areas of teaching, research/creativity, service, and collegiality" (Exhibit 22).⁹ In completing its responsibilities, the Task Force focused on concepts such as knowledge and scholarship that intentionally blur the distinctions between teaching, service, and research. The Task Force, for example, held that "effective teaching or librarianship" requires that "a candidate" should "describe and document his or her work" as valuable not only to "students" but also to the candidate's "department, the college or school, the University, and the discipline". In this regard, an "excellent teacher or librarian" should "display" the "establishment and maintenance of high academic standards", exert "substantial influence on the academic and professional pursuits of students," promote a "high degree of success in facilitating students' intellectual growth," and display a "high degree of success in guiding and facilitating student research, scholarship and/or artistic achievements". Such characteristics, when applied as criteria for determining the "excellent teacher and librarian," also blur the distinctions between concepts such as teaching and research collaboration and particularly the objectives traditionally associated with the research activity of discovery.

Finally, on July 12, 1999, members of the North Central Association Combined Leadership Committee met to provide a "vision" statement of "high-quality scholarship." In this document, scholarship functions as an

⁷ "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. . . . [In this regard, an expectation of the state university is] 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" (*Strategic Plan for the 21st Century: 1994 Report* (Terre Haute, IN: Indiana State University, 1994), p. 10).

⁸ "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 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" (*Strategic Plan for the 21st Century: 1994 Report* (Terre Haute, IN: Indiana State University, 1994), pp. 11-12).

⁹ Indiana State University Promotion and Tenure Task Force, *Review of Promotion and Tenure Criteria, Policies, and Procedures* (Terre Haute, IN: Indiana State University, May 19, 1998), p. 1.



overall characteristic of research/creative activity, teaching, and service, while research/creative activity, teaching, and service are held to be equally valid expressions of a scholarly endeavor. The Committee specifically held that “research, creative activities, teaching, and service” are equally important activities of the professoriate that can be distinguished, characterized, or illustrated “by scholarly modes.” More specifically, the Committee concluded that “ISU’s scholarly contributions will be realized not only through increased publications, but also through teaching and an increased focus on projects geared towards the issues faced by our community, our state, our region, and our nation.”

Thus, during the 1990s, ISU has laid a foundation for reconsidering the relationships between teaching and service, teaching and research, and research and service. In some cases, these links have been extremely explicit and generated extremely powerful outcomes for the University. Moreover, while this re-conception process has been occurring, significant and meaningful achievements have been made in teaching, research, and service.

Achievements in Teaching, Research, and Service at ISU during the 1990s

Since ISU’s reaccreditation ten years ago, the University has not only sustained but also increased its scholarly efforts in teaching, research and creativity activity, and service. Since 1989, ISU has collected an annual *Faculty Report of Professional Activities* from each of its full-time tenure-track faculty members. These six-page reports currently number approximately 525 per year, and they provide an overwhelming quantity of details regarding the scholarly lives of tenured and tenure-track faculty at ISU. Specifically, these reports provide basic information from each faculty member regarding the courses they teach and the enrollments in each of these courses; details on all of the service activities of faculty members; and information regarding the conference papers, articles, books, creative activities, and other scholarly achievements of the faculty. A survey of these reports suggests that the quantity and significance of scholarship has dramatically increased at ISU during the last ten years.¹⁰ Reflecting how the faculty reported these activities during the 1990s, it is appropriate first to consider faculty members’ contributions in teaching.

Achievements in Teaching at ISU during the 1990s

Given ISU’s origin as a teachers’ college as well as the enduring role that teaching has had for the professoriate at ISU, the teaching activities of faculty members have been reported in detail in two other chapters included in this report. Details regarding faculty members’ contributions in undergraduate teaching are provided in Chapter 2, and specific information regarding faculty members’ contributions in graduate teaching are provided in Chapter 3. It bears noting here

¹⁰ This survey must necessarily be viewed as informal. Certainly, the size of the faculty reports has increased, suggesting that faculty are at least quantitatively performing more activities related to teaching, research, and service than were faculty ten years ago. While quality is harder to measure, an attempt is made in ensuing pages to highlight signal faculty accomplishments which suggest that quality, too, is on the rise.

that, in addition to the numerous state and regional teaching awards the faculty has received during the past decade, at least four faculty members have earned national recognition for their instructional prowess.¹¹

Achievements in Research and Creativity Activity at ISU during the 1990s

Given differences in practice and methodology across disciplines, it is not possible to treat the research and creative contributions of diverse disciplines within a common scheme. What follows, then, is an attempt to provide some suggestive quantitative and qualitative measures of the research and creative achievements of ISU faculty and students.

Two traditional measures of scholarly success are article and book publication. Since 1989, the ISU faculty, sometimes in collaboration with graduate and undergraduate students, has published more than 2,000 articles and book chapters and more than 200 books (the high number being 27 in 1997).¹² These efforts have resulted in the award of at least twelve national prizes,¹³ and one ISU book was among the three finalists for the Pulitzer Prize for Biography in 1991. Moreover, the thesis of a master's student in the Department of Humanities was recognized as the year's best thesis by the Midwestern Association of Graduate Schools

in 1998, three ISU faculty members were designated during the 1990s as Fellows of the Acoustical Society of America, the American Folklore Society, and the American Ornithological Society, respectively, and in 1992 Professor Gale Christianson of the Department of History became ISU's first Guggenheim Fellow.

In addition, University faculty edit, or edited during the review period, more than a dozen journals or magazines. These include: AAPHERD Law Review; African American Review, a two-time recipient during the 1990s of American Literary Magazine Awards for Editorial Content; Classical and Modern Literature; Cognitive Technology; Contemporary Education; Critical Studies in Mass Communication; Dictionaries: Journal of The Dictionary Society of North America; Dreiser Studies; The Folklore Historian; Global Business and Finance Review; The Hoosier Science Teacher; Indiana AHPERD Journal; Indiana English; International Journal of Industrial Engineering; Midwestern Folklore; Journal of Athletic Training; Journal of the Legal Aspects of Sport; Journal of Sport Rehabilitation; and Snowy Egret. Through 1996, ISU also served as the American headquarters for the Modern Humanities Association's Annual Bibliography of English Language and Literature, a major international reference tool.

Less traditional signs of ISU's scholarly achievement include its receipt of the Creative Programming Award from the National University Continuing Education Association for the Pullman Centennial

¹¹ These awards include the Donald H. Ecroyd Award for Outstanding Teaching in Higher Education from the 40,000-member Speech Communication Association, the Teacher of the Year Award from the American Association of Teachers of Spanish, and the Innovative Excellence in Teaching, Learning, and Technology Award from the Conference for College Teaching, Learning, and Technology, and the Sayers "Bud" Miller Outstanding Educator Award from the National Athletic Trainers' Association.

¹² The publishers of these books include seventeen different university presses—among them Oxford, Columbia, North Carolina, and Virginia—and such major commercial publishers as Knopf; Harper Collins; Macmillan; St. Martin's; Farrar, Straus & Giroux; Houghton Mifflin; McGraw-Hill; Scott, Foresman; Prentice-Hall; Avon; John Wiley; Springer Verlag; Blackwell Scientific Publications; Praeger; Allyn and Bacon; G. K. Hall; John Benjamins; and Addison-Wesley.

¹³ These include the Kenneth Burke Lifetime Achievement Award from the National Communication Association, the 60th Annual Book Prize from the Friends of American Writers, two Research Awards from the National Writing Centers Association, the Bronze Medal from the Council for the Advancement and Support of Education, the Distinguished Scholar Award from the Association of Black Sociologists, the Everett Lee Hunt Award for Outstanding Scholarship from the Eastern Communication Association, the Critical Criminologist of the Year Award from the American Society for Criminology, the Boeing-Griffith Observer Science Writing Award, the Frederick Milton Thrasher Award for Outstanding Scholarship from the American Sociological Association, the William Clancy Medal for Distinguished Athletic Training Research from the National Athletic Trainers' Association, and the Outstanding Research Award from the Athletic Training Research and Education Society.



Conference the University sponsored in 1994 and the international media attention garnered by an ISU doctoral student in 1999 for his research into the unihemispheric sleep habits of birds.¹⁴

Faculty and students in the visual arts, music, and theater have also distinguished themselves in myriad ways. Benchmark achievements in these areas include a student acted production of *Downwinder Dance*, which was invited to the Kennedy Center for the Performing Arts as a national finalist in the American College Theater Festival Competition in 1990; the receipt by a member of our faculty of a Kennedy Center/American College Theater Festival Medallion for Excellence in 1994; the receipt by a graduate student in art of a prestigious Whitney Museum Fellowship in 1997¹⁵; the receipt by another graduate student in art of the \$10,000 First Prize Award at the Myungin Internet Festival in 1997; invited performances by the ISU Symphonic Wind Ensemble, a student group, at the International Band and Orchestra Conference in 1997 and of the ISU Faculty Winds at the World Association of Bands and Ensembles Conference in 1999; and the receipt of an American Society of Composers and Publishers Award for Creative Work by a member of ISU's music faculty in 1999.

Some less traditional ways in which the artistic achievements of faculty and students are fostered include the University's annual hosting, since 1967, of a Contemporary Music Festival. To date, the Festival has

brought more than 50 major composers to campus, including 14 Pulitzer Prize winners. The invited composers, musicians, and music critics interact with ISU faculty and student performers, composers, and critics in a four-day event which is the finest of its kind nationally. Each summer, students and faculty in the Department of Theater team with Equity actors to form a repertory company that produces ISU SummerStage during June and July. Also, the Department of Art, in its Main Gallery and Turman Gallery and in satellite galleries, mounts traveling shows and shows of professional and student work year-round. A highlight of this series was the exhibition in fall 1997 of more than 100 rare kimonos from Japan's largest privately held kimono collection to celebrate the opening of ISU's Center for the Performing and Fine Arts.

A number of these accomplishments suggest that, especially in recent years, ISU has been quite successful in engaging undergraduate and graduate students in signal research and creative projects. Since the mid-1990s, one of the ways in which this has been fostered has been an organized program of undergraduate and graduate research and creative awards to students who work in tandem with faculty mentors on special projects. The principal complement to this program is the University's Annual Undergraduate/Graduate Research Showcase, first organized in the spring of 1997, which allows students to present papers and organize poster sessions, with the 12 top performers (six undergraduates and six graduates) receiving cash awards.

Through its University Research and Arts Endowment Committees, ISU annually provides approximately \$70,000 in seed money to faculty embarking upon significant scholarly or creative projects. Recent books and journal articles published by the ISU faculty, as well as faculty and student artwork, are on display in buildings throughout campus. Multiple copies of some 100 faculty books, monographs, workbooks, collections of readings, CDs, and videotapes are currently available for purchase in the University Bookstore on the first floor of the Hulman Memorial Student Union. The College of Arts and Sciences and several of the Schools release

¹⁴ The results of this study, done in collaboration with two ISU faculty, were reported in the journal *Nature* and drew coverage from Reuters, UPI, NPR, BBC Radio, Voice of America radio, the Discovery Channel, *Business Week*, *Science News*, *New Scientist*, and London's *Daily Telegraph* and *Daily Mail*, among others.

¹⁵ Only fifteen of these year-long fellowships to study at New York's Whitney Museum of Art are awarded annually to students from across the U.S. and abroad.

periodic newsletters detailing recent instructional, research and creative, and service contributions of their faculty and students. And at the regular meetings of the Board of Trustees on campus, President John W. Moore frequently introduces distinguished faculty members and students who have recently been recognized at the state, regional, national, or international level for their scholarly contributions. These and other systems of recognition are intended to underscore the University's commitment to scholarship and to help build a community of scholars across the University.

Achievements in Service at ISU during the 1990s

The ISU faculty, like faculties at other major universities, can boast of having a broad range of service achievements, both on and off campus. Perhaps the most explicit measure of the value of these service contributions to the various constituencies outside the University is the number and amounts of the annual faculty - generated grants and contracts received by the University, and these contributions are examined below. However, other types of service contributions must also be recognized.

A significant portion of the professoriate's service activities are related to professional organizations in faculty members' specific disciplines. Such activities include serving as officers in various local, state, regional, and national professional organizations; serving on editorial boards; planning conventions and creating convention programs; serving on task groups charged with advancing the disciplines; serving as liaisons to other professional organizations in order to create interdisciplinary links; establishing links to government on behalf of professional organizations; serving as external reviewers for



other programs in the discipline; and editing special professional association publications. During the 1990s, ISU faculty engaged in all of these activities. One measure that suggests the extent of the faculty's commitment is that at least eleven persons have presided over, or are currently presiding over, national professional organizations, and our former Dean of Graduate Studies chaired the Commission of the North Central Association of Colleges and Schools.¹⁶

ISU faculty members also render professional services to various for-profit and not-for-profit organizations within the community, state, region, and nation. Most notably, for nearly a decade the faculty has been deeply involved in what is recognized as the most expansive and successful professional development school project in Indiana. Presently, the ISU faculty interacts closely with 16 elementary, middle, and high schools in west-central and central Indiana, providing expertise to the schools, collaborating with school faculties on matters of common interest, and helping to create model environments in which we can effectively educate the next general of teachers and administrators for service in Indiana's primary and secondary schools.

¹⁶ These include the American Association for Active Lifestyles and Fitness, the American Institute for Sri Lankan Studies, the Armed Forces Recreation Society, the Association for General and Liberal Studies, the Eastern Communication Association, the International Society of Biotelemetry, the International Technology Education Association, the Latin American Studies Association, the National Athletic Trainers' Association, the National Dance Association, the Society for the Study of the Legal Aspects of Sport and Physical Activity, and the Speech Communication Association. Also noteworthy is the fact that at least three faculty won national awards for their service accomplishments during the review period—one earning a Distinguished Service Award from the National Communication Association, one earning a Distinguished Service Award from the National Association of Sport and Physical Education, and the other both the Karl Heiser Award for Advocacy and the Federal Advocacy Coordinator of the Year Award from the American Psychological Association.

As noted above, one common measure of the success of an institution's service mission, especially as this service is tied to scholarship, is the amount of grant and contract funding that institution receives in support of the research it does to provide useful services to federal or state agencies and

other constituencies. Figure 14 summarizes the grant and contract funding at ISU during the 1990s, in the process offering an overview of the growth and development of these activities between 1990 and 2000 (Exhibit 23).

Figure 14
Summary of ISU Grant & Contract Activity, 1990-2000

Fiscal Year	Proposals Submitted	Funding Requested	Proposals Funded	Funding Awarded
2000	78	\$20,703,505	37	\$12,610,934
1999	135	\$22,673,479	85	\$5,061,883
1998	157	\$21,363,652	82	\$11,177,643
1997	165	\$19,424,210	77	\$4,422,810
1996	146	\$13,933,107	86	\$3,983,670
1995	179	\$28,946,918	73	\$5,582,761
Direct Appropriation from the National Oceanic & Atmospheric Administration				5,200,000
1994	198	\$28,170,936	98	\$3,792,367
Direct Appropriation from the Small Business Administration				1,315,000
1993	180	\$11,464,322	100	\$4,287,523
Direct Appropriation from the Small Business Administration				1,395,000
1992	182	\$14,971,705	105	\$2,702,531
Direct Appropriation from the Small Business Administration				1,500,000
1991	170	\$18,663,774	95	\$3,030,179
Direct Appropriation from the Department of Energy				4,814,414
1990	165	\$9,043,081	84	\$2,740,472

¹ The direct appropriations amounts are not included in the "Funding Awarded" totals.

Source: Annual and Quarterly Reports, Office of Sponsored Programs

² Year to date through November 1, 1999.

The increase in grant and contract funding from \$2.7 million in 1990 to \$12.6 million in 2000 has resulted from several planned activities.

- ❖ The Provost initiated a program of seed support for grant applications in 1996.
- ❖ Electronic delivery of announcements regarding grant opportunities was implemented; the e-mail notification system matches faculty members with grant opportunities according to their expertise and interests and automatically forwards these notices about grant opportunities.
- ❖ The Office of Sponsored Programs (OSP) has been restructured, and office space, computing equipment, and staff for the OSP have been increased significantly.
- ❖ The operating budget for the OSP has been increased some 21 percent, from \$37,709 in FY95-96 to \$45,720 in FY98-99.

In sum, ISU's service activities during the 1990s have been extensive, both assisting professional associations linked to the disciplines of the professoriate as well as serving diverse University constituencies at the local, state, regional, national, and international levels. But perhaps most significant about certain grant - and contract - funded activities is that they allow faculty and students to interact in ways that provide for the true integration of the University's teaching, research, and service missions. One such example follows.

In 1996, ISU's Anthropology Laboratory received a \$47,000 contract to do a preliminary archaeological survey of a piece of riverside land in southeastern Indiana. Caesars World wanted to open a riverboat casino and hotel on the Ohio River just west of New Albany, Indiana, and was required by law to do an archaeological investigation of the site, which, it was assumed, might have Native American ruins beneath the surface. It surely did! Subsequent digging, for which the funding has now grown to more

than \$13 million, has yielded huge amounts of leavings from the peoples who occupied the site over the past 9,000 to 10,000 years. In fact the project has developed into the largest excavation of its kind ever undertaken east of the Mississippi River, and approximately \$2.5 million in additional funds will likely be required to do the archaeological analysis of what has been uncovered when the excavation is completed in the early months of 2000.

Ultimately, though, this is not a tale of dollars and cents, even though the project has provided Caesars World with the service it needed to proceed with its business venture and has provided ISU and its Department of Geography, Geology, and Anthropology with substantial overhead monies.

Academically, the most exciting thing about the dig is that it has created a gigantic and unique classroom in which to teach students archaeological methods that they otherwise could not have experienced so fully and in some cases would not have experienced at all. Moreover, the project has created a reservoir of research material that will take five or more years to analyze, in the process allowing ISU's anthropology faculty and students to contribute in significant ways to the knowledge of civilizations that have inhabited the region over the past 10,000 years. It is hard to imagine a fuller integration of teaching, research, and service.

Issues, Challenges, and Planning Priorities: Developing a Workable Model of the Teacher-Scholar-Practitioner

This is not to say, of course, that scholarly integration has been widely achieved at ISU. The Fall 1998 NCA Campus Survey (Exhibit 6) indicated that 59.1 percent of the ISU faculty disagree or strongly disagree with the statement that ISU's promotion and tenure standards reflect the right balance among teaching, research, and service, and there is some indication that many faculty members may believe that teaching and scholarship are separable (in the same survey, 64.2 percent of those responding agreed or strongly agreed that the



University's reward system should favor teaching, not research). At the same time, 55.2 percent agreed or strongly agreed that the "effective integration of teaching, research, and service is essential to being a well-rounded scholar." These findings suggest that a campus-wide discussion needs to be held during the next several years regarding the role of the professoriate at ISU. One way to focus this discussion would be to explore more extensively the value for ISU of

The Sublime

"The sun is god" – J.M.W. Turner

When Turner lay awake, his curtained bed
Butted against unshuttered glass, he saw
Sunlight landing like rain on the ledge, just
Out of his reach. His dry hand opened
To hold the golden glow. He closed his eyes.

He dreamed of a barge and freighter docked;
Leftward, a row of domes, smokestacks, and spires;
Rightward, a vacant pier that juts into
A bay of haze and black waters – and all
On fire from the blotch burning far beyond

Toward which the ship in the center moves, grasping
For something to tug it from the coming darkness.

—Matthew Brennan, ISU Professor



the model of the teacher-scholar-practitioner.

As noted, the role of the professoriate has been an extensively discussed topic at ISU since 1990. Certainly, *Scholarship Reconsidered* has shaped this discussion, as have other volumes published throughout the 1990s by The Carnegie Foundation for the Advancement of Teaching. The standards and criteria contained in these volumes are formally considered here, since they provide a context for understanding past and present discussions about the role of the professoriate at ISU and particularly for offering a working model of the teacher-scholar-practitioner. Toward this end, the remainder of this chapter extracts ten basic principles we believe can serve as a foundation for refining the teacher-scholar-practitioner model at ISU during the next several years.

These ten principles are as follows.

1. The University should actively seek to create among its faculty, students, staff, and administrators a community of scholars that highlights the educational purposefulness of ISU and in which the individuality of each person is honored and diversity is aggressively pursued. Each unit of the University should refine and be prepared to articulate its mission in terms of intended student educational outcomes and within the context of the mission of the larger university. This educational community cannot exist unless individuals accept their obligations to the group and well-defined governance procedures guide behavior for the common good.

2. Teaching should increasingly be viewed as a collaborative process among faculty, students, information providers, and facilitators that features learning as the shared experience for all participants. This learning

should increasingly be based on research and should draw on the strengths of students and faculty members.

3. A university education should provide the opportunity to learn through inquiry rather than simply through the transmission of knowledge.

4. Faculty should make a concerted effort to produce seamless interdisciplinary interaction among courses required for the undergraduate major and for the University's General Education Program so that undergraduate students experience and perceive education as a coherent system of interrelated learning experiences. The learning communities currently utilized with first-year students may constitute an appropriate model for students at the sophomore, junior, and senior levels.

5. The University should direct its attention outward, responding to those likely to benefit from its offerings and serving as a useful, moral force within its surrounding communities. Because the faculty, staff, students, and administrators of the University are members of both the University community and its surrounding communities, greater attention should be paid to the ways in which these "dual citizenships" can be strengthened and utilized within and outside the University.

6. The goals of ISU, as a progressive public university, should be incorporated into all units of the University. Those delivering the University's academic programs especially need to consider how they actively promote ISU's values of access, service, success, innovation, and excellence.

7. Continuing technological developments, particularly in terms of information storage, retrieval, and communication, will continue to alter teaching at every educational level. Students must *both master and learn to question* the use of technology as an information delivery system.

8. The teacher-scholar-practitioner should explore the relationships between research and teaching. New research concepts and findings should be incorporated into course syllabi, readings, and discussions; journal articles should explore how new findings affect learning and even pedagogical decisions and methods; and the understandings and implications derived from collaborative

and interactive classroom sessions should serve as a foundation for reconsidering basic research concepts as well as the meanings and implications of existing research findings.

9. The teacher-scholar-practitioner should explore the relationships between research and service. Applications of basic research findings should be considered both by faculty and by corporate, industrial, and community members capable of providing meaningful feedback. Correspondingly, the existing and emerging needs of the various communities that surround the University must be monitored and must serve as part of the ongoing dialogue with legislators.

10. The teacher-scholar-practitioner should explore the relationships between service and teaching. The educational needs of the community should affect the programs designed and implemented by the University, faculty should stimulate and encourage the educational pursuits within community environments, and ISU's goal of enhancing intellectual and creative expression in West Central Indiana should become a greater priority.

Conclusion

The next ten years should provide ISU with a unique opportunity to reconsider the role and responsibilities of the professoriate. This discussion must involve determining how teaching, service, and research affect each other. One of these components cannot be isolated easily as primary, for the heritage of higher education both in the U.S. and at ISU strongly supports the value and usefulness of integrating these three missions into a more seamless educational system. Thus, important discussion at ISU is likely to center on the meaning of the teacher-scholar-practitioner as a concept and potential model for the professoriate in the coming years. If the teacher-scholar-practitioner model is embraced, it will also be worthwhile to investigate how important it is for all or most individuals within a given department to perform in the fully integrated way the model implies. It may be that, as long as the types of integration discussed above are achieved at the departmental as opposed to the individual level, undergraduate and graduate students will still be well-positioned to achieve all their educational aspirations.

4.
coming to know
and unknow
occurs in sequences

pedestrians
under arms
demand more bang
for their buck

grotesque consonants
like globes
signal light

this is the
source,
meaning

it is about elevators,
shiny and waiting,
humans passing
to and fro
swinging screen doors
as tiny accusations

then snow falls
on arrival's rim,
making motion
a way to tuck oneself in.

—from "Translate:: Motion"

by Jennifer Drake, ISU Assistant Professor



Robert Indiana, *The Figure 5*, Silkscreen, 1963
ISU Permanent Collection

Chapter 6: **Human Resources**



As at virtually all colleges and universities throughout the U.S., human resources are ISU's major resource, investment, and asset. Some 70 percent of ISU's operating budget is devoted to the salaries and benefits of its faculty; its executive, administrative, and professional staff (EAP); and its support staff.

This human resource emphasis is the essence of the university environment that makes education personal, learning exciting and involving, and collaboration inside and outside the classroom possible.

On all fronts, ISU has ensured that it has adequate resources for this endeavor. Based on a recent study conducted by outside consultants, ISU has 641 faculty FTE, compared to an average of 687 among peer institutions. However, because of smaller enrollments at ISU, when applied to FTE students, the ratio of students to faculty translates into the lowest student-faculty ratio among peers (14.26 to 1 compared to a peer average of 18.5 to 1) and the lowest among sister state institutions. The University's commitment to uphold the importance of faculty can also be seen in its relatively high FTE faculty to administrator ratio (1.82 to 1 among peers compared to 2.12 to 1 at ISU).

The development and deployment of human resources require economic decisions. In this chapter, we examine ISU's human resources deployment and development goals and activities during the last ten years. In the first part of the chapter, we cast these activities as achievements, recognizing that human goals are never fully met, that the quest to realize the most appropriate balance between human resources deployment, development, and satisfaction is a continuous process. The chapter concludes with issues that have emerged during the last ten years and will be addressed as ISU updates its Strategic Plan.

Achievements in Human Resource Deployment and Development

During the 1990s, the fiscal environment of the state, along with a decline in enrollment, led ISU to explore a host of complex and interrelated human resources considerations. Among them were the appropriate number and mix of employees, the appropriate number of faculty members at each rank, growth and decline within groups such as the information technology personnel and support staff, realizing appropriate diversity objectives in hiring policies and practices and in promotions, and how enrollment changes and patterns should influence hiring and promotion. The accumulation of large bodies of evidence relating to these considerations in the form of self-study reports and reports provided by outside consultants, demonstrates ISU's understanding of the need to study the organization of its human resources. The University recognized the need to create a classification system for EAP staff and to revalidate the one for support staff. ISU responded to taxpayers' cries for greater accountability and to the need for professional development for the employee groups. In this chapter, we discuss salary and compensation, reward systems, equity, professional development, performance evaluation and assessment, and diversity.

Salary and Compensation

While many factors influence an individual's choice of employment, a primary consideration is salary. As described below, a recent report shows that salaries for faculty and EAP staff are below those at identified peer institutions. In the case of hourly support staff, surveys show that starting wage rates for many classified positions are below those in the local economy. On the other hand, ISU's benefits package is more attractive than those of peer institutions and is competitive in the local labor market.

Other issues, such as location, flexible hours for hourly employees, or a targeted teaching load for tenure-track faculty are also important. In terms of more specific analyses regarding salary and compensation questions, it is appropriate to consider the faculty, EAP, and support staff separately.

Faculty Salaries and Compensation

Faculty members' perspectives on their salary and compensation vary. A newly hired faculty member faces different issues than a faculty member who has been at ISU for several years. Likewise, a faculty member's rank, years of service, and retirement benefits affect perspectives, and, at each stage of an individual's career, priorities change.

Hiring. Between October 1, 1997, and September 30, 1998, ISU conducted open and broadly advertised searches for 75 faculty, administrative, and professional positions. Sixty-seven of the searches resulted in the appointment of competitive candidates; only eight searches (11 percent) were not successful. However, in hot areas such as computer technology and certain academic disciplines, ISU on occasion has been unable to match the salary offers that candidates receive from competing institutions.

Rank. In two separate surveys of faculty attitudes and perceptions conducted during the 1998-99 academic year (Exhibits 6 and 24), the faculty expressed concern with the level of salaries at ISU. To assist with an analysis of salaries and related matters, ISU hired two outside consultants: Dr. Paul Duby, Associate Vice President for Planning and Analytical Studies at Northern Michigan University and Professor Dale Feinauer of the College of Business Administration at the University of Wisconsin-Oshkosh.

According to the Duby-Feinauer Report

Duby-Feinauer conclude that when salary and fringe benefits are combined across all ranks, ISU ranks third among the comparison group of ten, as compared to seventh when salary alone is considered.

(Exhibit 4), ISU's salaries lag behind the average at ISU's peer institutions. Among 10 institutions, ISU's salaries rank eighth for Professors (9.48 percent below the average), seventh for Associate

Professors (6.6 percent below the average), and seventh for Assistant Professors (5.7 percent below the average). In an average across all ranks, ISU faculty ranks seventh in salary compensation. However, among the peers, ISU's retirement package provides some of the highest university contributions and lowest employee contributions in fringe benefits as a percentage of salary. Using this comparison of fringe benefits, ISU ranks second highest among the peer institutions.

Duby-Feinauer conclude that when salary and fringe benefits are combined across all ranks, ISU ranks third among the comparison group of ten, as compared to seventh when salary alone is considered. This outcome is due in part to the relatively large percentage of full professors in the instructional mix. There is no evidence in the faculty survey or focus group data that the negative influence of comparatively low salary levels is offset by satisfaction with the benefits package.

In addition to salaries, Duby-Feinauer reviewed the processes used to determine salary increases for 1998 and 2000. The faculty surveys obtained faculty views on the former as well. While both the consultants and the faculty surveys express a desire for salary increases based on performance, both the consultants and the survey results identify reservations about ISU's process for doing so. Reservations notwithstanding, the consultants also applaud the collaborative work between the faculty and the administration that hammered out the process, and they advise ISU to continue to work collaboratively to address compensation issues. Collaboration will inevitably lead to compromise. Recognizing the costs and benefits associated with trade-off decisions will allow us to move forward.

The annual salary pool for the first two years of the faculty pay for performance process was increased by 3.0 percent in both 1997-98 and 1998-99. Over that two-year period, 93.7 percent of the faculty received pay increases above the CPI-U while 6.3 percent received lower than inflation raises. Half of the faculty received an annual increase of 2.9 percent or more, at least 1 percent above the average inflation for that period (1.9 percent). Although some reservations still exist about the process, and collaborative work will continue on compensation issues, the great majority of the ISU faculty maintained or increased their salary in relation to inflation during this time period.

EAP Staff Salary and Compensation

As was true of faculty salaries and compensation issues, those for EAP personnel vary depending on the kind of position and years of service at ISU. Each career stage brings different priorities. An EAP staff member's job position and level, years of service, and retirement benefits affect how salary and compensation issues are perceived.

Hiring. An informal survey of 30 search committee chairpersons during 1998-99 revealed that, in successful searches, professional opportunities and fringe benefits were frequently cited as reasons for choosing to join ISU. However, more formal and systematic analyses of the initial salary and compensation benefits of EAP staff need to be generated.

Comparative Rankings. The Duby-Feinauer analysis determined that the salaries of ISU's EAP staff lag behind those at its peer institutions. For example, the salaries for cabinet-level administrators rank seventh among 10 institutions (9.6 percent below the average), those of deans eighth (9.2 percent below the average), and those of directors eighth (5.9 percent below the average). The results of a survey of EAP staff last fall do not indicate the level of concern about salary issues that the faculty surveys showed.

Nor was there in the survey results an expression of dissatisfaction with the process for determining yearly salary adjustments for EAP staff. Salary determination at the time of hire is based on a classification program developed in 1995 for the approximately 350 positions on the monthly payroll. Five factors were used to evaluate the positions: responsibility for results (what is done), relationships (who does the incumbent need to deal with and how are interactions conducted), resource management (what human, physical, or fiscal resources are managed), application of knowledge (what knowledge and/or experience is required to do the job), and environmental elements (what environmental factors are present in the job). Following evaluation by a campus Job Evaluation Team, positions were assigned to 11 pay levels with minimum and maximum salaries. These salary ranges are reviewed annually.

Since 1995, when the classification system was put in place, the increasing compe-

titution for highly technical staff to support the more pervasive use of information technology has presented the need for examining how these skilled staff are classified and paid. Recent legislative appropriations to help universities maintain competitiveness in this area provided impetus for this re-examination.

Annual salary increases for EAP staff members are based solely on performance evaluations. Formal performance objectives and performance reviews were initiated in 1995 in those departments that did not have them already and were standardized for all units. In last fall's survey of EAP staff, 91.8 percent indicated acceptance and endorsement of the concept of performance-based salary adjustments.



Support Staff Salary and Compensation

Support staff salary and compensation issues can vary in much the same way that faculty and EAP salaries and compensation issues vary. A newly hired support staff member faces different issues than a support staff member who has been at ISU for several years, and position and level, years of service, and retirement issues affect how support staff perceive their salary and benefits.

Comparative Rankings. While the Duby-Feinauer study did not include support staff, other recent consultant reports show that for support staff, salary and compensation are not as competitive in the local area as the University would like. The Office of Human Resources informally estimates that 75 to 80 percent of candidates who turn down an offer of employment at ISU do so because of the starting salary. Continued systematic analyses of the initial salary and compensation benefits for the support staff will be necessary as the employment environment in the Wabash Valley maintains its competitiveness.

Job Positions and Levels. ISU employs over 780 individuals in hourly non-exempt positions. The average compensation increase for support staff positions was 5.0 percent in 1995-96, 6.2 percent in 1996-



97, 3.5 percent in 1997-98, and 4 percent in 1998-99. The University has increased the salary levels of the lower pay grades at a greater percentage than those of the higher pay grades in order to raise the beginning salary of entry-level positions. Despite these efforts, the competitiveness of support staff salaries at ISU lags behind the local market, particularly for entry-level positions.

The overall turnover rate for support staff positions at ISU was 16.23 percent in 1997-98 and 14.89 percent in 1996-97. However, there are variations within certain groups of support staff positions. For instance, the turnover rate among Custodial Worker I positions within Facilities Management, which tend to be in a lower pay grade, ranged from 21.5 percent in 1997-98 to 20.4 percent in 1996-97. A sample of other institutions reveals overall turnover rates ranging from 12 percent to 22 percent for 1997-98. According to the Corporate Leadership Council, organizations should target turnover rates between 10 percent and 18 percent.

During 1997-98, a total of 69 non-exempt employees were promoted or reclassified into higher pay grades. This compares to 95 in 1996-97 and 60 in 1995-96. As of January 1, 1999, a total of 54 non-exempt employees have been promoted or reclassified, including three individuals who have been moved to monthly professional positions. These numbers indicate opportunity for support staff employees to experience professional growth at ISU. The NCA Support Staff Survey indicates that 53.1 percent of the respondents feel ISU has adequately supported their professional growth. However, it should be noted that the demographic characteristics of the respon-

dents to the survey were not reflective of the overall support staff at ISU.

The combination of a strong local economy and low entry-level salaries has posed challenges in filling entry-level support staff positions. In spite of these factors, ISU has averaged 128 new support staff hires per year during the past three fiscal years.

Summary

Salary and benefits increases depend on the University's revenue sources – primarily student fee income and state appropriations – and on the size of the faculty and other employee groups. Fee income obviously depends on the size of the student body and the amount of the fees. Stable or decreasing enrollment has affected the University's ability to dramatically increase compensation. The University's ability to provide salary and compensation increases is affected by the revenue from enrollment growth, increased student fees, and state appropriations as well as by its expenses. Approximately three quarters of the institution's expenses are committed to human resources costs.

The Table of Critical Budget Data (Figure 15) summarizes the major revenue and budget issues for ISU in the 1990s. During the ten years between 1990 and 2000, despite declining enrollment and constrained state appropriations, ISU was able to increase the average salary of all employee groups at a level above the rate of inflation through budget reallocation, energy and utility conservation, and freezing almost all other budget lines.

Figure 15

Indiana State University Table of Critical Budget Data

	Enrollment		% Chg	State Operating Approp.	Resident Undergrad Fee Incr	Fiscal Year CPI-U	Faculty Average Salary	Faculty Average Comp. (1)	Admin. Average Comp. (1)	Support Staff Average Comp. (1)	Total Budget Change	Faculty to Student Fall Ratio
	A-FTE	Fall-HC										
1999-00 est	9,750	10,950	0.0%	2.7%	3.0%	2.00%	4.0%	4.2%	3.2%	4.2%	3.5%	15.5 est
1998-99	9,750	10,970	0.9%	3.1%	4.0%	1.60%	3.0%	3.1%	3.1%	4.1%	3.1%	15.5 est
1997-98	9,662	10,784	-0.1%	2.8%	4.0%	1.80%	3.0%	3.1%	3.1%	3.5%	1.6%	15.5
1996-97	9,671	10,934	-2.2%	4.6%	4.9%	2.90%	4.6%	4.8%	4.2%	6.2%	3.4%	16.5
1995-96	9,888	11,184	-0.4%	3.0%	4.5%	2.70%	4.5%	4.5%	4.5%	5.0%	1.5%	15.5
1994-95	9,930	11,641	-4.2%	-0.3%	6.9%	2.90%	3.3%	3.3%	3.0%	2.9%	1.2%	17.8
1993-94	10,360	12,181	-1.2%	-0.5%	6.9%	2.60%	2.3%	3.2%	2.9%	3.2%	3.2%	15.3
1992-93	10,486	12,271	-0.5%	-1.1%	7.9%	3.10%	3.3%	4.1%	3.8%	3.8%	0.7%	15.3
1991-92	10,541	11,832	1.9%	1.3%	8.0%	3.20%	2.3%	2.4%	2.0%	3.9%	2.7%	14.9
1990-91	10,343	11,783	-1.5%	5.5%	5.6%	5.50%	6.8%	7.8%	7.5%	7.5%	6.1%	14.2
Acc Chg	(593)	(833)	-5.7%	21.1%	55.7%	28.3%	37.0%	40.4%	37.3%	44.3%	27.1%	
Avg per yr for 10 yrs				21.1%	5.6%	2.8%	3.7%	4.0%	3.7%	4.4%	2.7%	

The historical CPUU Information is provided by Bureau of Labor Statistics

Footnote (1)

Average staff compensation percentage consists of the following types of considerations:

(salary) below standard or standard, above standard or equity or attract and retain or market + promotions + new degrees + (add fringe) abnormal fringe benefit needs above average salary (%), such as a higher (%) health insurance need.

Example: 1999-2000 compensation base is increased by 2% for the partial diversion of the 10.0% health insurance base need.

Source: Office of Planning and Budgets

Reward Systems

Beyond salary and compensation benefits, it is equally important to ask if the reward systems for each category of personnel are effective. In addition to salary increases, there are opportunities for promotion and other methods for recognizing and rewarding performance.

Faculty Reward System

At ISU, faculty promotion is currently not linked to tenure, which can have the result that promotion acts as a de facto early tenure award. This can create problems when a professor receives a promotion based on satisfactory performance but is later denied tenure. The minimum time in rank prior to promotion is two years for Instructor, three years for Assistant Professor, and four years for Associate Professor.

Promotions are determined on the basis of evidence of superior performance in the traditional categories of teaching, service, and scholarship. Within the College of Arts and Sciences, for example, expectations in the area of scholarship have been unofficially articulated as the publication of one significant article per year, satisfactory performance in the area of teaching is represented by an SIR score of at least 3.5 to 4 on question 39 ("How would you rate the quality of instruction in this course?") as well as by positive peer evaluations, and service requirements are satisfied not merely by membership on a committee but by active and demonstrable participation. On the NCA Campus Survey exploring what faculty thought about the balance of research, teaching, and service as criteria for promotion, tenure, and annual review, the majority indicated that the reward system was out of balance. For instance, 51 percent agreed with the statement that ISU places too much emphasis on research, while 35 percent disagreed.

Historically, the University and the individual Schools and College have offered a variety of public awards recognizing outstanding performance in the areas of teaching, scholarship, and service. The long-standing Caleb Mills Distinguished Teaching Award, which carries a stipend, is a university-wide award available to any tenured faculty member exhibiting superior perform-

ance in teaching. In recent years, it has been joined by the university-wide Theodore Dreiser Research/Creativity Award and the Distinguished Service Award, which also carry stipends. The President's Medal, instituted in 1997, is awarded to outstanding faculty each fall at the annual Faculty Honors Banquet hosted by the President. The College of Arts and Sciences Distinguished Professor award is bestowed annually upon one outstanding regular faculty member in the College, and its Educational Excellence Award is available to both regular and adjunct faculty.

EAP Staff Reward System

There is no system for applying for promotion for EAP staff members, but they do have ready access to public job postings. EAP staff members are eligible for awards celebrating years in service (at five-year intervals) and for the University Medallion. Instituted in recent years, the University Medallion recognizes long and noteworthy service to both the institution and the community. In addition to public recognition, this award carries a contribution to a scholarship fund in the name of the recipient.

The rewards systems other than salary presently in place seem to value length of service over performance. The NCA Campus Survey (Exhibit 6) of EAP findings suggest many (45.9 percent) EAP staff members believe that salary increases should not be linked to "length of service." Instead, most EAP (91.8 percent) believe that increases should be linked to the quantity and quality of their work.

Support Staff Reward System

ISU provides employees ready access to job postings and promotion opportunities. Although no official policy exists regarding preferential treatment of internal candidates, practically speaking, internal candidates with above-average performance records seem to have an advantage.

After every five years of service, support staff members are honored at an awards banquet (brunch or dinner) at which they receive a certificate and token of appreciation, which increases in value as the employ-

ee's years of service increases; and, like the EAP staff, they are eligible for the University Medallion. Finally, support staff members are eligible for the Extra Mile Service Award and the Extra Mile Spirit Award, which an employee can bestow upon a fellow employee in recognition of above average assistance in a particular task.

The NCA Campus Survey (Exhibit 6) of support staff suggests that a majority of staff are satisfied with the rewards systems presently in place that privilege length of service over performance. Sixty-two percent agree/strongly agree that salary increases should be linked to the length of an employee's service. However, 81.9 percent also agree/strongly agree that increases should be linked to the quantity and quality of work that a person has produced. It is not yet clear how ISU will try to reconcile these competing perspectives.

Equity

Salaries, compensation benefits, and reward systems also may vary depending on how equity is defined and applied. Again, because faculty, EAP, and support staff may each have different experiences with equity, these three classes are considered separately.

Faculty Equity

In 1989, ISU instituted salary floors for each academic rank. After the necessary adjustments were made, salary increases between 1990 and 1994 were determined via across the board percentages plus merit increments in years when funds were available.

During 1993-94, ISU worked with a consultant to study equity issues in faculty salaries (Exhibit 25). This study was in direct response to a group of female faculty members who believed that there were gender equity problems. Using regression analysis and comparison data from an Oklahoma State University salary study, the consultant provided information that led to two sets of salary equity adjustments: adjustments in 1994-95 primarily to correct inequities based on gender and race and adjustments in 1995-96 primarily to address salary "compaction" or "compression" (i.e., the narrow-

ing of differences between starting salaries and salaries for continuing faculty due to market forces).¹ The 1994-95 adjustments totaled \$270,500, ranged from \$500 to \$4,500, and averaged \$1,660. They were awarded to 163 faculty (30 percent), 104 of whom were female, 59 male, and 21 members of ethnic minorities. The compression adjustments were divided across two years (1995-96 and 1996-97), totaled \$555,000, and ranged from \$340 to \$9,000, with an average of \$1,968.

They were awarded to 282 faculty members (54.7 percent), 91 female and 191 male.

The Duby-Feinauer Report, which analyzed 1998-99 salaries,

indicates that there may be some cases of internal salary inequities among the faculty. Whether those cases are inequities or cases in which the salary is justified will be determined during 1999-2000.

In sum, ISU has devoted substantial time, effort, and budgetary resources during the 1990s to address issues of salary equity, both external and internal, for faculty. However, because the Duby-Feinauer study did not replicate the methodology of the earlier study, it is not possible to say with assurance that the salary equity initiatives did or did not accomplish their goals. The Duby-Feinauer study identifies no suggestion of race or ethnicity bias in the 1998-99 salaries, but it does suggest possible inequities related to gender. Because of this finding, further analysis will be undertaken, and, if gender inequities are found, adjustments will be made. In the case of compression, increases to the salary floors and new promotion increments for 1999-2000 are efforts to address the salary compression that has occurred since 1995-96.

As both studies show, salary issues are extremely complex, and the possibility of inequities is ever present. ISU has demonstrated vigilance during the past decade in addressing these issues. In this process, the University has accumulated a wealth of data to better understand its salary structure.

ISU has devoted substantial time, effort, and budgetary resources during the 1990s to address issues of salary equity, both external and internal, for faculty.

¹ Salary "compaction" and salary "compression" have been used interchangeably during discussions and studies of ISU salary equity. Henceforth, for consistency, salary "compression" will be used instead of "compaction."

EAP Staff Equity

Consultants were hired in 1994 to assist with establishing a new classification system for the EAP staff. A compensation philosophy, a job evaluation system, and compensation program objectives were developed along with the goals of achieving internal equity, external competitiveness, and the ability to pay within fiscal resources. During 1995, the consultants analyzed the internal and external equity of administrative and professional salaries. As a result of that study, the classification system mentioned above was instituted and equity adjustments totaling \$173,541 were made in 1994-95 and \$189,442 in 1995-96. Equity adjustments to address compression and/or market discrepancies were made for 27 individuals. In addition, performance-based adjustments were awarded to 200 (67 percent) of the EAP staff.

The EAP staff pay structure is reviewed annually, and salary minimums and maximums for each grade are adjusted. In addition, a process is in place to conduct internal reviews of classification and salary. A standing committee of EAP staff members representing all Vice Presidential areas meets regularly to review revised PAQ's and to make recommendations to the executive staff.

The DUBY-Feinauer team conducted a study of internal equity among EAP salaries for 1998-99. Using regression analysis, they identified 35 cases where there may be salary inequity. As was the case with faculty salaries, they also found that gender is a significant variable in their analysis, as is age. The ISU administration will use the DUBY-Feinauer study to conduct its own review of the identified cases during 1999-2000 to determine if salary adjustments are warranted. If inequities have arisen since 1995, additional study will be necessary to determine why and to identify procedures to modify the compensation structure to avoid recurrences. Finally, DUBY-Feinauer's study suggests that job classification is the single most important factor in determining salary, which underscores the need to monitor and review the classification system regularly to ensure that it promotes salary equity.

Support Staff Equity

The University has taken steps to increase the lower ranges of support staff salaries in order to improve our competitiveness in the local market. The University has also made some targeted market adjustments for technical and skilled crafts positions. The current salary structure for the Support Staff provides for equity at all levels. However, there may remain some issues dealing with salary compression in the mid- to upper-levels of the salary structure that appear attributable to employment longevity. There have been no studies or reviews to confirm or refute this hypothesis.

The University retained the services of outside consultants to review support staff compensation. Their report, released in October 1996, indicates no significant discrepancies in compensation caused by age, gender, or race.

Development

The quality of positions in a university as well as perceptions of the salaries and benefits associated with these positions often depend on the opportunities for self-development and self-improvement associated with the positions. Again, the three classes of staff are considered separately.

Faculty Development Programs

The Office of the Provost and Vice President for Academic Affairs recently completed an inventory of *Faculty Support Services and Funding Opportunities* (Exhibit 26). Most of these resources are listed below. Programs with a broad connection to the strategic plan, some of which are ongoing and some of which are occasional include: 1) funds provided by departments and deans (and occasionally Academic Affairs) for travel to conferences and professional meetings as a means to support professional development, particularly in discipline areas; 2) awards from the University Research Committee (approximately \$60,000 a year awarded in grants and summer stipends), the Arts Endowment Committee (approximately \$15,000 a year in grants and summer stipends), and the Center for Teaching and Learning (CTL) for

instructional development grants (\$10,000 per year in 3 cycles with limits of \$750 per project); 3) earmarked funds in many departments and Schools/College to invite occasional speakers (of special note is the Visiting Minority Scholar and Artist Program funded by Academic Affairs); and 4) occasional workshops sponsored by academic and other units on campus with the aim of enhancing particular skills (e.g., the Office of Sponsored Programs provides grant writing workshops, and the School of Nursing recently sponsored a Distance Education workshop).

Activities and programs that are systematic and ongoing, although not particularly intensive or concentrated on targeted strategic goal outcomes, include 1) regular series for faculty, such as the English Department's Always on Friday programs, the School of Education's Willey Colloquium Series, and CTL's WinterFest; 2) regular workshops on uses of technology offered by Academic Computing and Networking Services and the Library and the CTL's summer institutes to over 200 participants during the last four years at approximately \$30,000 a year; 3) some efforts, by and large on an ad hoc basis and with varying degrees of success, at providing new faculty with mentoring at the department or unit level; 4) sabbatical leaves of one semester at full salary or an academic year at 60 percent salary that provide opportunities for professional renewal (approximately 10 percent or 50 to 60 of our faculty members are on sabbatical at some time during an academic year; 5) opportunities to participate in specific unit level projects (e.g., the College of Arts and Sciences sponsored a Teaching Large Classes project, and the School of Education has sponsored syllabus revision and course development projects); and 6) personal consulting and other support services for faculty development in the areas of teaching and computing expertise provided by the CTL and the Faculty Resource and Computing Center.

Finally, there are professional development and other programs for faculty that focus on specific areas of the institution to either strengthen key components or to reinvigorate weak ones. For example, in 1993-95, the Democracy and Diversity Project, involving 20 faculty members and 10 students, focused on infusing issues of diversity into each of the Liberal Studies areas of the General Education program. Additionally, the Course Transformation Academy has introduced a cohort of 20 faculty members per semester to

...there are professional development and other programs for faculty that focus on specific areas of the institution to either strengthen key components or to reinvigorate weak ones.

distance education pedagogy and technology. And, the five-year, \$2 million Lilly Project, which reviews and improves ISU programs for first-year students, has included summer-long faculty development for 77 participants.

In terms of available budgets, excluding the expense for sabbatical leaves, the largest single investment in professional development is for travel to professional conferences and workshops. For fiscal year 1998-99, \$252,594 was expended on travel to conferences by personnel within the academic departments and the library (Exhibit 27).

EAP Staff Development

In most units, travel funds are available to attend conferences and other professional development venues. Other professional development opportunities are made available to staff on an occasional basis. A series of diversity workshops was conducted for EAP staff, and EAP staff also participated in University-wide programs such as the Lilly Project. Individual units also provide specialized development opportunities. For example, the Office of Institutional Research and Testing asked several ISU faculty to provide a three day seminar on statistical analyses. This seminar was open to the campus community and was attended by approximately 25 EAP staff. The Student Affairs Division has a long history of commitment to staff development for EAP staff as well as for support staff. For example, each fall a Retreat is held for all employees within the Division and includes team development sessions and workshops on skill development and personal growth. Residential Life has a staff development committee that plans regular staff development sessions throughout the year.

A survey to assess the professional development needs of EAP staff was conducted by an outside training consultant last spring. Time management and supervisory skills

were among the needs identified by the staff. Discussions by Vice Presidents with their staff indicates that ongoing efforts must be made to provide more development opportunities campus-wide.

Support Staff Development Programs

Throughout the year, the Office of Human Resources provides Professional Development Program workshops, and the Information Technology division provides regular classes on computing software to which all university employees are invited and which all are encouraged to attend. A majority of the workshops offer in-service training and carry no fees; however, since they are held during normal office working hours, supervisors and employees are instructed to discuss which workshop opportunities would best contribute to departmental needs.

Performance Evaluations and Assessments

Central to the success of any salary, equity, or development program is the evaluation of job performance. During this reaccreditation review process, we have focused on the following questions: Do existing performance evaluation processes for all personnel work effectively for both the institution and individual personnel? What works well? What does not? What might be the role of Professional Development Plans within the evaluation process? Again, because faculty, EAP staff, and support staff have different performance evaluation and assessment systems, these three classes are considered separately.

Faculty Evaluations and Assessments

A performance review system was established in 1995 and has evolved through discussions between the administration and the Faculty Senate. The current process consists of performance evaluations during the first year of a biennium that result in a standard percentage salary adjustment for all faculty

who have met expectations and performance evaluations during the second year of a biennium that lead to salary adjustments based on performance. The basis for the salary adjustments is a department level peer evaluation for regular faculty and a dean's evaluation for chairpersons, with each dean also having some resources for performance-based adjustments for faculty in the second year of the biennium. The period under review is the previous calendar year in the case of the first year of a biennium and the two previous calendar years in the case of the second year.

The annual review process for the faculty is the most controversial among the performance evaluation systems on campus. While the faculty is supportive of the concept of performance evaluation (the *NCA Campus Survey* indicated 75 percent endorsed it), many are uncomfortable with the process by which it is presently implemented. Some are concerned that an extensive annual review system is inefficient and costly. Others are concerned that the annual review system imposes a system of rewards and punishments that can deprive their colleagues of minimum raises. There is a great deal of concern about performance reviews being tightly linked to pay decisions that potentially could produce salary inequities. Still other complaints focus on the way reviews disrupt collegial relations, demoralizing individuals and interfering with teamwork. There are issues about dual reward systems, where performance reviews rely on activities that are different from promotion and tenure expectations. Additionally, there is a concern about system consistency across different faculty in different ranks. There are also concerns about how reviews are conducted. For example, how is teaching to be evaluated? Such a range of concerns indicates that there are fundamental perceptual differences about the nature and purpose of the annual review process.

It seems that many departments accept the process as inevitable, though fraught with problems, and have decided that as long as they can make it as non-confrontational as possible, they will respond to the request for review. Departments that appear to have a solid sense of collegiality can rely on a sense of professional judgment to conduct the necessary reviews. Where departments do not possess this camaraderie, the process itself can exacerbate existing tensions.

Noticeable in departmental review plans

is that most do not draw uniformly on basic scholarship to conduct performance reviews. Teaching reviews may or may not incorporate student evaluations; other assessment methods may be absent. Publications may or may not be assessed on comparable terms. Service may be treated in subjective terms. The lack of sophisticated techniques capable of, say, comparing evaluations from first year courses and advanced seminars drastically limits the reliability of the data the faculty has on which to base judgments.

At this point, the annual review process is constrained by these technical limits. Departments have not had the resources to learn about this research or the expertise to design methods that would create confidence in the review process. In addition, the degree to which some of these methods need to be consistent across larger units (schools/college/university) requires the creation of systemic models. An October 1998 report on the *Assessment and Improvement of Teaching and Learning* (Exhibit 28) proposed one such model to guide the evaluation of classroom teaching.

Methods of improving the annual review process for faculty have been a focus of discussion between the administration and faculty. The administration sponsored a series of open forums in the fall of 1998, and during the winter several revisions to the review process were developed collaboratively by representatives of the faculty and the administration for implementation in 1999-2000.

In addition to annual performance evaluations related to salary increases, pre-tenure faculty members are reviewed each year for satisfactory progress toward tenure, and faculty seeking promotion are reviewed in the year in which they apply for promotion.

Faculty performance is evaluated in the domains of and the balance between teaching, research, and service. During the NCA reaccreditation process, the performance standards for teaching, scholarship, and service were reconsidered. While issues regarding these performance standards are raised in Chapter 5, where the meaning of scholarship is considered, they must also be considered here, within the context of human resources policy.

During the past decade, definitions of teaching, scholarship, and service have undergone important changes nationally and at ISU. Several questions emerge: for retention, tenure, and promotion, are ISU, the College, the professional Schools, and indi-

vidual departments sufficiently clear about the relative weight of performance in these areas and what constitutes successful performance within each?

What are the most important ways faculty performance expectations have evolved at ISU since 1990? What new definitional and practical changes in faculty performance expectations will occur in the first decade of the twenty first century for which ISU should now be preparing? How might the relationships between these categories of activity be enhanced?

Since ISU's last NCA accreditation site visit, the professional schools and the College all have created documents that describe their faculty member's expectations of their colleagues for retention, tenure, and promotion; and revisions to the *University Handbook* (Exhibit 5) regarding both standards and procedures will come before the Faculty Senate early in the Fall semester. While the NCA Committee had access to the Promotion and Tenure Task Force Report (Exhibit 22) that formed the basis for the proposed changes, the changes themselves were being drafted by the relevant faculty government committees up through the end of the spring semester and were adopted in the Fall of 1999.

Specificity and clarity regarding expectations of performance vary greatly among departmental documents. Identifying the point of balance between teaching, scholarship, and service remains elusive because individual and departmental missions vary greatly, and within units one faculty member's point of balance may be radically different from another's. However, all regular faculty members during their pre-tenure years are evaluated annually by their peers, their chairperson, their dean, and the Provost, and the cumulative effect of these five evaluations is to specify and clarify for each individual how he or she is progressing in teaching, scholarship, and service, and in the balance between them.

Animated debate continues on campus concerning definitions and measures of quality teaching, scholarship, and service. Some units embrace Ernest Boyer's reconsiderations of scholarship, while others remain convinced that scholarship must refer to published research or exhibited creative

During the past decade, definitions of teaching, scholarship, and service have undergone important changes nationally and at ISU.

activity that has undergone external disciplinary peer review. One specific outcome that the ongoing debate has spawned is greater attention to documenting one's accomplishments. And the process of documentation has led to greater reflection about what one does and why and how one does it. Documentation also has led to greater reflection by faculty peer reviewers and academic administrators as they exercise their professional judgment.

Such developments express increased accountability for activities engaged in and judgments rendered. American society continues to extend almost boundless freedom to universities but it also wants us to show how we serve the common good. Applied to expectations for faculty performance in teaching, scholarship, and service, such a notion of accountability will help us, collectively and individually, decide how to integrate teaching, scholarship, and service into a single category of professorial performance, one, however, that is flexible enough to meet future needs.

EAP Staff Evaluations and Assessments

EAP staff members are evaluated each year in a process that has been standardized among all units. EAP staff members are required to prepare a description of performance objectives by August, and, in the spring, they submit an annual report on their performance and achievements. These reports are reviewed by their supervisors who then discuss their evaluations with them. Salary adjustments for EAP staff are determined by the Vice Presidents on the basis of supervisors' evaluations.

In August of each year, as staff performance objectives are submitted to supervisors and moved up to the Vice Presidential level, Vice Presidents summarize their units' major objectives for the year and submit to the President the performance objectives that will form the priority activities for their units in the coming academic year. The President then discusses these priorities with the Board of Trustees at their annual Fall retreat. The same process is used in late Spring as evaluations of achievements in these priority areas made from the individual units, through the Vice Presidents, to the President and Board.

In addition to annual reviews, executive

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staff (deans, vice presidents, and president) are further reviewed on a multiyear basis. In these reviews, external consultants are used to conduct information gathering interviews with colleagues and subordinates leading to a confidential report that is shared with the President and the executive. The *NCA Campus Survey* indicates that an overwhelming majority of EAP staff members are comfortable with the performance review process. However, many faculty report feeling excluded from significant input in evaluating senior administrators. This concern presents a challenge for the administration and faculty to find ways to include the faculty more significantly in the process without compromising the confidential nature of personnel reviews.

Support Staff Evaluations and Assessments

Support staff members are evaluated each spring by their supervisors on a standardized form that uses the position responsibilities and tasks to define expectations. The comments on this form are shared with the support staff member before the form is forwarded to the appropriate Vice President. The lack of a system for immediate supervisors to make salary adjustments based on performance is seen as a serious problem by chairs, directors, and other supervisors. The

only vehicle for providing significant rewards for high performing support staff seems to be a request to change the job classification. This approach complicates supervisors' efforts to find appropriate rewards and places undue pressure on the entire job classification system.

Presently the Director of Human Resources is exploring the need to establish a task force to examine the current reward system to identify a model that better incorporates performance awards in the pay classification system.

Diversity

A human resource system must be evaluated in terms of how well its composition reflects the ethnic and racial diversity of its geographic area and of its ability to respond and adjust to patterns that may indicate discriminatory policies and practices in hiring, promotions, and retirements.

According to the *Office of Affirmative Action Annual Reports* for 1990 and 1998, the percentage of women in ISU's entire workforce has increased from 49 percent to 51 percent, and female representation among tenure-track faculty from 28 percent to 32 percent (Exhibit 29). The percentage of women in EAP ranks also has increased from 39 percent to 44 percent. However, while all of these percentages rose, it should be noted that because the size of the ISU workforce declined over the decade, the number of female employees in 1998 was smaller than in 1990.

The *Office of Affirmative Action Annual Reports* also indicate that minority employees increased from 8 percent to 9 percent over the same period. The majority of this growth has occurred within faculty (from 7 percent in 1990 to 12 percent in 1998) and the EAP group (from 7 percent to 10 percent over the same period). These increases have placed ISU's workforce diversity at or above state levels. According to *The Indiana Factbook 1998-1999* (Exhibit 30), minorities make up 9 percent of the total Hoosier population, compared to 17 percent nationally and 18 percent in neighboring Illinois. Minorities comprise less than 6 to 8 percent of the population residing in ISU's five - county region.

Numerous offices and programs exist across campus to foster ethnic and gender

diversity: the Affirmative Action Office, the President's Commission for Ethnic Diversity, the Special Assistant to the President for Ethnic Diversity; Project Unite and Project 30 in the School of Education; the Democracy and Diversity Project in the General Education Program, diversity projects covering racial legacies and learning; and Residential Life's Mi Phi Mi mentoring program, Student Life's Multicultural Mania and Global Nights Series, the African - American Cultural Center's Ebony Majestic Choir, Black Student Union, Exquisite Dance Troupe, and Social Action Theatre within Student Affairs. The President's Commission for Ethnic Diversity supports such programs as Prisms of

Diversity Summer Institute, Diversity Training for the Mentoring Assistance for Prospective Scholars Program, support staff diversity training and orientation, and a new series of professional staff diversity training workshops. Finally, ISU maintains a variety of community links such as the Campus Study Circle, Race Relations and Racism Dialogues, the Human Rights Consortium, and the Wabash Valley Ethnic Festival.

Two additional efforts were launched by the Office of the Provost and Vice President for Academic Affairs to foster ethnic diversity on campus. In 1993-94, the Visiting Minority Scholar/Artist Program was created to assist academic departments through grants of matching funds to bring minority scholars or artists to campus for one- to three-day visits to interact with students and faculty and deliver a public presentation. In Fall 1996, the Office of Institutional Research and Testing conducted a *Climate Study* (Exhibit 20), dealing with issues on campus related to racial and national origin. The results of student, faculty, and staff surveys were released to the campus in January 1997, and units were charged with discussing the results and suggesting actions ISU might take to improve the campus climate. The following January, the Provost released to the campus a set of rec-

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ommended steps that grew out of the discussions during the previous 12 months. Once full discussion of the action steps has concluded among appropriate administrative and governance bodies, the Provost will provide the President with recommendations for his consideration.

Planning Issues

In the introduction to this chapter, we noted that the quest to realize the most appropriate balance between human resources deployment, development, and recognition is never finished. These issues are dynamic and in constant need of review and analysis. Accordingly, having completed the analysis of ISU's human resources achievements of the last decade, some of the planning issues that continue to emerge are discussed in the following section.

1. The Number and Mix of Employees among ISU's Three Personnel Categories

Salary and compensation issues, which have provoked the most intense discussions of the last decade, are inextricably related to the size and mix of the employee groups. There is continued interest in finding appropriate comparisons to better gauge how the size and mix of ISU employee groups relate to those of others. The Duby-Feinaver consulting team collected information on the number of faculty and EAP staff at ISU and nine peer institutions (support staff was not included in this analysis.) While it is understood that for the EAP category of employees, classification systems vary much more significantly than among the faculty, efforts were made to provide comparable information among the ten institutions.

As mentioned earlier, ISU has very favorable student-to-faculty, administrator-to-faculty, and student-to-administrator ratios. Overall, the planning issues for ISU do not revolve around adding to the working population but rather around adjusting the mix and size within current levels to ensure that students are adequately and effectively served. We now turn to working the current mix of human resources.

When studying the mix of faculty within ranks, the Duby-Feinaver team reports that

ISU's overall pattern of tenure- to non-tenure track faculty members is quite comparable to those at our peer institutions. However, ISU had a higher percentage of faculty at the professor rank than other institutions. The demographics of the faculty soon will change since a high percentage of senior faculty have indicated their intention to retire in the next three to five years.

During the 1990s, the EAP staff increased as ISU, like all other institutions, sought to add highly technical professional staff to support the increasing use and sophistication of information technology. During this time, the full-time faculty has decreased, reflecting in part the 6.9 percent decline in our headcount enrollment from Fall 1990 to Fall 1998. ISU's *Office of Affirmative Action Annual Reports* for 1990 and 1998 (Exhibit 29) indicate that, in 1990, ISU had 340 EAP staff members and 660 full-time faculty members (610 tenure-track and 50 temporary) while, in 1998, ISU had 367 EAP staff members and 564 full-time faculty members (505 tenure-track and 59 temporary).

Continued attention to evaluating the effectiveness of the current size and mix of faculty and staff in providing the best environment for the holistic growth of our students will be the key planning issue for the next few years.

2. Workload Issues

Obviously, issues of the size and mix of staff lead to considerations of workload issues.

Faculty Workload

Understanding faculty workloads is a complex matter related to enrollment, mission, and funding levels. As seen in various chapters of this report, ISU is seeking better ways to define workload in terms of its teaching, research, and service missions and to make comparisons with other institutions. In recent years, the ICHE, at the request of the Indiana General Assembly, began to request faculty instructional workload data to compare faculty to student ratios and instructional commitment by faculty rank uniformly across public institutions. This state requirement led ISU to collect workload data on a semester basis by department and by School or College. While it is clear from state comparisons that ISU has the lowest student to faculty ratio of all the institutions,² it also

² According to Indiana Commission for Higher Education files, ISU's student to faculty ratio is the lowest of any other Hoosier four year main campus. Ball State's ratio of 20 to 1 is the next lowest. IUPUI was highest at 29 to 1.



has the largest numbers of sections taught by faculty. Therefore, if instructional workload is described as the number of sections taught, ISU's faculty workload is very high. Conversely, if instructional workload is defined as the number of student credit hours produced annually by faculty, the instructional workload would be defined as very low compared to other state institutions.

In the Doby-Feinauer Report (Exhibit 4), comparisons of workload among peer institutions lead to much the same conclusion. The data show that ISU's FTE student to faculty ratio was lower than that of our peers (14.26 to 1 versus 18.5 to 1) and that student - to - administrator ratios were also lower (30.26 to 1 versus 33.70 to 1). Faculty to administrator ratios were higher at ISU than at our peer institutions. The Doby-Feinauer study shows that in 1998 ISU had, 71.9 percent of the average peer enrollment, 93.3 percent of the average peer faculty, and 80.1 percent of the average peer administrators.

When looking at the distribution of tenure-track faculty within ranks, except for the rank of Instructor, the overall pattern of tenure to non-tenure track between ISU and peers was comparable.

The 1998 Fall Semester workload data show that 61 percent of Student Credit Hours (SCH) were taught by tenured and tenure-track teaching faculty members, result-

ing in an average of 180 SCH per teaching faculty. This average was reduced to 169 SCH when all tenured and tenure-track (tenure/tenure track) teaching faculty members were included.³ While no specific SCH value per faculty member has been established or even identified as being a goal, and if such a number as a goal were desired, variations based on clinical, laboratory, and studio courses would be expected based on considerations of credit versus contact hours.

Intercampus comparisons show that section loads and SCH loads vary widely from one department to another. Issues of credit hours versus contact hours make comparisons even more difficult. How sabbatical leaves are covered within departments also varies. In some cases, departments plan for other faculty members to cover the load of the faculty member on sabbatical. In others, replacement instructors must be hired. Obviously, exact comparisons are difficult to make because of the complexity of the issues.

Information from the fall 1998 *Faculty Workload Report* databases for all faculties is revealing, even when the data limitations are considered (Exhibit 31). The median SCH per course in three of the five Professional Schools is 21 to 24 and the median is 6 to 30 for two of the four categories within the College of Arts and Sciences. When aggregated across the com-

³ "Teaching faculty" includes only those faculty members who taught at least one course in the Fall of 1998; thus, those on sabbatical or leave, and those released from teaching for other reasons are not included.

bined total of regularly scheduled courses, the class size for 29 percent of all courses for fall 1998 is anywhere from 1 to 10 students.

It is also possible to gain some historical perspective on faculty workload by reviewing data from the last three years. Statistics from the Office of Institutional Research, show that total fall headcount enrollment from Fall 1995 to Fall 1998 declined slightly from 11,184 to 10,970 (-1.9 percent). Over this four-year period, there was a decline from 493 to 474 (-3.9 percent) in the number of tenure-tenure track teaching faculty members (Exhibit 32)⁴. Thus, for Fall 1995 to Fall 1998, the approximately 2 percent decrease in numbers of students being taught by approximately 4 percent fewer tenure-tenure track faculty yielded a 9 percent reduction in the average SCH for tenure-tenure track faculty members (186.28 to 168.84). Using the measure of class section size, with 10 percent fewer courses (2,199 in 1995 versus 1,979 in 1998) taught by tenure-tenure track faculty members, there was a decrease (15.36 to 15.18) in the average section size of courses taught. When courses are categorized according to "group" versus "to be arranged and/or thesis," nearly 25 percent of all ISU Fall 1998 courses were provided as the latter to just 7 percent of the student body. For Fall 1998, it was not uncommon to observe individual faculty members responsible for 10 to 16 to even 20 separate courses throughout the College and Professional Schools.

Clearly, workload issues are directly related to the number and size of degree programs, preparations, and enrollment. ISU has a large number of degree programs for the size of its regular faculty: 115 programs delivered by 564 full-time faculty member, 505 of whom are tenure-track; and a large number of required courses within many major programs. One implication of these data is that ISU faculty members are teaching comparatively few students but teaching them intensively across numerous courses and preparations. If this is true, ISU faculty members have a comparatively heavy teaching workload because of the number of different courses that each on average must deliver. Another interpretation could be that, in this array of programs, there are many that

attract a very small number of students whose course requirements necessitate individualized courses. These findings may explain the sense of individual faculty members that they are overworked. This finding also raises the question of whether ISU offers too many degree programs for the size of its student body and the size of its regular faculty.

Since FTE enrollment count and SCH are the coin of the realm for determining State appropriations and tuition revenue, which in turn determines compensation and staffing levels, we must be sure that we have a sustainable relationship between our academic offerings and our resources, lest workload factors impinge negatively on the quality of the education ISU provides. One of the major planning issues for the updated Strategic Plan will be to determine the criteria that should be used to evaluate the viability and number of program offerings.

EAP Workload

The official work week for ISU is comprised of 37.5 hours. Like most professional staffs, ISU EAP staff reports that responsibilities require additional hours. One item in the NCA Campus Survey of EAP staff last fall was the statement; "I am able to get most of my work done during normal working hours [37.5 hours per week]." Only a minority of the respondents to the Survey indicated they agreed or strongly agreed.

At ISU, and at most academic institutions, administrative workload has not been scrutinized to the same extent as faculty workload. Faculty responsibilities and the criteria for evaluating them vary only slightly across departments. In addition, state requirements have forced campuses to define, evaluate, and report faculty workload information. As a result, institutions pay attention to such quantified measures as the number of SCH generated, research dollars raised, and publications produced in discussing faculty performance on their campuses. Yet, there are few common criteria by which to evaluate EAP staff performance. The expectations and functions of each office can vary greatly, making generalization difficult. A controller is going to be judged on very different criteria and work cycle than will a Director of the Career Center, making assessment across units difficult.

⁴ 1995 is the first year reliable data regarding faculty workload were available. Between 1992 and 1998, total full-time faculty positions (including librarians and 1 year temporaries) dropped 3.9% (from 586 to 563) while overall student enrollment declined 10.6%. (Sources: *Administration, Faculty Count, Faculty Senate, Administrative Affairs Committee, March 1999 and Table B, ISU Factbook*).

The difficulties in making this generalization can be illustrated by the manner in which the EAP staff is evaluated. Due to the difficult and sometimes controversial roles that some positions play in the institution, consultants are used to evaluate performance. The President, Provost, and General Education Coordinator are examples of these positions. However, every other EAP official is evaluated through her or his supervisor. The evaluation is based partly on whether performance objectives that were agreed to the previous year were achieved.

Over the course of the self-study this past year, the University has gained a little more insight into the workload of its EAP group. First, one item in the *NCA Campus Survey* of EAP staff conducted last fall stated, "I am able to get most of my work done during the normal working hours (37.5 hours per week)." Only 20.5 percent of the respondents indicated that they agreed or strongly agreed with the statement. This indicates that the group feels as though the workload is greater than what the university has dictated should be the time spent on work-related activities. This finding, though, raises the broader issue of administrative efficiency and effectiveness. One reason EAP staff members may feel unable to perform their functions during normal working hours may be problems with the efficiency of the organizational structure. Another explanation may be that, as a group, the EAP staff members are not effective managers of time, or that they are not performing efficiently. Still another possibility is that individuals or units are being asked to accomplish more in their job functions than can be expected within the stated work week. Although a definitive answer, characterizing every EAP staff member, is unlikely, the Duby-Feinauer report does provide some information relevant to this discussion.

Duby-Feinauer compared ISU's FTE faculty to FTE EAP staff member ratio with the average ratio for the institution's peer group. The finding in this study indicates that ISU's ratio of 2.12 to 1 was more than the group average, 1.82 to 1, meaning that the EAP group at ISU is a smaller contingent than that found at the average peer institution. Stated differently, ISU's EAP group is a smaller proportion of the total faculty and EAP cohort by 10.6 percent, or roughly 32 FTE lines. While these ratios may indicate ISU has a smaller group carrying a larger, or at least equal, number of burdens to those carried

by EAP groups at other institutions, EAP workload is still an unanswered question.

Support Staff Workload

The fall 1998 *NCA Campus Survey* of support staff indicated that 73.8 percent of the respondents feel they can complete the majority of their job responsibilities during normal working hours. This may indicate that workload is not a major issue for ISU support staff employees. However, it should be noted that the demographic characteristics of the survey respondents were not reflective of the overall support staff at ISU.

One focus group of the ISU support staff discussed interest in providing a more flexible work schedule for support staff. Most individuals indicated that they would not be in favor of a formal policy regulating flextime. Most of the participants felt that a permanent flextime policy would be difficult to implement and there would be too many interpretations of the definition of flextime. However, for the University to provide the necessary level of service to students and the community, the current 37.5 hour work week may need to be expanded and a flextime schedule implemented for some classifications of support staff employees.

3. Processes for Addressing Salary and Compensation Issues

Planning regarding the size and mix of employee categories must inform the processes developed to address compensation issues. While studies show that the salaries of all employee groups are lower than peer groups, they also show that when fringe benefits are included, full compensation is comparable and benefits are at the high end among our peers. Studies also show that the size of the faculty at ISU is larger in relationship to the numbers of students and administrators. Clearly, tough trade offs will need to be discussed to bring salaries, benefits, and workload more in line with those at peer institutions, and these issues must be considered together since they are inextricably related. Continued collaborative initiatives among faculty, staff, administrative, and executive leaders must be included in our Strategic Plan to establish a process by which the tough tradeoffs can be debated and then difficult decisions made.

4. Data Collection

Systematic and comprehensive reporting and research must continue to be the norm for the University to comply with ever-increasing state and federal requirements and to

allow the University to make informed decisions. Since the last NCA report, the Office of Institutional Research has been created, and systematic collection of certain data is a regular activity at ISU. However, only in the last five years has institutional attention been focused on the research, analysis, and distribution of institutional data. Clearly, accurate, reliable data form the basis of institutional trust and collaboration.

In developing initiatives to be addressed in the upcoming planning process, special

attention should be given to data around the workload issue for the faculty, to the performance evaluation process, and to the creation of an integrated system for data collection.

5. Professional Development Programs

A sizeable commitment to professional development opportunities is being made by ISU when sabbatical leaves for faculty, travel budgets, and formalized programs such as the Center for Teaching and Learning, the Course Transformation Academy, training and technical assistance offered by Information Services, and programs in individual units and divisions are considered. In a higher education market that is increasingly competitive and in a fiscal environment that promises little real growth, it will be increasingly important to formalize and improve development opportunities on campus. In the planning process, review of current opportunities should be conducted for all three employee groups to study how our current budgetary commitment could provide

greater opportunities. Individual units should be encouraged to evaluate currently available opportunities, identify deficiencies, and establish goals and assessment measures for the unit. Additionally, there should be discussion about how to provide all employees with the opportunity to develop a personal development plan as part of their Performance Objectives and assess their personal growth on an annual basis.

6. Ethnic and Gender Diversity

A great deal of attention has been given to diversity issues and improvements have been made in representation within all segments of the campus. These issues are a constant challenge to all American institutions. Continued efforts should be made in the planning process not only to identify ways to improve diversity among all groups but also to create a climate that celebrates diversity and fosters mutual respect and civility.

Conclusion

Human resources analyses provide new opportunities for institutions and the individuals who work within them to renew their effort both to realize the goals of the institution and to more adequately satisfy the needs of individuals. During the last ten years, ISU has accomplished much in deploying and developing its human resources. Indeed, a human resources management system, with related policies and a coordinated set of activities appears to be emerging at ISU. However, such a system does not eliminate issues. Rather, it puts in place a regular process of review, analysis, and discussion of data, with identification of measures that can bring forward systematic improvement.

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Chapter 7: Governance, Administration, and Organization



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The tradition of governance in American public higher education provides a dramatic contrast to university governance in most other highly industrialized nations. Rather than making higher educational institutions government agencies, states generally have delegated authority to an appointed lay board of trustees charged with safeguarding the state's interest in the governance and administration of the institution. Many have attributed the greatness of American higher education to this major difference in governance in that it allows for involvement in decision-making by more stakeholders and provides greater flexibility in responding to multiple concerns. The state of Indiana has followed this highly successful model. Under this system, as the state economy developed, ISU evolved from the Indiana State Normal School, chartered in 1865, to the comprehensive doctoral granting institution it is today. By statute, the ultimate governing authority for the University is granted to a lay board of trustees appointed to staggered terms by the Governor of the state (*Indiana Code*, Exhibit 34). The statute specifies eleven responsibilities and duties of the board including decisions relating to property, personnel, student fees and conduct, admission standards, curricula and course offerings, proficiency standards, financial aid, investment of funds, and cooperation with other institutions. By giving such authority to a lay board of trustees, the state has agreed statutorily to maintain an "arm's length" governing relationship with state chartered and funded institutions.

In 1971, the state created the Indiana Commission for Higher Education (ICHE), with the specific governance responsibilities of planning and coordinating the state system of higher education, reviewing appropriation requests and making recommendations on budget and other matters concerning post-secondary education, and performing other functions assigned by the governor or General Assembly. The ICHE is governed by a geographically-represented lay board appointed by the Governor. As with the boards of trustees of state post-secondary institutions, the ICHE's appointed lay board has delegated the administration of the agency to a chief executive officer who

reports directly to the board and carries out the will of the board.

The legislature and the governor's office also maintain authority over the public universities in statute, through budgetary authority, and through requests for ICHE oversight and action. ISU receives approximately 73 percent of its operating budget from the state as well as funds for facilities maintenance, improvement, and replacement. Budgetary authority is a very powerful governing tool. In addition to state agency and legislative oversight, state universities are also governed in

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specific arenas by federal statute and the rules and regulations of federal agencies.

The university governance system, therefore, is grounded in specific governmental directives and must operate within those parameters. However, while state statutes are quite specific in empowering lay boards with broad authority, the trustees have provided great autonomy to the University in carrying out its educational functions. They have delegated much authority in carrying out their responsibilities and directives to the President and administration. They have also recognized the *Constitution of the Faculty* of ISU (Exhibit 5, Section II) in which legislative authority is granted to the Faculty Senate, which, subject to the limitations imposed by state statute, has a primary role in determining academic policies and practices. Through the *Bylaws of the Board of Trustees* (Exhibit 35) and the *University Handbook* (Exhibit 5), the Board delineates which decisions must be brought back to them for ratification. The Indiana statute makes clear, however, that the Board "may delegate . . . such authority as it may possess; provided, that no manner of delegation shall be irrevoc-

cable" (Exhibit 34). While any discussion of the governance of a public institution must begin with the statutes that created it, it is this recognition by the Trustees of the formal representative groups of the campus, their role in decision-making, and the inclusiveness of participation by all stakeholder groups that this chapter addresses.

The delegation of statutory authority by the Trustees is designed to create and maintain a fertile environment for teaching, learning, research, and service. The *University Handbook* is the document through which this delegation of authority is described. Using portions of the state statute creating the University and defining the powers and duties of the trustees, the Handbook describes the administrative structure, contains the *Constitution of the Faculty*, and includes other policies and procedures governing the faculty and all three personnel groups individually. Clearly, faculty participation is of primary importance, and that participation is formally organized through the Faculty Senate. This is a legislative body representing all academic units of the campus, with that representation apportioned among those units and elected annually by members of the units. This formal body was created to be the major avenue for input and academic decision-making. The Senate has created a committee structure, again with representative membership, to study and advise the Senate on issues pertinent to the academic mission.

Other representative units serve as advisory groups to the administration. Groups such as the Student Government Association (SGA), the Support Staff Council, the Alumni Council, and the ISU Foundation Board have membership elected by units to represent the whole.

In this chapter, we review the impact of the 1994 strategic planning process on governance within the representative groups, on administrative and academic organization, and on the informal and formal communication structures throughout the campus community. This chapter also discusses the challenges that remain and that will be considered as the University updates the Strategic Plan for the next decade.

A Brief Historical Overview: Governance, Administration, and Organization in the 1990s

Strategic Planning

During the last seven years, ISU's governance system has been strongly influenced by the vision of its chief executive officer, President John W. Moore. Appointed in 1992, President Moore immediately announced his intention to formulate a strategic planning process for the University. At the foundation of the planning process was the resolve that decision-making be more open so that all units would become better informed of major developments within the University and be engaged in the implementation of University-wide goals. The planning process itself was explicitly intended to create greater clarity regarding our mission, and the strategic goals were designed to lead us to achieve this mission in times of changing driving forces and paradigms. The process also made clear that all members of the University community could participate in the decision-making process. By 1994, ISU had formulated its *Strategic Plan for the 21st Century* (Exhibit 1).

Guiding principles in the development of ISU's 1994 Strategic Plan were that for an institution to realize its greatest potential, planning must become an integral part of its management culture and that, consistent with existing University administrative and governance structures, representatives of all campus constituencies have a role to play in the development and implementation of institutional planning. During this process, the concept of "informed participation" in decision-making implicitly affected all of the organizational levels within the University. Informed participation became a central value to the implementation and development of the goals of the strategic plan and to the identification and evolution of key directives for ISU's future. Informed participation including students, the staff and faculty, administrators, and alumni has been and

continues to be the means to accomplish the University's mission and institutional goals.

There have been many organizational changes under President Moore's administration. Environmental trends affecting higher education both nationally and at the state level and the need for agility in responding to how these trends impact ISU have produced a campus culture in which rapid change is occurring. The charge by the Trustees and the President for greater sharing of information and decision-making by all constituent groups has created an impetus for change, and the 1994 strategic plan has provided us with a game plan.

Achievements in Organizational Change

Changes in Representative Bodies

Over the last several years, the organizations representing faculty, students, support staff, and alumni have instituted changes within their official organizational charters to provide for greater flexibility and involvement, and, in the case of the ISU Foundation Board, to add substantially to its mission. The most important changes are discussed below.

Faculty Senate

The Faculty Senate is charged in the *Constitution of the Faculty* (Exhibit 5, Section II) with primary authority for the curriculum, the facilitation of teaching and research, admission and retention standards, degree requirements, the structure of academic programs, standards and procedures for promotion and tenure, faculty conduct, academic freedom, and aspects of student life relating directly to the educational process. The *Constitution* also recognizes that the Senate has advisory authority on budgets, compensation, student conduct, the administrative structure, campus development, and the academic calendar. Eight standing committees initiate the Senate's primary and advisory authority by sending motions to the Faculty

Senate Executive Committee and the full Senate for approval and communication to the administration. While this structure has not undergone major changes in recent years, several efforts have increased its agility and improved communications.

In 1993, the Senate established a liaison system whereby a member of the Executive Committee has an ex-officio seat on each standing committee. Senate leadership has also

established with the administration a procedure whereby part of the Provost's administrative report at each monthly Senate meeting provides the administrative response to previous Senate motions. In addition, to address large initiatives, the Senate has worked with the administration to establish task forces to provide reports that serve as groundwork for Senate standing committees before they consider an issue and make a motion to the Executive Committee and full Senate. Recent examples of such initiatives addressed standards and procedures for course approval whereby a "fast track" was established for already existing courses undergoing revision. Such revisions need only the approval of the Curriculum and Academic Affairs Committee rather than of the full Senate. While some faculty members have seen the task forces as a usurpation of the authority of the standing committees, the Senate has worked with the administration to appoint task force members. The Executive Committee and Senate also are vested with the power to establish ad hoc committees on matters of primary authority, and in recent years have done so. Examples were the establishment, at the President's request, of a committee to study and revise the procedures for faculty grievances, promotion and tenure policy, a performance-based salary system, and the evaluation of teaching.

The current Senate leadership has increasingly used electronic means to better commu-

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nicate to both the faculty and the administration. In addition, the Senate established this year an Ad Hoc Committee on Information Technology to study the feasibility of establishing a permanent standing committee of the Senate to establish and maintain a website. This website would serve in promoting communication with the campus about ongoing Senate matters as well as creating an archive of action items and significant documents.

Student Government Association (SGA)

In 1995, the SGA revised its *Constitution* (Exhibit 36), eliminating cumbersome amendments and streamlining the organization. Prior to these changes, SGA internal rules diminished the effectiveness of that body. Since the revision, student government has become a more vigorous and respected participant in the University governance system. The SGA is responsible for identifying and appointing students to a variety of University committees and task forces. Student government played a significant role in the decision to implement the plan to install security cameras and emergency phones throughout the campus. The President of the SGA participates as a member of several important University groups including a reporting seat at Board of Trustees meetings and membership on the Athletic Committee.

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Support Staff Council

The Office Personnel Council, created in 1955 to represent ISU clerical employees, was renamed the ISU Support Staff Council in 1993, and reorganized in the following year to expand its representation to all benefits-eligible biweekly employees. New bylaws were approved in 1994 authorizing the creation of several standing subcommittees including the Salary and Employee Benefits Committee, the Employee Relations and Grievance Committee (renamed the Employee Relations Committee in 1999), the Public Relations Committee, the Research Committee, and the Scholarship Committee. In 1991, to enhance communication between support staff and students, the Council was invited by the SGA to appoint a representative to a speaking seat in the Association. With the formation of the President's Planning and Resources Council (PPARC), the Council was invited to participate. In 1994, the Council was invited to report on its activities at the regular meetings of the Board of Trustees, and, since that time, the Council report has become a regular item on the Trustees' agenda. In this decade, the Council's representational role has expanded to service on many important university committees, including the Affirmative Action, Health Benefits Review, Athletic, Convocations, and Parking and Traffic Committees.

The Alumni Association

For more than 110 years, ISU's Alumni Association has endeavored to instill a sense of identity and pride in the institution's graduates. Today's Association seeks to maintain these traditions while meeting the needs of a growing and increasingly diverse alumni population. As a result, since 1990, the Association has expanded the Alumni Council, its governing board, from 21 to 25 members to better represent the various alumni constituencies and has revised its bylaws and constitution to be attuned to the needs of alumni. Alumni chapters have been re-established in 14 cities. The Sycamore Educators Network has been established to communicate with and involve alumni in elementary and secondary schools. Correspondence with international alumni has been enhanced through internet technology. The Sycamore Legislative Network has

successfully assisted in bringing University budget and program needs to the attention of the Indiana State Legislature. The Alumni Council has unanimously approved the creation of a dues-paying membership program for the Alumni Association. Although all alumni will continue to be served, the dues program will provide funds to enhance programming and services for alumni while helping to create an esprit de corps. ISU alumni have benefited from the increased interaction with the President, the Vice President for University Advancement, and other members of the administration who participate with the Council and its activities.

ISU Foundation

Since President Moore's arrival, the ISU Foundation has redefined its mission and broadened its focus to embrace fundraising as well as the stewardship of gifts. This new proactive role is designed to increase the total private dollars contributed each year and the size of the endowment held by the Foundation. This evolution has been a multifaceted process.

ISU Foundation Board. The bylaws of the Foundation were amended so that the President of ISU also functions as the President of the ISU Foundation. Likewise, the Vice President for University Advancement functions as the ex-officio Executive Vice President of the ISU Foundation, and the Managing Director of the Foundation is an ex-officio member of the ISU Foundation Board. The interface of these key administrative positions with the leadership of the ISU Foundation Board helps ensure that the University's strategic goals are closely considered in the fund raising and administrative activities of the ISU Foundation Board. A Development Committee and an Athletics Development Committee have been added to reflect the Board's expanded role as fund raiser. Consideration of new Board nominees focuses on an individual's ability to assist with the University's fund raising efforts. The Presidents of the Board of Trustees and the Alumni Council sit as members of the ISU Foundation Board.

Academic and Administrative Reorganization

A host of changes occurred in ISU's academic and administrative organizational structures as the University began implementing the initiatives identified through the strategic planning process. These reorganizations have been guided by the core values set forth in the University's strategic plan — access, service, success, innovation, and excellence — and evolved from the need to become a more agile institution by consolidating, or eliminating administrative structures to create a more efficient, responsive management culture. The Faculty Senate has been an active participant in the reorganizations described below.

Academic Reorganization

Provost and Vice President for Academic Affairs. As the Academic Affairs office began to focus on the strategic goals and initiatives identified in the 1994 Strategic Plan, it became clear that the organizational oversight functions of that office would need to be expanded. The Trustees, on the President's recommendation, expanded the role of the Vice President for Academic Affairs to add a more comprehensive University-wide responsibility of Provost. Positions were added and responsibilities changed to oversee special initiatives related to the plan. Two Administrative Fellow positions were added, offering faculty the opportunity to serve in administrative roles, and the position of Special Assistant to the President and Provost for Ethnic Diversity was created and located in the Office of the Provost.

Student Academic Services Center (SASC). In response to the strategic initiative to improve undergraduate education, particularly the first-year experience, Student Academic Services (SASC) was reorganized to coordinate several existing academic support units: the Learning Skills Center, the Academic Advisement Center, the Athletic Study Program, Student Support Services, and the TRIO and Upward Bound programs. The goal was to create a

more user-friendly service unit for students within a centralized service operation. The SASC has developed initiatives such as University 101 (which underwent a process of faculty review and approval), and, in conjunction with the First-Year Experience Program funded by the Lilly Foundation, SASC extended its services via direct satellite to students in residential halls.

Information Services. Another initiative identified in the strategic planning process was the consolidation of computing services and telecommunications under the Dean of Libraries. This organizational model has increasingly been followed throughout the nation as the convergence of technology and information has taken place. ISU was one of the first universities in this region to recognize the efficiencies afforded by the consolidation of these functions into a single reporting line. The goal was to improve the delivery of information services, to enhance the technical capabilities of the campus community, and to better coordinate services to all units.

Enrollment and Admissions. Yet another initiative in the planning process was to establish a university-wide enrollment planning team with the responsibility of developing a University Enrollment Plan. From an intensive study with representation from the entire campus, it became clear that a reorganization of all functions of enrollment planning and management should be consolidated into one office. In 1995-96, Academic Affairs moved the Offices of Student Financial Aid, Admissions, and the Registrar into one unit reporting to a newly created position, Associate Vice President for Enrollment Management. This consolidation has helped to identify and rectify problems associated with financial aid and to create and maintain important data necessary for enrollment maintenance and growth.

International Affairs Center (IAC). Strategic Goal 6 states that "ISU will be recognized for its commitment to equal educational opportunity, its ethnic and cultural diversity, and its international perspective." To enhance the commitment to this goal, in 1997, after thorough study by a representative task force, the administration recommended to the Trustees that all international issues be centralized in a new International Affairs Center to better coordi-

nate services to the students, faculty, and staff. The Center established a one-stop service location, providing more coordinated support for research and teaching by facilitating international visiting scholar appointments and expanding faculty development opportunities for teaching and research abroad.

Office of Research. In implementing another strategic initiative, the Provost was asked to work with the Dean of Graduate Studies and a task force of successful faculty grant recipients to identify campus enablers and inhibitors regarding grant proposal development. As a result, it was determined that the Office of Research, located at that time in the Graduate School, would be better positioned by reporting directly to the Office of Academic Affairs under the Associate Vice President for Academic Affairs. Since 1989, research productivity has been encouraged through the University Research Committee, the University Arts Endowment Committee, and a grant development award program funded by dollars generated by grant funds. With the 1997 changes, the Office was reorganized to better support the University's research mission, including the establishment of an Extramural Funding Specialist, an Information Specialist, and two staff positions: a Grant Account Specialist and Grant Development Specialist. The number of grant proposals has steadily increased during this time, as has the number of awards granted to ISU faculty.

Continuing Education/ Instructional Services (CEIS).

Strategic Goal 3 speaks to the University's desire to "be recognized as an 'opportunity university' that brings education to new lifetime learning clienteles both on and off-campus." In the five years since the acceptance of the plan, ISU has earned that reputation in the state, and CEIS has had the responsibility for overseeing this achievement. Through collaboration with the faculty and academic units involved, the University has developed workforce contracts with the Indiana Department of Corrections, Conesco, and other businesses and industries, and succeeded in obtaining funding for the DegreeLink program. CEIS also was given responsibility as "broker of educational services and fiscal agent" for consortial arrangements involving the state's post-sec-

ondary institutions in South Central and Southeast Indiana to deliver educational opportunities to underserved areas. Enrollments of off-campus students have grown dramatically, precipitating ongoing assessment and reorganization within CEIS. With the DegreeLink funding, CEIS developed a new professional development function, the Course Transformation Academy, which, in conjunction with the Center for Teaching and Learning, the Library, and Information Services, provides training and assistance to faculty in transforming coursework with a focus on effective pedagogy using information technology. Within only 18 months of establishing the DegreeLink program, it became clear that additional reorganization would be necessary to meet the program's administrative and educational needs. A consultant was retained to make a thorough review of CEIS's unit mission and organizational structure in relationship to the University and to recommend further reorganization in anticipation of continued growth. Recommendations contained in the report, received in spring 1999, are being implemented, allowing CEIS to focus on its new mission and moving much of Media Technologies and Resources from Continuing Education to Information Services.

The College of Arts and Sciences and the Professional Schools. As the College of Arts and Sciences and the professional schools have evaluated their enrollment trends by department and reviewed the evolution of the disciplines represented by their units, there have been recommendations to the Trustees for significant changes to meet the needs of students and to foster greater interaction among the faculty. For example, in the College, the Social Science Education Center was reorganized to reduce administrative overhead and to strengthen the program by making it more directly responsible to the social science departments. The Department of Library Science, along with its Master's of Library Sciences degree program, were terminated. Afro-American Studies and Science Teaching Center have both evolved into departments. The merging of the Department of Anthropology with the Department of Geography and Geology allowed for some reduction in administrative overhead and also allowed this unit to achieve program synergy in the area of historical archaeology with some modest

The School of Business underwent significant administrative reorganization in 1997-98 with the consolidation of six departments into two in an effort to enhance efficiency, provide administrative coordination, and foster the development of a school-wide perspective. A new faculty governance structure was also established for the School, streamlining standing committees and reducing the service load on faculty.

improvements in student enrollment and grant activity. Finally, the Social Work concentration, previously part of the Department of Sociology, became a separate department and underwent rigorous accreditation approval. The program has grown steadily in its number of majors.

The School of Nursing was reorganized in 1992, eliminating the traditional model of separate undergraduate and graduate departments, unequally sized and staffed. The reorganization established the Departments of Health Promotion and Health Restoration, each with courses at the graduate, undergraduate, and associates degree levels. The School of Nursing again was reorganized, effective fall 1999, into two departments: Baccalaureate and Higher Degree Nursing Department and Associate Degree Nursing Department. In the School of Health and Human Performance, the athletic training programs were unified into the Department of Athletic Training. Additionally, sport management was moved into the Department of Recreation and Sport Management. These moves provided more viability to the programs and helped with job placement. The School of Business underwent significant administrative reorganization in 1997-98 with the consolidation of six departments into two in an effort to enhance efficiency, provide administrative coordination, and foster the development of a school-wide perspective. A new faculty governance structure was also established for the School, streamlining standing committees and reducing the service load on faculty. With the

Office of Sponsored Programs moving to Academic Affairs, the School of Graduate Studies was able to better focus its efforts on recruitment, service, and retention strategies. The School of Education underwent a realignment of the administrative support units and personnel in the Office of the Dean in order to locate responsibilities clearly in executive positions. Included in this realignment was the coordination and administrative support of all school efforts related to professional development for educators; the coordination and administrative support of all student services; and the oversight and support for offices, centers, and projects not administered by the departments.



Administrative Reorganization

The following changes were recommended and approved by the Board of Trustees.

Office of Planning and Budgets

A new vice presidential area was established in 1993, the Office of Planning and Budgets, which consolidated and restructured the responsibilities for budgeting, auditing, planning, and government relations and created a new Office of Institutional Research. In addition to performing the internal budget, planning, and audit functions of the University, this office is responsible for addressing all activities related to the state biennial budget process, interactions with the ICHE, legislature, and any other governmental agency. Combining these critical activities into one office ensured the maximum gathering and sharing of information and analysis for understanding external and internal constraints and opportunities.

Office of Institutional Research and Assessment. The Office of Institutional Research and Testing, a division of the new Office of Planning and Budgets, was created to provide the institution with up-to-date, reliable data and analysis for making informed decisions. In 1998, the responsibilities of this office were expanded to include assessment (see Chapter 4). Initiative 7 from the planning process identified the need to assess institutional effectiveness, and the Office of Institutional Research and Testing has enabled the University to better understand its students and their progress through the institution. It serves as a critical resource in the institution's interaction with the state legislature and other state offices.

Chief Financial Officer and the Office of the Controller. In 1996, following the elimination of one vice presidential division, the Office of Business Affairs, further restructuring resulted in adding the responsibilities of Chief Financial Officer to the University Budget Officer, and thus moving the Controller's Office, which is directly related to that new responsibility, to the Office of Planning and Budgets.

Administrative Affairs

In conjunction with the elimination of a vice presidential division in 1996, the Administrative Affairs division added Payroll, Risk Management, Purchasing, and Facilities Management. Responsibility for the Offices of Staff Benefits and Human Resources, both of which interact extensively with the Office of Payroll, were already in Administrative Affairs.

Division of Student Affairs

The Division of Student Affairs has grown with the transfer of several units new to the division since the last NCA visit. Units added include the Department of Public Safety, Intercollegiate Athletics, Student Publications, Hulman Center, Tilson Auditorium, and Recreational Sports. The division reorganization involved organizational structure and leadership modifications. Units of auxiliary function (save Intercollegiate Athletics) were assigned to the Assistant Vice President for Student Affairs. Most remaining units were assigned to the Associate Vice President for Student Affairs/Dean of Students. The associate and assistant, joined by the Directors of Intercollegiate Athletics, Public Safety, and Student Publications, report to the Vice President for Student Affairs. At the department level, programs and services have been consolidated. In filling vacancies, the division has minimized supervisory staff when possible, hiring entry level, direct student contact professionals. The reorganization has created a more coordinated and streamlined delivery of programs and services. At the same time, the division has enhanced and/or expanded the programs and services under Student Affairs. The most noteworthy examples include the First-Year Initiative Program, the Department of Public Safety, Career Center, Student Life Programs, Student Health Services and Promotion, Student Publications, Residential Life, and others. Additionally, the Division has reorganized the student conduct process and created Student Judicial Programs and a Student Ombudsperson.

Division of University Advancement

The Division has been reorganized to make its operations more efficient, promote an enhanced sense of teamwork among offices and individuals, and encourage greater interaction and cooperation in pursuit of common goals. Most importantly, a strategic plan for fund raising was developed that provides direction and focus to University Advancement, outlines institutional needs, establishes ambitious goals, and sets forth strategies to meet these goals. This plan was the result of a process of self-review and intra-campus consultation, using the University Strategic Plan as a primary reference point. It, in turn, serves as a reference point for developing the goals and objectives of the offices and individuals that make up the Division.

Creating a Foundation for Informed Decision-Making

In the introduction of this chapter, emphasis on informed participation and decision-making was described as a desired outcome of the strategic planning process. In the following section, the many new opportunities for involvement by all stakeholders of the University community are described.

President's Planning and Resources Council (PPARC)

The President's Planning and Resource Council (PPARC), established by President Moore, has as members the vice presidents, officers of the Faculty Senate Executive Committee, chairs of Faculty Senate standing committees, the Graduate Council, the president of SGA and the chair and co-chair of the Support Staff Council. The PPARC is an advisory body of administrative and representative campus leaders that meets regularly to provide advice in the development and coordination of internal planning processes, including strategic planning, enrollment planning, educational services planning, financial and resources planning, and facilities planning.

Campus Leaders' Reports to the ISU Board of Trustees

The recommendation by the President to the Board of Trustees that it provide the opportunity for faculty, student, and support staff leaders to report to the Board at its regular meeting was accepted by the Board, which then invited the leaders of the representative bodies to sit with the Board and administration at its meetings. These leaders' reports are included as official agenda items.

The President meets with the SGA President, the President of the Support Staff Council, and the Chairperson of the Faculty Senate before each Board meeting to discuss Board agendas. These informal sessions provide the leaders of these representative groups more detailed information about key items on the Board agenda.

President's Leadership Retreat

The President's Leadership Retreat, begun by President Moore, is a composite group of faculty, administrators, staff, and students that meets at the beginning of the academic year to provide information of critical importance to the campus and to solicit input during a two-day discussion on upcoming issues for the academic year.

Governmental Relations and Legislative Contacts

The President, the Vice President of Planning and Budgets, and the Associate Vice President for Governmental Relations and Planning have as a primary responsibility to represent the University before all governmental entities. Thus, a large part of their time is spent meeting informally and formally with legislators and other state leaders to convey information to the University's external stakeholders, informing them of ISU's mission and other policy issues, and promoting ISU's visibility among higher education institutions within Indiana.

Informal Meetings of the Vice President of Planning and Budgets

The Vice President and her staff meet with various groups of faculty, administrative and professional staff, and support staff, to discuss state issues and initiatives and to share budget information with these important representative groups.

Communication Tools

Effort by the administrative leadership to improve communication across vice presidential areas and between and among the administration, faculty, and staff continues to remain a high priority. The current administration has been very proactive in its effort to create an atmosphere of open communication. There have been many open forums to discuss important topics such as the budget, revision of the retirement program, performance-based pay, salary equity, and strategic planning.

The President's Newsletter. A communication to the campus community and external stakeholders, *The President's Newsletter* outlines issues of immediate concern to the University.

Regular Meetings with Elected Faculty Leadership. The President and Provost meet monthly with the Faculty Senate Executive Committee to discuss issues in an informal manner.

Meetings with Academic Department Leadership. The President and Provost also meet informally with departmental chairs on a semester basis to address outstanding issues.

College/School Forums. The President and Provost visit the College and schools on a semester basis for informal communication with the faculty.

Meetings with the Campus Community. The President, Provost, and Vice President have informal meetings, frequently over breakfast or lunch, with small groups of students, faculty, and staff members on a regular basis. The invitees are chosen at random to assure that the President hears from the broadest array of opinions.

Involvement of the Board of Trustees.

The Board has asked that the administration schedule regular seminars to coincide with Board meetings to provide updates on important University initiatives. Board members have been increasingly visible in University activities, thus allowing more interaction between the Board and campus groups.

It should be clear from these examples that a great deal of attention has been paid to communication, consultation, and collaboration in this decade, a period of rapid change for the University as the administration, faculty, and staff have responded to the changing environment in which they operate. The accomplishments documented throughout this process are the result of an increasingly open and consultative process. Much emphasis has been placed on informed decision-making based on rigorous institutional research and discussions with the University community. At ISU, through the governance systems of our representative internal and external groups, through careful reorganizations, and through scholarly investigation of administrative practices, we have tried to become a more agile, dynamic, and inclusive institution.

Challenges for the Coming Decade

The major challenge for any university in the coming decade will be the rapid change that is becoming an important element in every facet of our lives. Sharing information, fostering discussion among all stakeholders, and creating organizational structures that meet needs efficiently and effectively will be essential to maintain a robust and vibrant educational institution and ensure that the governance procedures of the representative groups permit rapid response in making recommendations for change to the Board of Trustees. The following examples provide topics to be discussed as we move further into the planning process to update the 1994 Strategic Plan.

Finding Common Ground

Continued effort must be expended to establish opportunities to understand the external and internal driving forces that will continue to shape our decisions. As for any representative organization, communication, discussion, and collaboration are critical factors and often difficult achievements. ISU must continue to offer opportunities for all stakeholders of the University community to participate in discussions of importance. In this decade, ISU has progressed to be, quite possibly, the most open institution in the state.

Principles for Civil Conduct

With relentless change comes increased tension between the traditional academic culture and the need for rapid response. It has been suggested that a review of principles for civil conduct be made and the results discussed and implemented to safeguard reasonable and open discussion of the many challenges that will continue to confront the University community. Organizations such as the American Association of University Professors (AAUP) have already recommended principles for civil conduct that could form the basis of campus discussion.

Updating the University Handbook

The University Handbook (Exhibit 5) is often revised by either administrative or Senate action or the joint efforts of both. However, sometimes these revisions are not quickly recorded in the printed handbook. Thus, while changes have been made, due to a lag time in publication, the *Handbook* may not include them, causing confusion among university constituents. One solution may be to place the *Handbook* online where ease of additions, deletions, and revisions reflect the most current policies and procedures. In addition, the full text of the Indiana statute regarding the powers and authority of the Trustees of the University, the ICHE, and any specific legislation regarding legislative mandates should be included in the *Handbook*.



Faculty and Staff Orientation

The NCA Combined Leadership Committee recommended that new faculty and staff orientation sessions include information on governance and University organization. It has been frequently observed that there is a need for better understanding of the organization of decision-making and accountabilities within the governance structure.

Facilitating Efficient Decision-Making Processes

A continuing effort is needed to review administrative practices and streamline the governance procedures to be able to respond quickly and effectively to changing opportunities. Special attention should be given to the approval process and the interdependent relationships involved in shared governance along with timely recommendations to the Board of Trustees.

Faculty Governance

The relationship between the individual School and College governance structures and the University's Faculty Senate needs to be clarified and refined to be more responsive and efficient. A perception exists that the roles and responsibilities of School and College representatives to the Faculty Senate may be insufficiently clear, and that a spirit of cooperation is needed to create the best program. Some type of liaison system between the Faculty Senate and the School and College governing bodies should be

established. In addition, although the present Senate leadership has made some effort to use electronic communication to apprise faculty constituents of Senate issues and actions, these efforts must continue and increase so that constituents are able to provide input on the basis of current and accurate information. Finally, when the need for a task force arises to address a major issue that is within the primary authority of the Senate but that would require too much of the time of a Senate standing committee, the administration should continue working with the Senate to establish task forces or ad hoc committees to address the issues.

Multiple Levels of Review

Despite significant reorganizations that have realigned units and personnel in an effort to improve effectiveness, a perception still remains that a silo mentality persists on the campus, and that some organizational structures are overly hierarchical. For example, the tightly structured curriculum process, despite the improvements in efficiency resulting from the Curriculum Approvals Procedures Manual (CAPS) revisions (Exhibit 37), still has multiple levels of review. Certainly, the reviews by the University Curriculum and Academic Affairs Committee and the Faculty Senate help support the concept of an integrated University rather than a collection of autonomous Schools and College. The Faculty Senate has indicated sensitivity to the need for efficient decision making. Examples include recent work on the General Education Program and the fast track option for revision in majors. Nevertheless, the University, working with the Faculty Senate, should continue the ongoing process of striving for efficiencies between College/Schools' governance review processes and the Faculty Senate.

In sum, the Senate, in its relationship to the schools and College, is perceived, at times, as placing expedience over creating innovative programs. At other times, the multiple levels of curricular review necessary for preserving an integrated university cause the Senate curricular process to seem slow. The Senate leadership needs to remain aware of these concerns and work to ensure a curricular process that allows for expedience without sacrificing quality.

Administrative Efficiency and Effectiveness

Budget Development

Centralized and decentralized budget development and expenditure authority and accountability need to be examined. Over the past ten years, budgeting has become somewhat more flexible with the ability of schools and departments to carry forward funds. Nevertheless, budget development and expenditure authority remains very centralized and thus may reduce the University's ability to be responsive.

Administrative Performance

As in all large and complex organizations, ISU faces the challenge of maintaining efficient and effective administrative structures and practices. Many of the reorganizations discussed in this chapter stem from a need to improve in this area (e.g., CEIS, Distance Education, Financial Aid). In recent years, though, the faculty has expressed frustration with the graduate school, financial aid, and new curricular proposals. While efforts have been and are continuing to be made to improve the administration of these and other areas, the University must ensure that these efforts lead to both efficiency and effectiveness through continued assessment. While ISU's proportion of professional staff to faculty members does not seem excessive according to DUBY-Feinauer, these challenges, nevertheless, take place in a context of limited resources. ISU must strive to create structures and practices resulting in an agile and lean administration.

Enhanced Organizational Links

Communication within the governance structure needs to be improved by providing links, through reports or representation, between administrative advisory committees and faculty government.

Graduate Programs and Procedures

Graduate curriculum, procedures, and processes need to be examined to determine what should be centralized in the Graduate Office or decentralized to the College/Schools in order to create a more responsive and efficient operation.

Administrative and Professional Staff Representation

While many of the stakeholders of the University do have formal bodies representing them, the professional staff does not, and therefore, they have limited capacity to formally interact outside of the direct line of organization. To address this difference, careful consideration must be given to ways to provide adequate input for this group of employees.

Conclusion

Ongoing scrutiny is needed into how decisions are made, how the stakeholders are informed, and how well the current administrative structures and governance procedures to facilitate informed decision-making and ensure accountability. Much progress has been made in this decade in opening up the process and asking for scholarly attention to the complex issues surrounding higher education today. Communication, involvement, understanding, and acceptance of the accountability that accompanies decision-making are key challenges that will continue to be addressed in the planning process.

Chapter 8: Information Technology and Planning Implications



Chapter 8: Information Technology and Planning Implications



The dramatic evolution of information technology in the past decade has forever changed all institutions and how they interact with our constituencies. It has changed and will continue to change the way knowledge is organized, transmitted, assessed, and accessed. It has opened new markets and changed existing ones. As we entered the 1990s, there was a clear understanding that, with the transition from mainframe computers to personal computers (PCs), there would be a need for greater investment in technology for the faculty, students, and staff. There was no clear understanding of how fast change would occur. The beginning of this decade witnessed a proliferation of the use of PCs and a dramatic decline in their cost, with concomitant increases in speed and capacity. The life span of hardware and software changed dramatically. It seemed that by the time an order for hardware and software was processed and delivered, the upgraded version was being advertised. With the advent and rapid acceptance of the internet came the need for a whole new category of employees to provide technical support for the information network infrastructure. With the dramatic changes brought about by this new world of information technology, all institutions, including ISU, confronted the need for rapid replacement of equipment and software, for the creation of an information infrastructure

network, for new support personnel, and for the training of all personnel. Every institution has had to address the issue of how to serve an expanding marketplace with new competitors and very different opportunities.

In this chapter, we show how ISU has responded to these new challenges. First, we address cost and budget issues, for the onset of the information technology world brought with it a whole new category of budget needs, and the state fiscal environment during the first half of the decade did not provide opportunities for new resources. Next, we discuss two categories of significant changes and achievements:

- ❖ providing the physical and staff resources for information technology and
- ❖ examining the program and pedagogical achievements that have taken place as a result of new opportunities.

Resources

By the mid 1990s, ISU, like most other institutions, was challenged to find the resources to keep up with rapid innovations in information technology. The state of Indiana was undergoing severe financial pressures that curtailed ongoing increases for higher education. In fact, for three con-

secutive years, ISU experienced actual declines in state appropriations to its operating budget. Budget reallocations were necessary to begin to build an ongoing base for acquisitions and personnel. One-time monies were also committed for these expenditures which were demanding more than the University's ability to reallocate base dollars. In the 1997-99 biennium, budget pres-

sures became budget surpluses, and the state was able to provide substantial amounts of one-time appropriations (for one-time capital expenditures) for information technology as well as smaller amounts for the operating base. Figure 16 details the new expenditures for information technology made during this decade from all sources.

Figure 16
New Money for Technology

	University		State		Federal
	One-Time	Operating	One-Time	Operating	
Library Acquisitions (1990-99)		\$764,063			
Computer Acquisitions (1994-97)	\$1,100,000				
Information Services (1996-2000)	\$1,000,000				
Student Computing Center – 1991			\$1.8 Million		
Information Technology Infrastructure (1997-99)				\$1 Million	
Tunnel Re-wiring			\$2.7 Million		
SBA Grant					\$1 Million
DegreeLink (1997-99)			\$900,000		
(1999-01)				\$500,000	
Technology (1997-99)			\$3,000,000		
(1999-01)			\$4,814,518		

Total One-Time 1990-99	
University	\$2,500,000
State	\$14,219,518
Federal	\$1,000,000

Total Additions To 1990-99	
University	\$2,014,063
State	\$1,023,000
Federal	\$3,037,063

Source: Office of Planning and Budgets

As seen in Figure 16, in the early years of the decade, any new expenditure for information technology came from reallocations within the existing University operating budget. In early budget discussions in the President's Planning and Resources Council, faculty representatives made very clear their high priority for continued investments in the Library. The budget for Library acquisitions grew by 77 percent during this time when the total operating budget for the University grew by only 24 percent. The decade saw expenditures for documents in digital format increase from \$45,000 (5 percent of the budget) in 1990-91 to \$216,253 (12 percent of the budget) in 1998-99.

In the history of American higher educa-

tion, rarely has a whole new category of obligatory expenditures demanded such attention. While not exclusively impacting higher education, the information revolution has been of particular significance to universities as it has been within their confines that much of the new technology has been developed. The need for higher education to keep current has significance for future technological development as well as for the availability of a well-formed workforce for the global economy. The ISU community has devoted much time and energy to collectively formulate strategies to meet the challenges imposed by the technological revolution and has witnessed dramatic improvements and successes.

Achievements in Information Technology

Improvements, innovation, and success can be documented in two major categories. First, there has been a major effort to create an infrastructure to support the technological advances. This support is manifested in both physical and staff resources. Second, technology has brought program and pedagogical achievements as a direct outgrowth of the expanding horizons created by technology.

Creating the Technical Infrastructure

For staff involved in information technology, the environment has undergone its most dramatic changes from 1990 to the present through reorganizations, upgrades, and expanded services in all units.

Administratively, during this period, ISU information technology units have consolidated into a single, coherent administrative unit, purchased and installed significant new hardware and software platforms, and developed a range of new services and resources. These changes have served the academic environment in multiple ways. First, they have provided the up-to-date, technological environment for the students, faculty, and administrative and professional staff that the taxpayer expects. Access to information for the classroom, research, and administrative tasks, is faster and broader. Access for students to higher education, or just to additional training, is more readily available.

The most notable accomplishments in the area of information technology are grouped into the following four categories.

- ❖ Service improvement
- ❖ Resource enhancement and facilities improvement
- ❖ Information literacy and outreach accomplishments
- ❖ Consolidation, reorganization, and administrative improvements

Service Improvement

Two units of the University are involved in providing information technology services to the campus. These units have had several configurations and name changes, described in the section on "Consolidation, Reorganization and Administrative Improvements." For convenience, units are identified by their current titles.

The Library is one of the primary information providers, and, during the last ten years, its primary contributions have included:

- ❖ the implementation of electronic reference, interlibrary loan, and reserve services, including a CD-ROM network of databases and electronic access to a variety of databases, including full-text resources, through the online catalog and Library webpage, resulting in 2,500,000 electronic accesses to Library resources in 1997;
- ❖ the implementation of Endeavor's Voyager as the new Library management system; and
- ❖ The development of DION (Diversity Information ONline) and other cultural diversity initiatives.

An equally important unit of the University is the Information Technology unit. During the last ten years, its primary contributions have included:

- ❖ the development and implementation of a formal policy on the use of information technology resources;
- ❖ the implementation of tracking software (ESP in 1995 and Remedy in 1998) to improve Help Desk services, including handling a 400 percent increase in calls between 1995 and 1998, improving the client satisfaction rate to 92 percent, and establishing a Student Help Desk in Cromwell Residence Hall, site of the residential elements of the First-Year Experience Program;
- ❖ the outsourcing of repair services of all campus microcomputers as well as the sale and installation of network interface cards to students in residence halls;
- ❖ the development of a model of mixed distributed and centralized front-line support for computing at the College and School level.

Improvements in technology have also provided opportunities for better tracking of student progress toward meeting degree requirements. The Degree Audit Reporting System (DARS) developed at Miami University and implemented at many universities was acquired in 1994 for this purpose and implemented by the Institutional Computing Services unit. This system, which evaluates a student's progress toward meeting degree requirements, serves as a valuable advisement tool, allowing a student to select the appropriate courses for completing requirements.

The Institutional Computing Services component of Information Technology has computerized and transformed the entire administrative segment of the University. Between 1993 and 1998, they planned, managed, and implemented the migration to SCT's (Systems and Computer Technology Corp.) BANNER product for all administrative functions. SCT's BANNER Series for Higher Education includes five integrated systems - alumni, financial

aid, finance, human resources, and student - that use client/server technology and sophisticated databases to deliver administrative functionality.

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The Telecommunications and Networking Services component has provided a variety of improvements in services including the following.

- ❖ Implementation of an audio conference bridge to support distance education
- ❖ Implementation of automatic call distribution capability to handle in selected offices high volumes of incoming calls in selected offices

- ❖ Installation of a private E911 (emergency response) system
- ❖ Establishment of a voice mail system
- ❖ Implementation of a new PBX telephone switch
- ❖ Implementation of network-based video services

Taken in total, these changes have transformed the information retrieval and communication system of the campus, creating a totally wired, computerized, and connected environment.

Enhanced Resources and Facilities Improvement

There have been sizeable investments in other resources and facilities to make the transformation to an information technology culture possible.

- ❖ The Library has expanded access to resources in satellite locations, including the Music Library, Career Center Library, Women's Resource Center, Media Technology Center, and African-American Cultural Center.
- ❖ Library and computing physical facilities have been renovated to improve usability.
- ❖ Faculty Computing Resource Center (moved in 1997-98 to CEIS) was established to support the integration of technology into pedagogy.
- ❖ With the construction of the Student Computing Complex, labs expanded dramatically from 9 labs with 165 PCs open daily with limited hours to a 24-hour-per-day operation consisting of 18 labs with 391 PCs. In ISU's *Annual Report of Key Financial Indicators* as of June 30, 1998 (Exhibit 40), prepared by the Office of Planning and Budgets for the University Trustees, it is noted that the average number of microcomputers per full-time equivalent (FTE) student is 1 to 8. National comparisons for public universities show 23.2 students per institutionally-owned computer available in labs or clusters.
- ❖ Student servers were developed to provide all students with e-mail accounts and most with webpage capability.

- ❖ A four-year replacement cycle for all public lab microcomputers and faculty workstations was implemented and funded.
- ❖ Continuous extension and improvement of the campus network was undertaken, including the following:
- ❖ Connection of all offices, classrooms, and residence hall rooms to the campus network, requiring expansion of the fibercable plant by 600 percent.
- ❖ Migration from a routed to a switched architecture to improve network speed and reliability.
- ❖ Implementation and continuous expansion and improvement of modem pool access.
- ❖ Provision of primary node access to the Indiana Higher Education Telecommunication Systems (IHETS) Across Indiana State Backbone for voice, data, and video services (the history of this network's development can be found at <http://web.indstate.edu/acns/tech-supp/info/network2.htm>).

Information Literacy and Outreach Accomplishments

In addition to these improvements in service and in resources and facilities, information literacy and outreach have also increased throughout the University, supported primarily by the information technology units.

- ❖ The Library has supported distance learners through a 800 number for reference assistance and document photocopying and delivery. Librarians have coordinated activities with librarians at Ivy Tech State College sites, and there has been active participation in the development and implementation of DegreeLink services.
- ❖ The Library established a computer classroom for library instruction and orientation and developed orientation programs and workshops for the students and faculty on electronic resources, serving approximately 10,000 students annually.
- ❖ Information Technology developed a student handbook on information technology resources, services, and policies.
- ❖ Information Technology provided training workshops for the faculty, students, and staff, including over 400 faculty and staff workshops, more than 600 student workshops, video- and computer-based training, and a variety of consultant and support programs for University offices.
- ❖ In 1997 and 1998, Institutional Computing Services hosted two annual Midwest BANNER Users Group conferences.

Consolidation, Reorganization, and Administrative Improvement

Creation of the Information Services (IS) Division

The information technology units of the University have undergone a consolidation and reorganization of services, the most significant of these occurring in November 1993, when Academic Computing and Networking Services, Institutional Computing Services, Telecommunications, and the Library were integrated into the single administrative unit of Information Services (IS), headed by the Associate Vice President for Information Services and Dean of Library Services. That change followed what was evolving into best practice nationally in the organization of the new field of information technology. Through collaboration with the students, faculty, staff, and administration, improvements in information have occurred.

The results of this consolidation include establishing a University-wide plan for identifying and meeting future information technology needs, providing an information services advisory committee structure that emphasizes customer needs, establishing help desk and maintenance services for personal computers, expanding access to library services through the use of technology, and integrating telecommunications services into instructional delivery.

Input from the campus community has been important as IS has become the primary unit responsible for planning and implementing of information technology. The full IS staff of meets regularly for information sharing and professional development activities. All advisory committees include and integrate the units with appropriate faculty and administrative representatives, resulting in integration and consensus of thought and knowledge. Inter-unit committees enable cooperation in sharing and implementing ideas.

Recent organizational re-envisioning has further consolidated the IS structure in support of its core mission and values. There are now two primary units: Information Technology, including Users Services, Technical Support, Institutional Computing Services, and Telecommunications and Networking Services; and Library and Information Resources, providing traditional and electronic library resources and services and information literacy and outreach services.

Reorganization within IS units

The Library has experienced a series of administrative reorganizations that include the following.

- ❖ Development and implementation of a series of teams to replace the Systems (professional staff) and Electronic Information Services (faculty) structures.
- ❖ Coordination with IT Users Services to develop a process for answering library questions received at the Help Desk, and, with IT Technical Services, to share a professional computing staff position.
- ❖ Development and implementation of a public relations function (since expanded to include all of IS) and a staff training and mentoring program.

Similarly, Information Technology has reorganized to coordinate its services with faculty liaisons in each of the five Schools and the College of the University. Institutional Computing Services has included the coordination of users groups and training programs for the BANNER conversion and Telecommunications Services provided user offices with training on telephone services.

Beyond the activities of the information

providers, the activities of those involved in providing instructional delivery with video- and web-based systems for groups of students are an equally important part of the overall services provided by Information Technology.

The consolidation of IS units has served the University community by enhancing institutional responsiveness to the information technology needs of its various constituencies. Certainly, the sharing of skills and ideas from individuals within the units has enriched services and increased external confidence in the operations of the division. There is also a perception that those not in IS are participants in the evolution of the new structure. Faculty members are invited to serve on the committees, and representatives of the units within IS seek their opinion in similar measure. Overall, the consolidation, particularly in the last two years, has resulted in greater campus confidence in the relationships between IS and the campus community. We need, however, to continue to evolve ways to make links between these three systems as efficient and functional as possible.

Program and Pedagogical Achievements

Expansion of the Access Mission

Goal 3 of the Strategic Plan calls for service to new clienteles and recognizes that distance education could provide greater access to courses and programs to underserved as well as place-bound and time-bound populations. In the early years of the decade, a statewide partnership was formed among the public and private institutions to use the IHETS more effectively through the coordination of course development and delivery. ISU was one of the first universities to provide full program offering over this two-way audio, one-way video system. The baccalaureate and master's level programs in Human Resources Development became available statewide during this time. Toward the middle of the decade, with the technological developments occurring through the almost universal availability of the internet, accompanied by state mandates for greater articulation with Indiana's two-

year institutions, ISU worked to provide more programs through the evolving statewide network and over the internet.

ISU faculty, working collaboratively with faculty from Ivy Tech State College, began to work on program articulation in workforce programs. This collaborative effort represented the first time in the state's history that a baccalaureate-granting institution agreed to fully articulate associate's degree programs of the state's two-year institutions with its own baccalaureate degrees. This initiative, known as the Partnership for Post-Secondary Participation, later changed to the more descriptive and memorable name, DegreeLink. ISU requested funding for this program in the 1997 legislative session and received ongoing base funding of \$500,000 per year plus a one-time appropriation of \$900,000 for start-up costs. In the first 12 months of the program, coursework was delivered primarily through the IHETS/broadcast satellite network, with increasing preparation for the more flexible internet delivery of most newly developed courses. Courses are delivered through a combination of the internet, satellite video, and videotapes. An audio conferencing bridge was installed in summer 1998, and video conferencing capability became operational in spring 1999.

Currently, nine baccalaureate degree completion programs are available statewide as part of DegreeLink, including Electronics Technology, Industrial Supervision, General Industrial Technology, Human Resources Development, and Business Administration. Additional degrees were approved for statewide delivery by the ICHE during the summer of 1999: Vocational Trade-Industrial-Technical Education, Criminology, Insurance, all baccalaureate completion degrees, and two Master's level degrees in Student Affairs Administration and Nursing. Enrollments for DegreeLink continue to increase. By August 1999, 167 students had enrolled, up 33 percent from all of fiscal year 1999.

Partnering with Other Institutions

The ability to reach students without regard for geographical and time limitations has allowed institutions to pool resources to provide programs too expensive for delivery by one institution alone. ISU's Ph.D. in

Technology Management is a good example of partnering innovation. The National Association of Instructional Technology recognized in its national meetings the need for doctoral level credentialing for emerging technology. Working with eight other universities around the nation, the ISU School of Technology received approval by the CHE for a Ph.D. in

Technology Management in the spring of 1998. Each of the eight institutions involved contribute courses on their campuses and via distance education. Not only is this the first Ph.D. in this emerging field, but it is also the first Ph.D. offered collaboratively using the expertise of the faculties of nine institutions.

Program and Pedagogical Support

With the ability to offer courses with technology came the realization that the faculty would need technical support and development opportunities to change their pedagogy to fit the new means of delivery. Through the cooperative efforts of IS and CEIS, several support units have been created.

The Office of Distance Education

The Office of Distance Education was reorganized in the summer of 1999 to consolidate program support for the development and delivery of all courses offered via technology and correspondence study. Faculty development, course development, course delivery, and program management are among the office's primary responsibilities as shown below.

ISU faculty, working collaboratively with faculty from Ivy Tech State College, began to work on program articulation in workforce programs. This collaborative effort represented the first time in the state's history that a baccalaureate-granting institution agreed to fully articulate associate's degree programs of the state's two-year institutions with its own baccalaureate degrees. This initiative, known as the Partnership for Post-Secondary Participation, later changed to the more descriptive and memorable name, DegreeLink.

The Course Transformation Academy (CTA)

The Course Transformation Academy is a faculty development program designed for faculty members preparing to use technology in their teaching. The goal of the CTA is to provide faculty members the time and resources to investigate, create, and utilize alternative instructional strategies by exploring ideas about teaching, learning, course design, and educational technology. The CTA was established to meet the need to familiarize faculty with:

- ❖ instructional and distance education technologies;
- ❖ options for course design, including synchronous and asynchronous modalities;
- ❖ the learning needs of adult and non-traditional students; and
- ❖ the pedagogical implications of teaching distributed learners.

The CTA effort is led by Continuing Education, which partnered efforts with the Center for Teaching and Learning and IS to develop and offer the CTA. Less than three years after the program's inception, nearly a quarter of the ISU faculty have attended the CTA. Initial funding for this program came from the DegreeLink appropriation, with additional resources provided through reallocation of efforts within the Continuing Education division. In addition to the CTA, Distance Education facilitates several other faculty development workshops to meet the varying needs of faculty members at different stages of incorporating technology into teaching.

Support for course design, development, assessment, and editing is available to faculty members developing distance education courses utilizing web, television, videotape, or other technologies. Staff members include instructional designers, web programmers, computer graphics specialists, multi-media developers, and a course editor. Faculty members requesting assistance complete a course planning guide, meet with an instructional designer, and work with a team of developers to plan and implement the course. Mini-grant assistance for course development is also available through Continuing Education/Instructional Services. Faculty course developers receive a monthly electronic newsletter and are profiled in an annual publication about faculty innovators.

A range of course delivery services are available through CEIS to faculty members

offering courses via distance education. These include course management assistance, student support services, and technology support services. In addition to serving as an interface for the students and faculty for technology-mediated course offerings, CEIS communicates and coordinates pertinent course information with statewide learning center coordinators.

A testimony to the innovation and sophistication of the Distance Education unit is a newly awarded federal grant of approximately \$1.15 million from the U.S. Department of Education. This grant is one of only 29 awarded from a field of 653 proposals and will provide resources for the design and development of an electronic performance support system called the Virtual Instructional Designer (VID). The VID is basically a website that will provide desktop assistance to faculty members developing and designing online asynchronous courses. It will provide a comprehensive, customized learning plan to help faculty members think through the learning needs of their students, the best uses of media technologies to support that learning, how to set priorities and benchmarks for completing the course development, and what kinds of examples and models of best practices exist in the online world.

Media Technologies and Resources

Media Technologies and Resources (MTR) was established in 1995 in the Continuing Education division as a combination of Television Services and the Audio-Visual Center. MTR provides a broad range of media services and resources to support and enhance effective teaching, research, and outreach. MTR also offers a wide range of expertise in the media field including photography, photo reproduction, graphic design, computer graphics, audio recording and reproduction, satellite teleconferencing, video production, and the administration of a broad-based educational media program. This unit has now been moved under the administration of IS to consolidate in that unit all technical support for the University.

The Faculty Computing Resource Center

The Faculty Computing Resource Center (FCRC) provides multimedia services to the ISU faculty, including one-on-one assistance, integration of teaching with technology, instructional workshops, and technical troubleshooting.

Library Services

Library Services provides general student orientation services, new faculty orientation, and instruction to individual academic classes. Internet and electronic reference tools workshops began in 1994. Over 1,600 members of the campus community have participated through fall 1998 (not counting course-related or some special internet workshops). Library Services has provided technology instruction in Center for Teaching and Learning Summer Institutes, Winterfest, and the CTA.

Information Technology Users Services

Information Technology (IT) User Services provides public laboratories, documentation, computing workshops for the faculty and students, and consulting services that support teaching with technology. Over 1,000 people have participated in IT instructor-led courses for the faculty and staff since their inception in August 1995. Taught by ISU faculty and IT staff members, these courses cover basic to intermediate computing skills and are free to the ISU faculty and staff. Instructional support is also provided with available orientation, e-mail, and applications sessions for individual academic classes.

Information Technology Technical Support, with Information Technology Telecommunications and Networking Services

Technical Support and Telecommunications and Networking Services provide mainframe and minicomputer access, a host of data communications hardware, a campus-wide local area network, and connections to the internet. An additional server was added early in 1998 to support the posting of instructional files for online components of courses. CourseInfo's Interactive Learning Network software was purchased

and installed to facilitate online course delivery. The faculty can request class network accounts, mainframe accounts, and discussion for their courses. Remote access to the university network is provided via dial-in

modem pools. In the fall of 1998, an additional modem pool was added, providing 47 lines with a 25-minute limit for use by faculty and staff members accessing e-mail or other brief internet access needs. The goal was to reduce the wait time for lines in the public modem pool. Additional residence hall network connections, also completed in 1998, should also reduce the load on the dial-in pool.

The technological changes of the 1990's have brought an enormous transformation to the ISU campus. Like all institutions, ISU has struggled to modernize its equipment and infrastructure to provide students and faculty with state of the art experiences. Such rapid change has been difficult, yet we believe that much progress has been made. However, we need to constantly assess our progress and adjust our programs and practices to fit a constantly changing environment.

Policy Issues

Distance Education

The increasing ability to reach new populations will require the University to establish criteria for prioritizing distance-delivery programs through partnerships, and in-service to business and industry. Faculty compensation issues related to the development and transformation of courses as well as course load assignments must be addressed. Issues of intellectual property have been raised nationally. ISU has addressed that issue with a new intellectual property and copyright policy recently approved by the Board. ISU has been heavily involved in distance education delivery for only a few years, and it is inevitable that these important policy issues will continue to evolve with the growth of our own experience and the experience of American higher education in general.

The Faculty Computing Resource Center (FCRC) provides multimedia services to the ISU faculty, including one-on-one assistance, integration of teaching with technology, instructional workshops, and technical troubleshooting.

Assessment

A comprehensive and systematic assessment policy should be developed and employed to determine the educational and social consequences of using information technologies in the classroom. This should include measures of student satisfaction as well as the impact of information technologies on specific dimensions of the learning process.

Course and Faculty Development

With the Center for Teaching and Learning, CTA, and other support services provided to faculty and staff, an extraordinary effort has been made to provide the faculty with support for integrating technology into pedagogy. Emphasis on these support services must continue since information technologies function as powerful stimuli for preconceiving the nature, organization, content, and presentation of course materials.

Learning with Technology

ISU recognizes that learning with technology complements teaching with technology, as evidenced by the information technology literacy requirement in the newly adopted General Education requirements. With the strong support of the Student Government Association, students entering under the new requirements must demonstrate information technology literacy, including the ability to identify and access appropriate information resources, to think critically about those resources, and to synthesize new information. The Faculty Senate has established an ad hoc committee of Library and academic faculty members to develop guidelines for the new requirement. Continued assessment and review of this requirement will be necessary.

Resource Allocation

The Information Technology Advisory Committee should study the value and cost of private labs vis-a-vis public labs and propose strategies which will support the best allocation of the University's resources. Public computer centers are those that provide access to a broad range of standard hardware and software for a variety of academic disciplines. Fiscal support for staffing and renewal is provided as part of the University's overall information technology

responsibility, administered by IS. Private computer centers are those developed to meet the specific needs of a discipline and supported by the academic program(s) involved.

Strategic Planning

The Strategic Planning document for IS must be continually reviewed and updated to stay current with the rapidly changing environment. Given the pervasive impact of information technology on the University, an Information Technology Master Plan (ITMP) should be developed. The ITMP should be tightly coupled with the Academic Master Plan and both planning documents linked to the Facilities Master Plan. The ITMP would inform annual planning, budget priorities and human resources management and provide timetables for implementing information technology in support of the University's mission. The ITMP should be developed by a group representative of the University's constituencies, with IS charged with the regular review and implementation of the ITMP.

Student Services

Continued attention must be given to developing and regularly assessing the quality of the services provided to students taking courses at a distance. Given the relative novelty of this opportunity, the national experience is limited, but in the next few years, there should be a growing pool of information regarding which services most facilitate a student's chance for success. ISU will need to be in the vanguard of this research.

Conclusion

The prevalence of information technology on ISU's campus today bears no resemblance to the campus of ten years ago. Like the rest of the world, ISU has had to embrace the rapid changes brought on by the information revolution. Although we have made significant progress in this area, we understand that change is a constant in our culture. The challenge for the future is to create the fiscal and cultural agility to respond quickly yet judiciously to emerging information technology.

Chapter 9: Campus Physical Resources



NCA Self-Study Report

Introduction

As ISU expanded in the 1960s, the campus grew through the acquisition of surrounding urban areas. Prior to 1975, the energies and interests of the University generally centered on the need to acquire realty, buildings, and resources to accommodate the enrollment increases of the 1960s. Beginning in 1975, the University assigned a high institutional priority to the improvement of its physical facilities and resources. ISU converted residence halls into classrooms and office buildings; purchased and remodeled commercial and residential buildings for institutional use; and acquired contiguous land for parking, utility, and recreational purposes. One result of this growth-related activity was the acquisition and use of buildings that were inefficient and expensive to operate, inadequate for their intended purposes, and, in many cases, beyond repair or renovation. A major feature of institutional interest in this last decade has been the elimination, replacement, or conversion of many substandard, inefficient, and uneconomical buildings.

At the time of the last NCA self-study, the University had developed the first Master Plan for campus improvement and had begun to make progress in closing the streets that ran through campus to create green spaces, in consolidating and improving facilities, and in demolishing substandard structures. During this decade, much progress has been made in fulfilling the goals of the 1986 Campus Master Plan. The 1994 *Strategic Plan* (Exhibit 1) identified the need to review the progress made since the older Master Plan and to develop an update for future investments.

This chapter outlines some of the most significant accomplishments ISU has made in linking its physical facilities to the academic goals stated in the University's 1994 *Strategic Plan*. Although these accomplishments are significant, the process of transforming cityscape into a college campus designed to enhance student growth and learning will continue into the next biennium. The issues and plans involved in maintaining this endeavor are also presented in this chapter.

Achievements

The guiding principles used for the second phase of the Facilities Master Plan (Exhibit 38) and their origin in Initiative 13 of the 1994 *Strategic Plan*. The principles are designed to:

- ❖ facilitate and enhance the academic mission of the institution,
- ❖ improve the ambiance and quality of campus life,
- ❖ establish stronger lines of physical integrity and cohesiveness,
- ❖ strengthen the student's sense of campus culture and community, and
- ❖ enhance the internal and external aesthetics and ambiance of the campus.

Over the past several years, ISU has accomplished its goal of linking physical resources to student learning and development in a variety of ways.

Creating Space Designed for Student Growth

Enhancing Classroom Learning. Today's students interact in new ways within their learning environment. Today's blackboard is the computer, and the learning format is one of student-teacher and student-student collaboration, making physical space a much more important feature of the learning environment. As the University has added or renovated space, the faculty has been very involved in helping to design a space better suited to pedagogical needs. The recently completed buildings discussed below contribute to an enhanced campus learning environment.

John T. Myers Technology Center (completed 1998).

This building was designed to provide Technology students with state-of-the-art labs, classrooms, and study spaces. The technological infrastructure of the building serves as an open "textbook" for students to see how building utility systems function. Color-coded utility pipes have been left exposed throughout the structure. A basement comput-

Chapter 9: Campus Physical Resources



er work station allows students to simulate the engineering of the building's mechanical systems. The rooms and labs contain highly sophisticated computers, allowing students to simulate manufacturing processes and to apply modern technological approaches to solve industry's problems. This facility, planned and designed with the assistance of the School faculty, was featured in the annual report of the National Association for Industrial Technology as an example of a state-of-the-art facility for the new millenium.

Center for Fine and Performing Arts (completed in 1997). This facility allowed for the combining and clustering of programs to increase efficiency and encourage community. Built to accommodate the particular needs of students in drama, dance, music, and art, this building also stands as a testament to ISU's commitment to increasing students' sense of an interdisciplinary culture and enhancing campus aesthetics.

Student Computing Center (completed in 1993). This state-of-the-art computer center expanded total student labs on campus from 9 labs open for limited daily hours to an operation consisting of 18 labs with 105 pcs accessible 24 hours per day.

Root Hall (completed in 1989). Root Hall, housing the Departments of English, Computer Science, Humanities, Foreign Language, and Psychology, symbolizes the University's attempt to create efficiency in its buildings and to develop classrooms accommodating a variety of teaching and learning needs.

In addition to these new spaces, Dreiser Hall was completely renovated in 1990 for use by several departments in the College of Arts and Sciences and provides classrooms equipped for distance education delivery. Erickson Hall, formerly a residence hall, was totally renovated to provide office space and conference rooms for several academic departments and administrative offices and houses the International Affairs Center and School of Graduate Studies. Other facilities, Holmstedt Hall, the Science Building, and the Fine Arts Building, have received extensive improvements. During the summer of 1999, a high priority was given to renovating 44 high-use classrooms with new paint, ceilings, lighting, marker boards, and furniture.

Facilitating Other Areas of Student Growth

Classroom learning remains only part of a student's growth at ISU. Recognizing that student learning also occurs in meaningful and substantial ways outside the classroom has shaped other campus improvements.

Hulman Memorial Student Union (completed in 1990). This facility, the centerpiece of the campus, was designed specifically to enhance student integration into the academic environment. The facility has won awards for the student-friendly design of its food court. The Union houses meeting rooms, student life offices, a fitness center, a commuter lounge, and a social area, Sam's Club, complete with dance floor and pool tables. The Union's integrated design creates spaces that invite students to engage in all aspects (intellectual, social, and personal) of their academic growth.

African-American Cultural Center. The African-American Cultural Center moved in 1995 to a more desirable and much larger location closer to the campus center. The new facility provides addi-

tional program space as well as space for student organizations while simultaneously facilitating the extension of its programs and services to the entire campus community.

Residence Halls. Initiative 12 of the 1994 Strategic Plan assigned the Division of Student Life the responsibility to develop a long-range Residential Life Facilities Plan that identifies program and facility needs for campus housing. As a result, Sycamore Towers was renovated to house new students and to include administrative and academic offices and services in support of the Freshman-Year Initiative. Hines Hall was remodeled to provide living space more attractive to upper class students. This renovation involved the elimination of a common restroom and shower area on each floor and the construction of individual bathrooms for each two-person residence. The hall was also air-conditioned. Plans call for Jones Hall to undergo a similar renovation next year. Plans to renovate Lincoln Quad also are under consideration. Significant infrastructure improvements have been made in all halls to allow students to use computers and other technology from their residence hall rooms.

Athletics. During the past decade, intercollegiate Athletic Facilities have been modernized and expanded. Completed projects include the following.

- ❖ Construction of a centralized tennis facility used for academic and recreational purposes as well as by the intercollegiate teams
- ❖ Renovation of women's locker rooms in the Health and Human Performance Building
- ❖ A portable playing surface for Women's Volleyball
- ❖ Renovation of the Intercollegiate Athletic department offices
- ❖ Installation of state of the art track and field facilities at Marks Field
- ❖ Construction of the St. John Softball Complex (practice and competition fields, press box, scoreboard)
- ❖ Installation of lights, an Astroturf infield, and a scoreboard at the baseball stadium
- ❖ Removal of antiquated bleachers and remodeling of the locker room at Memorial Stadium (football)
- ❖ Renovation of the Men's and

Women's locker rooms at Hulman Center and replacement of the Tartan surface playing floor with a portable hardwood playing surface

- ❖ Construction of practice and competition fields for women's soccer, including locker rooms that can service both soccer and the adjacent baseball stadium.

Serving Students Better

University Pavilion (completed in 1992). The University Pavilion faces the University's quad and was designed to concentrate all of the students' administrative needs in one place. Admissions, Registration, Financial Aid, the Controller's Office, Academic Affairs, Planning and Budgets, Student Employment, Human Resources, and the Computing Center were centrally located to serve students more effectively and efficiently.

Department of Public Safety.

In the last year, the Department of Public Safety relocated from a far eastside campus location to a residential facility in the heart of campus. This move was made at the urging of Student Government Association representatives to better provide services where the greatest concentration of students exists. The "Blue Light" project significantly added to campus safety by placing information/emergency calling locations throughout the campus.

Americans with Disabilities Act (ADA) Improvements. The implementation of the Americans with Disabilities Act (ADA) compliance standards and guidelines in 1990 established challenges for all public institutions. All buildings constructed or renovated since then have been designed and built according to ADA guidelines. These facilities include: HMSU, Erickson Hall, Parsons Hall, Rankin Hall, the Center for Fine and Performing Arts, the John T. Myers Technology Center, Science Building renovations, and Hines and Sycamore Towers Residence Halls. Improvements to these and other ISU facilities, costing approximately \$1.25 million over the past ten years, have been funded primarily through the state's Repair and Rehabilitation appropriation. Improvements include more than 20 restrooms, exterior

and interior building signage, curbcuts and ramps, accessible door entry devices, modifications to building entries, door lever set hardware, and drinking fountains.

Creating an Effective and Efficient Infrastructure

Central Chilled Water Plant (completed in 1992). Faced with adding and renovating spaces requiring air conditioning, ISU worked with the regional utility industry to design the state-of-the-art Central Chilled Water Plant, replacing individual units with a more efficient central system. This \$6 million plant was funded through the savings generated from the replacement of older, more inefficient units and provided a model for many other institutions to study and emulate.

Other Infrastructure Upgrades. During this decade, the state legislature has provided funding for the upgrade of the electrical distribution system on the quad, replacing approximately 50 percent of the steam/condensate system tunnels and utility wires located in them, and upgrade of the technology broadband infrastructure. Through institutional and Repair and Rehabilitation funding from the state, the University has been able to enhance campus safety with upgrades to outdoor lighting.

Power Plant. In the 1999 legislative session, the Legislature approved the replacement of the Power Plant. This facility is expected to be completed in 2003.

Summary

Following the goals set forward in the *Facilities Master Plan* (Exhibit 38), the University has created an environment that is more efficient and more conducive to academic growth and has enhanced a sense of community and University spirit. In all, the University has spent more than \$130 million to create these changes. Over the last decade, the visual and functional impact of this investment in facilities improvements is one of the University's most significant strategic achievements. In addition to universal praise from the faculty and alumnae, students have indicated a high degree of satisfaction with the physical appearance of their campus. For example, a recent survey showed that over 80 percent of seniors and 81 percent of first-year students expressed satisfaction with their physical environment (Exhibits 7 and 8).

Creating A Sense of Greater Cohesion and Integration

In addition to building new learning structures, the University has also improved its overall campus layout to create a functionally integrated campus community within the city of Terre Haute. This has been achieved through accomplishing the following six goals stated in the Campus Master Plan.

Improve the physical ambiance and, thus, the quality of campus life (Goal #4).

Transforming an urban campus into a pedestrian campus is a monumental task requiring both funding and a significant commitment of staff and time. In the last decade, ISU's campus image has changed from that of an urban campus surrounded by concrete to one of Indiana's most aesthetically pleasing campus environments.

Great care was taken to create open green spaces for students to exercise, throw a Frisbee between classes, read outside, or engage in other activities to keep them on our campus and connected to the institution. Outdoor classroom spaces were built to encourage the students, faculty, and staff to gather and converse outside the conventional classroom spaces. The

University Art Collection, once kept in locked storage facilities, has been displayed throughout the campus for the pleasure and education of all. Of particular note are photographs from the Martin Collection, offering a rich visual history of ISU's traditions and commitment to academic excellence.

Following guidelines established under the Master Plan, consolidation of departments and resources emphasized links such as:

- ❖ Center for Performing and Fine Arts/Fairbanks Hall (linked by tunnel);
- ❖ Fine Arts Building/Tilson Hall (linked by tunnel);
- ❖ Technology 'A' Building and the new John T. Myers Technology Center (linked by skywalk);
- ❖ Health Center, Career Center and Student Counseling Center, consolidated at the former Student Health Center (the new Student Services Center);
- ❖ Intercollegiate Athletics relocating their coaching staffs within close proximity to one another.

Finally, over 4,000 parking spaces on campus were located conveniently along major thoroughfares in large lots with increased visibility, landscaping, and lighting

Goal # 6: Create stronger campus integrity and cohesiveness.

In addition to the obvious physical improvements, the consolidation of departments, once scattered across the campus in multiple buildings, has made a significant positive impact on our students and faculty. Also, relocating important services such as the Student Union and the Department of Public Safety has created a sense of greater cohesiveness.

Goal # 7: Create pronounced pedestrian linkages between campus functions.

Major north-south streets (6th Street) and east-west streets (Chestnut and Sycamore) have been removed and replaced with attractive pedestrian walkways constructed of high-density pavers. These walkway systems connect all University buildings, reinforcing a sense of community. In early 1999, a final enhancement of the pedestrian ways in the historic quad area will be completed as part of an \$11 million campus utility tunnel renovation project.

Goal # 8: Reduce the impact of the automobile by creating a pedestrian heart to the campus.

Without question, this goal has been met and surpassed. Today, ISU has more parking spaces than ever before that are convenient to the needs of the campus community on the campus perimeter. All parking is located within a 12 minute walk of academic facilities. Landscaping and improved lighting have gradually been added to every major parking area. The Blue Lights project has increased security as well. In addition, crosswalks and warning flashers have been added to the two major vehicular - pedestrian conflict areas.

Goal # 9: Strengthen the sense of campus culture.

Through consensus building and constituency involvement, the *Facilities Master Plan* has far exceeded its initial expectations. In the mid 1980s, it was difficult to visualize a traditional college campus emerging from the old concrete commercial buildings and loud, dirty traffic that defined the urban campus. The success of the planning effort, the support from the state legislature, and the collaborative involvement of all campus constituencies has created a campus conducive to student learning and campus pride.

Resources

These accomplishments have been made through funding from four main sources: state appropriations, federal appropriations, internal institutional financing (student services fees, residence hall fees, reallocations), and private fund raising. Beginning with the 1989-91 biennial budget, state appropriations have accounted for about 46 percent of the 130 million dollars invested; re-allocated institutional funding, 37 percent; and federal funding, 13 percent (Exhibit 39). Private sources or gifts accounted for only 4 percent of the total (Figure 17). While it could be debated whether or not the mix has been optimal, ISU has made a significant effort to diversify its reliance on any one funding source in order to create the beautiful campus we enjoy today.

Figure 17
**Sources of Capital Funding
1989/91 – 1997/99 Biennia**

Project	State	Internal	Federal	Gift
1989/91				
Root Hall	\$ 8,800,000			1,000,000
Student Union & Retail Food Court / Dede Plaza		12,150,000		3,200,000
Dreiser Hall	2,550,000			
Holmstedt Hall	1,000,000			
Lincoln Quad Upgrade		1,400,000		
1991/93				
Main Quadrangle				
Electrical Distribution Upgrade	3,800,000			
Music rehearsal Addition	5,700,000	1,600,000		
Central Chilled Water Plant		6,000,000		
Sycamore Towers Dining Upgrade		800,000		
Sycamore Towers Fire Alarm System	400,000			
Student Computing Center	1,400,000	500,000		
1993/95				
Afro-American Cultural Center	215,000	285,000		
Broadband Video Distribution		600,000		
Science Bldg. Planning & Rehab (SBA)			1,500,000	
Science Bldg. Rehab (SBA)			1,395,000	150,000
1995/97				
Erickson Hall Renovation		4,900,000		
Advanced Technology Center	13,600,000		4,815,000	
Science Building Rehab (NOAA)			6,515,000	
Science Building Rehab (NSF)		2,000,000	2,000,000	
Cromwell Hall Upgrade		2,500,000		
Rhoads Hall Upgrade		3,000,000		
Residence Hall Renovation		3,290,000		
Lighting Upgrades (energy efficiency)		860,000		765,000 (PSI)
Oakley Place		250,000		500,000
1997/99				
Science Building Rehab	1,250,000	1,350,000		
Advanced Communication Services Network	1,000,000		1,000,000	
Steam/Condensate Distribution System (Utility & Tunnel Upgrade)	11,000,000			
1997/99				
University Power Plant (Planning Funds)	1,190,000			
Acquisition of Brentlinger Bldg.	1,000,000			
Land Acquisition	250,000			
Hines Hall Renovation		6,500,000		
Fine Arts Upgrade	1,000,000	800,000		
Totals	\$61,555,000	\$49,185,000	\$17,225,000	\$5,615,000

Source: Office of Planning and Budgets

Partnerships

Clearly, ISU's major partner in transforming the campus has been the state legislature. Strong support and commitment from area legislators and community leaders have been an essential ingredient to the creation of today's campus. The University has also benefited from a good relationship with local government leaders. Without the cooperation of the mayor and the city council, it would have been impossible to close the streets to create pedestrian walkways, green space, and the separation of vehicular and pedestrian traffic. This important partnership between town and gown continues as members of the University community serve on key planning committees for the City of Terre Haute. These committees include the Terre Haute Chamber of Commerce Transportation Committee, the National Road Visitor Center Committee, the Third Street Corridor Enhancement Committee, the Charette Planning Sessions for Downtown Beautification, the Trees Ordinance for the City of Terre Haute, the Downtown Master Planning Task Force, and Heritage Trail (a Rails to Trails Bike Trail).

Investment in downtown Terre Haute is another benefit of the cooperative efforts of ISU and the local community. Both city and University leaders realize that housing above downtown businesses could create another option for student housing in our community while adding value to the downtown area. Housing development by private developers also has been fostered from this relationship, with apartments, fraternities, and sororities recently constructed both north and east of the University.



Planning Issues

Future Funding

The basic work of transforming a campus affected with urban blight to an aesthetically pleasing, environmentally sensitive, and student-friendly university campus has been accomplished. However, work remains to be completed. Many older campus facilities have not received the upgrades needed to adequately serve the academic mission or to provide access to all students. Classrooms need to be improved. Funding for the improvements of the last decade have come primarily from state appropriations. In recent years, as regional campuses located primarily in urban settings have seen substantial growth in their enrollments and as the community college partnership between Ivy Tech State College and Vincennes University attracts more students to a college education, it will be increasingly difficult for stable enrollment campuses like ISU to make a case for increased investments. The Indiana Commission for Higher Education (ICHE) has indicated that no campus should have debt service obligations for its physical facilities (which are paid by state appropriations in a line item appropriation) that exceed 10 percent of its state operating appropriation. With the construction of the recently approved Power Plant, ISU's level of debt service will have almost reached this ceiling. Significant debt reduction will not occur for the university until mid-way through the coming decade.

The University must carefully prioritize future requests made to the state legislature. Only facility improvements for which it can make the strongest case should be requested. A second generation Master Plan must be created that will prioritize requests to the state for new facilities or the renovation of existing facilities.

Greater Efficiency in Facility Usage: The efficiency and effectiveness of how the University allocates space for academic programs needs to be reviewed. As additional new and renovated facilities become more difficult to fund, it will be important to make certain that prime classroom space is available for the widest possible use. In particular, high-tech classrooms must be available to the entire campus community. A large percentage of classroom space is underutilized in the late afternoon



and early evening. Data on classroom scheduling and use needs to be collected so that we can provide the best equipped and furnished classrooms to the greatest numbers of students.

Repair Cost Issues: The state legislature uses a formula based on both the square footage and the age of facilities to provide repair and rehabilitation funding on a biennial basis to state funded institutions of higher education. These funds can be used only for purposes defined by the ICHE and the allocated funds generated through the formula are granted only with verification of the intended expenditures. This policy has served the state very well to protect its enormous investment in higher education facilities. In the 1997-99 biennium, and continuing for the 1999-2001 biennium, the state added an infrastructure formula allocated in the same manner as the Repair and Rehabilitation formula. This funding will provide over \$6 million for the University in the next two years.

While the state provides substantial funding for major repair and upkeep costs, additional costs are incurred by the individual units that must be covered from within their own budgets. Facilities Management also provides general maintenance and repairs, which are prioritized annually and program driven. However, confusion exists as to which repairs must be paid by a department and which should be covered through the Facilities Management budget. Budgets at the unit level and in Facilities Management have not been increased for many years. Clarification of repair policy and obligations should be communicated so that all members of the campus community understand the fiscal constraints and responsibilities involved.

Parking: In the mid 1990s, a *Parking Master Plan* (see Exhibit 38) established a sequence of upgrading, landscaping, and lighting all University parking areas. A schedule for parking fee increases was also established so that a realistic plan could be put in place. Parking operates as an auxiliary to the University, meaning that all expenses are paid from fee income. While tremendous improvements have been made through increased fees, as for all institutions, a parking space is not necessarily available where and when one needs it. The University needs to develop better ways of educating the campus community about the *Parking Master Plan*, providing comparisons with other institutions, and demonstrating the rationale behind parking decisions.

Strategic Planning: An update to the *Facilities Master Plan* must be driven by other priorities, and plans for these priorities should inform an updated *Facilities Master Plan*. For example, support of information technology, academic programs, and human resources will provide the essential elements for an updated facilities plan, which must also consider funding constraints and space utilization data to create a realistic working document for facilities acquisition, construction, renovation, and demolition.

Conclusion

Over the last decade, the major challenges to ISU's physical environment have been successfully overcome. The campus, once divided by city streets, has been transformed into a beautiful pedestrian campus, attractively landscaped and judiciously planned. This transformation has elicited a new sense of pride within the ISU community and enhanced our relationship with the local community. Enormous effort and substantial targeted funding have achieved the goals set forward more than 20 years ago.

Chapter 10: Maintaining Continuity and Influence in Service of ISU's Mission



Introduction

In this chapter, the focus shifts to ISU's future. The preceding eight chapters supply information generated during the evaluative first phase of the University's self-study. Chapter 10 links this evaluation to the strategic plans generated during the second Phase of the self-study. This reaccreditation/strategic planning process intended to generate this report and a separate strategic plan update document. Planning activities will continue beyond the time in which this report becomes final. However, this chapter establishes a bridge to that update by highlighting Phase One issues and connecting them to statements of defining characteristics and strategic initiatives. At the outset, a reflection on this report's theme of continuity through change is followed by background information on the self-study design. The core of the chapter, though, is structured around a series of planning questions:

- 1) *Who are we?*
- 2) *Where are we?*
- 3) *What have we learned?*
- 4) *Where should we be going?*
- 5) *How will we get there?*
- 6) *How will we assess our progress?*

These queries all focus on the overarching Phase II planning question: *How can ISU become better at what it is doing?* The following guiding principles, initiatives, and other plans respond to these questions and provide the premise for the discussions concluding in the University strategic plan update.

A Progressive Public University: Continuity through Change

This report begins by noting that during the last decade, American public universities found themselves in a vortex of change caused by shifting societal pressures and expectations, constrained resources, and a greatly altered student marketplace. Questions about institutional purpose and value, program quality and distinctiveness, and educational outcomes in terms of student learning filled the slipstream caused by these transformations. The influence of the global economy's increased demand for knowledge-based capital, the developing capacity of information technology, and the competition for student enrollments were identified as some of the primary forces driving ISU's environment to change. This report notes that for many institutions like ISU, the altered context in 1999 has raised inquiries into fundamental assumptions such as who is served and how they learn. It concludes that the decade of the 1990s has left American higher education with a changed internal context and a far more competitive environment.

Many of the driving forces responsible for this altered circumstance will continue to influence public perceptions and behavior (see following section "Where Are We?"). In the coming years, positioning ISU for a stable place in response to a changing world will involve significant change and innovation for those associated with it. Almost certainly, the institution will be required to introduce new and innovative ways of continuing service to its traditional mission. In fact, as ISU enters the new century, change and continuity have merged into two sides of the same phenomenon. In this dynamic environment, for the institution as a whole to maintain its traditional place within society, its particular educational activities will be challenged by new approaches to meet the same ends. The institutional capacity to transform itself in appropriate and timely ways will influence its ability to accomplish its mission as never before.

Chapter 10: Maintaining Continuity and Influence in Service of ISU's Mission



Defining a future for ISU requires a deliberate blending of the institution's established traditions, its present strengths, and its potential to respond to the emerging 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 planning perspectives 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 134 years. However, in the coming years, incremental adjustments in institutional direction to accommodate a changing world likely will require more dramatic changes in role and approach by those who serve ISU. Therefore, the capacity for creating internal coordination and coherence, for developing and utilizing its human and financial resources, and for maintaining constructive external links will be the hallmarks of a healthy and stable ISU as the institution serves its students in the new Century.

Shifting from Retrospective to Prospective: Driving Planning with Evaluation

Background: Strategic Planning and the NCA Self-Study

The design of ISU's experimental two phase NCA self-study process integrated the retrospective with a prospective view. The findings of its evaluation of institutional activities over the last ten years were linked directly to a planning process designed to update ISU's Strategic Plan. Among other things, the Phase I self-study identified issues that confront the institution as it prepares for the future. As the process shifted from its first to its second phase, a body of information existed from: 1) Preliminary Phase I reports; 2) the analysis of the University NCA Campus Survey and focus groups; and 3) direct feedback from the leadership of each Assessment/Planning Committee. This assessment of the institution provided a valuable resource from which to embark upon an update to the University strategic plan.

The strategic planning efforts informing this chapter considered the specific Phase I issues through a holistic institutional approach. The Phase I information – a rich network of issues, themes, and ideas – supplied thematic threads from which the planning process (Phase II) was designed. In combination, though, the many specific Phase I issues presented overly complex and interrelated considerations from which to consider resolution strategies. Therefore, the Common Charges (a series of broadly-focused questions directed at the core issues which cut across the various assessment and planning committees) and the more specific sub - charges associated with each were developed directly from the themes found within the evaluative, Phase I self-study process. The Phase II strategic planning perspective intentionally avoided proceeding in a manner that might create uncoordinated silos or compartmentalized solutions to the Phase I issues. As a result, the structure of the Phase II planning process shifted the focus of planning discussion from resolving

particular needs to integrating and synthesizing the specific issues around the core institutional issues.

As mentioned above, this chapter is structured to translate what has been learned from the self-study process into a bridge to the update of the University strategic plan. The overarching planning question focuses on: *How can ISU become better at what it is doing?* While this chapter represents the best conclusions available at the time this report was finalized, the reader should note that the planning process is ongoing and will result in a separate document updating the 1994 Strategic Plan during early 2000.

Who Are We?: Planning Perspectives

ISU's Mission, Strategic Goals, and Institutional Values

As the strategic planning phase developed, early planning discussions confirmed ISU's mission as it is. Likewise, the five institutional values (Access, Success, Service, Innovation, and Excellence) continue to reflect ISU's enduring institutional character, its sense of purpose, and its mission. ISU's vision of itself as a Progressive Public University also stood out as an increasingly relevant manifestation of its mission. The eight strategic goals were likewise reaffirmed, with increased recognition for the *Strategic Plan* update to improve the institution's ability to prioritize within them, to integrate between them, and to continually assess progress in achieving them. In sum, ISU's 1994 report, *Strategic Plan for the 21st Century* (Exhibit 1), continued to be perceived as a relevant foundation for planning.

Given this consensus, ISU's mission, vision, eight strategic goals, and five institutional values formed the perspective for strategic planning. As mentioned above, the central question for the planning process focused on: *How can ISU become better at what it is doing?* However, in asking this internally focused question, the need exists to understand the environmental factors that have altered ISU's planning context since the 1994 strategic planning process com-

menced. The strategies and goals that will allow ISU to exercise its mission most effectively in changing circumstances are driven by external dynamics. The following section highlights driving forces that will affect higher education and ISU in the coming years.

Where Are We?: Planning Perspectives

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

As ISU moves into the twenty-first century, its environment will modulate the opportunities and threats affecting its institutional stability and progress. In this respect, strategic planning rests upon analyzing the interactions between the university and the external environments in which it functions. 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 that will affect higher education in the twenty-first century is a task that challenges university leaders and public policymakers. Societal change has become so rapid that what seems inevitable today is sometimes eclipsed by unforeseen developments tomorrow. Political instability, economic fluctuation, environmental crises, technological innovation, demographic shifts, new threats to public health, and the accelerating expansion of 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 incor-

porate in their institutions the values of adaptability, agility, and flexibility as well as an appreciation of tradition and stability.

Among the many identifiable trends that will influence the nation and higher education in the coming decade, the following seem most significant for strategic planning at ISU.

The Influence of Global Interdependence Upon the US Economy and Society

The increasing global connections brought forward by technology have had, and will have, numerous impacts on higher education.¹ American involvement in global politics and economic development will demand greater understanding of other cultures. At an institutional level, one of the impacts is that a challenge has been created to produce graduates who can live and work successfully with people of different cultures, customs, and value systems. Correspondingly, the global economy and technology will lead to closer global ties that are likely to erode national and cultural boundaries and open new markets for students from various areas of the world. Attracting international students will likely become an even more important objective for ISU.

At a broader level, the global economy, populated by global corporations, values a new commodity: a highly educated and skilled workforce. This commodity has greatly increased the value placed on information, training, and education. The impact on universities has been pressure to educate and graduate increasingly higher percentages of students who would be attractive to global employers. The challenge for institutions is to educate more students while ensuring quality in the educational process.

The Impact of an Information-Rich Society

As was noted at ISU's most recent external stakeholder's retreat, information is in great abundance. Technology has made information a cheap and abundant resource, and this will likely alter the professor's role in educating students. The successful gradu-

ates of the next Century will be those who have learned to discern good data from bad, to successfully navigate through the expanding oceans of available information, and to interpret and utilize the information most relevant to the task at hand.

At the broader level, there is growing concern about the gap between the knowledge-rich and the knowledge-poor. The accelerating cost to society presented by the knowledge-poor will lead to an ever-greater value on information, training, and education in the U.S. workplace. Loyalty to a given career and skill set will replace loyalty to an employer. As a result, a new social compact will emerge between workers and companies premised upon lifelong learning and skill development. This trend will lead to greatly expanded postsecondary enrollments.

Changing Demographics

Nationwide, the U.S. is expected to grow 17.5 percent between 2000 and 2020 (Exhibit 30). However, this growth is not consistent across states or across types of students. For instance, California is expecting a 39 percent increase in population, with much of this increase in nonwhite residents. In contrast, Indiana is likely to grow only 7 percent during the same time period, with a slight adjustment in the racial composition of Hoosiers. However, Indiana's college classes will experience other forms of diversity. Nationwide, female enrollment in higher education increased 25 percent between 1983 and 1996. The National Center for Educational Statistics estimates that in 2008 women will comprise 57 percent of all college enrollments.¹ It is expected that Indiana will meet or exceed this percentage.

In addition, Hoosier classrooms will likely have greater diversity in terms of age. The population as a whole is getting older, the result of increases in life expectancy and the aging of the Baby Boom generation. Dual-career or single-parent families increasingly are the norm. The number of women in the workforce will continue to increase steadily. While 20 states are expecting increases of 10 percent or more high school graduates between 1999 and 2009, Indiana is expecting only a 2 percent increase in this type of

¹ Based on middle projections produced by NCES. See National Center for Education Statistics, U.S. Department of Education, Office of Educational Research and Improvement, *Projections of Education Statistics to 2008* (1998).

student during the same time period.² However, it is expected that, due to the need for retraining, greater numbers of older students will begin seeking the services of Hoosier public education institutions. Meeting the needs of this varied and diverse population will be a challenge.

Constrained Fiscal Environment

As with most of the nation's institutions, ISU's fiscal future appears to be constrained. Nationally, as the largest single discretionary portion of most state budgets, higher education has been losing state appropriations due to competition from other public services such as Medicaid, K-12 education, and corrections. To make up for this lack of funding, institutions have turned toward tuition increases. Between 1980 and 1996, virtually every dollar that states failed to provide college and universities was made up by a dollar increase in student tuition³. Although nationally, every state, except Hawaii and Alaska increased appropriations to higher education in 1998-99 over 1997-98, the cost of providing education has fallen behind the rate of inflation. Capital dollars will be increasingly constrained within Indiana, and for ISU, as the public obligation to debt service approaches 10 percent of total higher education appropriation. The combination of these trends and constraints will require the university to: 1) be increasingly more prudent managers of limited resources; 2) restructure and reallocate existing resources; and 3) to diversify its revenue sources, including increases in private support.

Public Perception

The public's perception of higher education has been affected by the increasing cost burden placed on parents. This concern is

reflected in legislative action. As of August 1, 1999, 42 states had acted on instituting college savings plans for their citizens.⁴ In addition, 17 states had worked to freeze or cut public tuition or to tie increases to an index. Clearly, the public is becoming frustrated by increasing costs. The struggle to control growing costs while losing state revenue and dealing with increased resistance to fee increases will be a challenge for all public institutions.

Another issue in the public domain is the increasing perception that everyone needs and wants a college education. Almost 95 percent of 1992 high school seniors' report that they expect to gain at least some college experience, compared to 81.1 percent in 1972. The percent of seniors who expected to actually enroll increased from 50.3 percent to 70.7 percent over the same time period.⁵ Yet, at the same time, the most

Clearly, the public is becoming frustrated by increasing costs. The struggle to control growing costs while losing state revenue and dealing with increased resistance to fee increases will be a challenge for all public institutions.

serious problem facing higher education, according to the leaders responding to an NCPHE survey, is that too many students are not sufficiently prepared to receive a higher education.⁶

Another public perception is that higher education is not delivering what it promises. The faculty is frequently portrayed as too busy doing research, treating tenure as retirement, and dividing their loyalties between individual self-interest, their academic discipline, and the welfare of the institution. A survey of business executives indicated that they want the faculty to teach more, focus on research that is relevant to society, and rely more on technology.⁷ The perception that colleges are not delivering is reflected by an increased interest in graduation rates as well as in action by officials in

² *The Chronicle of Higher Education*, Almanac Issue, August 27, 1999. Cost of inflation comparison can be found in "Breaking the Social Contract: The Fiscal Crisis in Higher Education," p.8.

³ Travis Reindl, "State Local Tax Systems in the Twenty-First Century: Leading or Lagging?" AASCU Perspectives, vol. 1, no. 1, June 1999, p. 11-12.

⁴ *The Chronicle of Higher Education*, Almanac Issue, August 27, 1999. Cost of inflation comparison can be found in "Breaking the Social Contract: The Fiscal Crisis in Higher Education," p.16.

⁵ David Boesel, "College for all?", *The Education Digest* (Ann Arbor: Prakken Publications, Inc., November 1999).

⁶ John Immerwahr, "Taking Responsibility: Leaders' Expectation of Higher Education," The National Center for Public Policy and Higher Education, 1999.

⁷ Ibid.

22 states to initiate performance-based budgeting formulas for their state institutions of higher learning.⁸ States are beginning to rethink enrollment-driven formula funding for colleges and universities and are considering funding mechanisms that are based more on performance and output. Challenges to the tenure system, performance review programs, productivity and cost-effectiveness measures tied to public funding, and affordability and price control policies all have been approaches used in other states. Increased focus by accrediting bodies, state legislatures, and the public on assessment and student outcomes measures is further evidence of the public's lack of confidence in higher education.

The Role of Information Technology and Distributed Education

The use of information technology is expanding at a phenomenal rate and, with its expansion, is serving as a catalyst to change many knowledge-based activities. Traffic on the Internet is estimated to double every 100 days,⁹ and internet retailing is fast becoming a major market. The impact of technology on education is multifaceted. On the one hand, it has presented tremendous opportunity. The ability to deliver education off campus has increased access to education and will ensure that U.S. citizens can engage fully in lifelong learning. Graduate programs and those aimed at workforce development needs can now be provided in new and exciting ways to larger groups of people.

Technology also has helped to increase opportunities on campus. The application of information technology to educational contexts, although fundamentally only an instructional tool, will continue to re-orient the focus of education from teaching to learning. The faculty can now use websites to supplement their class instruction, increase communication with students via e-mail, and deliver lectures that incorporate more meaningful and instructive visual and audio aids. Increasingly, on-campus students will want the flexibility of any time, any place learning as they balance school and work.

Yet, technology also has presented higher education with tremendous challenges. The issue of ensuring consistent levels of quality while delivering courses across towns, states, and countries is one in need of resolution. Changes in course delivery caused by advancing instructional technologies may well affect the composition and structure of university faculties and related faculty personnel policies. The costs of being competitive so that the institution's use of technology exceeds the expectations of its students and the abilities of its competitors are considerable.

Competition for Student Enrollments

As has been discussed in other contexts, ISU faces several challenges in attracting students to its campus. While most students come from areas located relatively close to campus, the population in these areas is not likely to grow considerably in the foreseeable future. In addition, competitors for these students and for Hoosiers in general has increased. State institutions are spending more and more dollars on marketing, and competition between them is considerable. In addition, other types of institutions are using new technology and sites to enter into ISU's traditional markets. Finally, the state of Indiana has initiated a community college system, which will likely attract many students who would have initially entered ISU as freshmen.

The enrollment pressures felt by ISU during the past decade, and their direct relationship to fiscal constraints, are likely to increase because of trends in market competition, new delivery options, and pressures on the public coffers. The advances in the sophistication of educational programs relying on information technology and the addition of the community college partnership to the existing regional campus system will result in an oversupply of college opportunities available to the traditional Hoosier college market. Consumer awareness regarding the educational choices and quality of student learning outcomes will increase as public education efforts develop greater sophistication and clarity for consumers. The emphasis will attempt to shift public attention away from rankings and toward a Consumer Reports-style assessment across student learning outcomes criteria (see

⁸ *Chronicle of Higher Education*, Almanac Issue, August 27, 1999, p.16

⁹ Travis Reindl, p.5.

"Introduction" of the 1999-2000 *Peterson's Guide*).¹⁰ Critical tensions will increase between competing values such as access and success, quantity and quality, price and cost.

All of these factors place ISU in a critical period of evaluation and enrollment planning. During the coming years, the need to find a niche and to attract students from broader geographical areas and from various age groups has increased in importance. The window for fully developing ISU's ability to compete in these increasingly crowded markets is fast closing. We next turn to the issue of what abilities ISU needs and can develop.

What Have We Learned? Where Should We Be Going?: Putting the Self-Study into Action

Strategic Planning for the Core Issues: A Conceptual Framework

As the self-study shifted from the retrospective to the prospective, two conclusions informed the Phase II planning design. First, it was clear that the institution was using the correct map to guide its efforts and activities. ISU was making progress in the right direction, and the orientation provided by the 1994 University strategic plan also could help the University meet the challenges it faces in the future. Second, it was equally clear that future progress for ISU must rely on improved performance in many areas of institutional activity. In combination, these two conclusions led to the overarching Phase II planning question of: *How can ISU become better at what it is doing?*

In this experimental self-study design, evaluation and assessment provide a rich basis for planning. Several specific issues were identified during the self-study process. The planning on these various topics was approached through a holistic institutional approach to the core issues. Both levels, the specific and the holistic, were developed

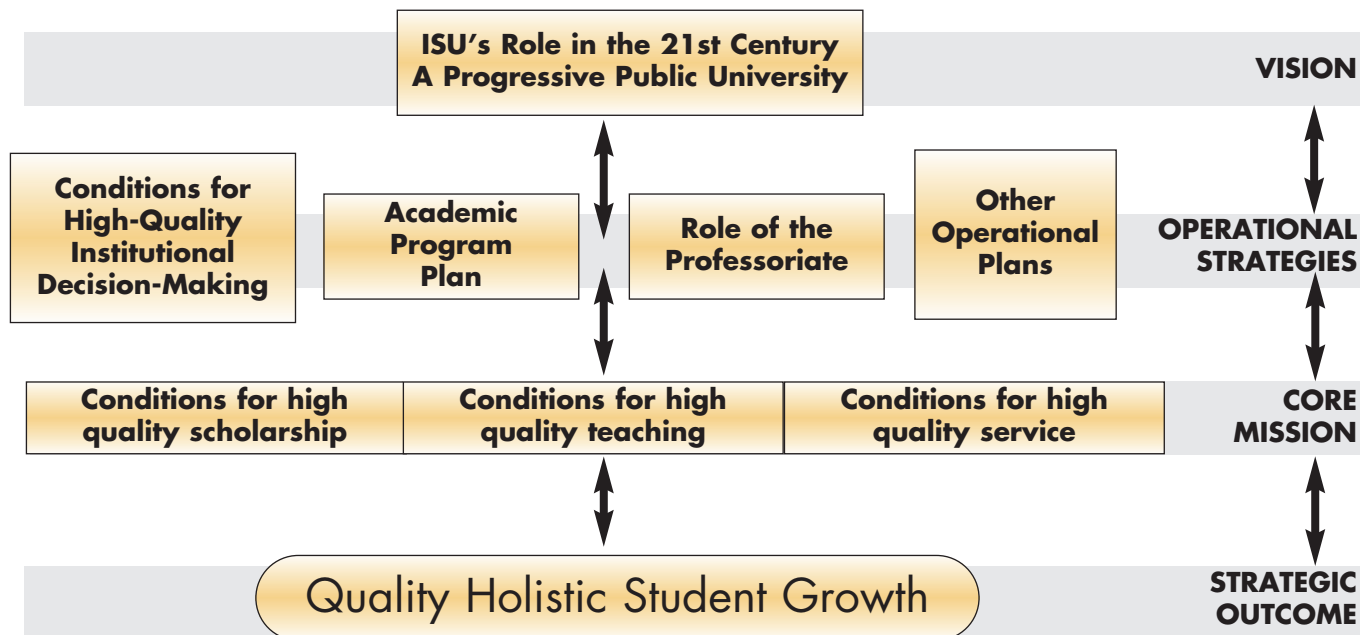


directly from the evaluative, Phase I self-study process. Hence, what was learned during self-study became the Phase I issues the reader will find in the following section. These issues combined to generate seven overarching questions. Each common charge asks institutional stakeholders, *Where should ISU be going?*, with regard to that dimension of institutional focus. However, just as these core issues bring together many specific issues from the self-study, the following conceptual framework identifies how the core issues relate to one another, and integrates the eight University Strategic Goals.

Within the conceptual framework on the following pages, the *University Vision*, as a progressive public university, connects to its *Core Mission*, teaching, scholarship, and service, through the *Operational Strategies*, the operating plans. The *Strategic Outcome*, holistic student growth and development, results from the effective integration of the operational strategies that connect the vision with the core mission and produces the distinctive features of the institution (Figure 18). The strategic initiatives, identified in the update to the *Strategic Plan*, function as an expression of the principal operating strategies. As the *Strategic Position Paper* that informed this planning process identified, the strategic fit or integration within and between these conceptual elements must reinforce and, ideally, optimize the efforts of the University community. The following statements reflect a holistic consideration of the fit within the strategic outcome, core mission, operational strategies, and vision.

¹⁰ *Peterson's Guide to 4-Year Colleges, 1999-2001* (Princeton, NJ: Petersons, 1998).

Figure 18
Strategic Planning for the Core Issues



Patterns of Integration

ISU's Vision: Responding to a Changing World

As a progressive public university, the vision for ISU strives for the University to be known and admired as an institution of opportunity that transforms and enriches the lives of its students; for the exceptional quality of its undergraduate experience, the distinctiveness of its graduate programs, the significance of its scholarship, and the responsiveness of its public service; and for its role as a caring and civil community characterized by supportive relationships between the faculty, students, support staff, administration, alumni, and friends.

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 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.

Operational Strategies: The Operating Plans

The operational strategies connect ISU's vision with its core mission. The University's initiatives and resources must be prioritized to accomplish the distinctive strategic outcome of holistic student growth. The strategic initiatives being developed during this planning process reflect the principal operational plans. The academic program plan, role of the professoriate, and institutional decision making represent the cardinal areas of planning focus that are joined by the other operational plans. The planning discussions identified the need to detangle the system to provide greater communication about issues confronting the institution.

Core Mission: Achieving Quality Teaching & Learning, Scholarship, Service

Achieving the strategic outcome of holistic student growth requires coordination between and a recognition of the overlapping fit within the three core mission activities. The relationships between the core mission activities must be coherent with one another and this coherence must be articulated clearly. Resource allocation must support integration between the three activities. Assessing, coordinating, and prioritizing across institutional activities will help to establish shared goals, to reduce fragmentation, and to optimize effort. Key indicators of success will include the regular involvement of students, enhanced links and flexibility between organizational units,

increased job satisfaction among personnel groups, curricular innovations that integrate and synthesize, and increased prestige for the University's teaching and pedagogy.

Distinctive Strategic Outcome: Holistic Student Growth

In all of its degree programs, ISU will offer a personalized, multidimensional approach to student growth that will emphasize links to the faculty, staff, and external community. Learning experiences will occur in an environment that fosters positive outcomes in personal, social, and professional growth for students. This learning-centered approach will develop students who possess a readiness for the life and professional contexts for which each aspires.



Phase II Responses to the Core Issues and Phase I Issues Related to Each

As mentioned above, the several specific issues emerging from the seven assessment and planning committees were approached through a more holistic institutional approach in Phase II. This strategic planning phase focused the planning effort on seven core issues through the common charges and the more specific subcharges (both listed below) associated with each. Both levels of issue were developed directly from the evaluative Phase I self-study process. Hence, what was learned during self-study became the Phase I issues the reader will find in this section.

Seven overarching questions ask institutional stakeholders, *Where should ISU be going?* The Combined Leadership Committee developed statements of defining characteristics related to how ISU might achieve a desired future for each core issue. The Phase I issues and Phase II defining characteristics for strategic direction for each core issue are as follows:



1. What should ISU's Role be in Meeting Society's Needs in the 21st Century?

Phase I Issues

- Public Purposes.** What defines the appropriate relationship between a public university and the public sponsors it serves? How can an engaged academy best serve these needs?
- Quality and Distinction.** How can ISU achieve both institutional quality and economic viability in an increasingly global society?
- Institutional Agility.** How does ISU provide stable service to its mission while being agile enough to manage a changing environment, particularly with regard to 1) information technology and its evolving role in teaching and learning and delivering information and 2) the rate of economic change in our increasingly global society?

Defining Characteristics for Strategic Direction

The state and its taxpayer are ISU's primary sponsors and points of accountability. ISU was established in 1865 by the State of Indiana to meet its needs for teachers during a time when the population of the state was growing and the development of the state's public school system was just getting started. As the state grew and changed, its need for additional educational opportunities for its citizens also changed. From its beginning until present day, the University has changed to meet the challenges of the future.

As a publicly funded institution, it is ISU's obligation to respond to the state's needs. This obligation manifests itself through the Governor's appointment of trustees to govern the university; state funding for ISU's operating budget (72 percent of the revenues) and facilities (both new construction and maintenance); student fee income from a predominantly Hoosier student body (85 percent); the coordination of the mission and programs by the Indiana Commission for Higher Education, whose members are appointed by the Governor; and an alumni base who generally reside and vote in Indiana. Through these mechanisms, there is considerable input about the state's needs

for the University and a close link with public policy concerns such as economic development and workforce and training issues.

At the same time, the tradition of higher education in the U.S. has placed principal authority over academic programs in the hands of the academic community. There has been a healthy and appropriate tension between the state's demands for service and the academic community's role in organizing and disseminating the skills and knowledge within the disciplines. This trust and respect for appropriate authority has made American higher education the envy of the world.

2. How Can We Define The Conditions For Quality Teaching and Learning?

Phase I Issues

- a. **Academic Preparedness of Students.** How large of a range of student academic abilities can be effectively taught in a given class? How can ISU be distinctive in its teaching and learning if this range is too great? What admission policy meets the competing institutional needs? What impact will the emerging community college have on ISU's responsibility to serve effectively both academically underprepared and academically advanced students?
- b. **Assessing Learning.** How can we assess and evaluate teaching and learning in a manner that considers discipline specific variations in pedagogy?
- c. **Teaching with Technology.** What will be the role of teaching and learning with technology in the 21st Century? In moving into the changing environment caused by this catalyst, what are the University's expectations for teaching with technology?
- d. **Supporting High Quality Teaching and Learning.** Given that active learning pedagogy and technology are changing the teaching and learning process, how might we envision an administrative structure that better supports coordination and consolidation of efforts to support teaching and learning?

Defining Characteristics for Strategic Direction

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

3. How Can We Define The Conditions For Quality, Holistic Student Growth, and Development?

Phase I Issues

- a. **Clarifying Expectations for Student Growth and Development.** What needs and expectations should ISU take into consideration as it designs systems to promote the growth and development of its diverse student populations? What changes need to be made to ensure that every student has access to quality development advisement in every department of the Schools and College? What different institutional expectations should exist for students who take a few courses toward a certificate or for personal development and for the degree-seeking student? What should students be held responsible for as a partner in their educational experience?
- b. **Supporting Learner-Centered Experiences.** What should be the distinctive learning-centered experience for the core of the ISU student population? What should that experience look like for the other categories of students?
- c. **Defining Educational Outcomes.** What should it mean to be an educated person in the 21st Century? What are the expected outcomes (knowledge, skills, values) of a degree from ISU?
- d. **Learning for a Diverse World.** As we move into the increasingly diverse and global society of the 21st Century, how can ISU strengthen its students' overall educational experiences?

by reaffirming its institutional commitment to enhance and advocate multicultural and international values?

Defining Characteristics for Strategic Direction

In all of its degree programs, ISU will offer a personalized, multidimensional approach to student growth that will emphasize links to faculty, staff, and the external community. Learning experiences will occur in an environment that fosters positive outcomes in personal, social, and professional growth for students. This learning-centered approach will develop students who possess a readiness for the life and professional contexts for which each aspires.

4.a. How Can We Define The Conditions For Quality Scholarship?

Phase I Issues

- a. **Creating a Culture of Scholarship.** How can ISU promote a culture of scholarship among its faculty and students and its administrative and professional staff? Are there criteria and procedures for allocating professional development resources that might promote a culture of scholarship within faculty and/or administrative and professional staff?
- b. **Reporting Scholarly Activities.** How can we create a strong, effective feedback system for scholarly activities and grant successes that can be communicated to the campus community?
- c. **Supporting Grantsmanship.** How can the role, recognition, and use of the Office of Sponsored Programs be improved?

Defining Characteristics for Strategic Direction

Research, creative activities, teaching, and service are distinguished by scholarly modes of interests, critical thinking, creativity, the use of appropriate methods of investigation, the presentation of significant and verifiable (reliable and valid) results, the creation of new insights and new understandings, effective presentations, and reflective critiques of findings. Scholarly activities may also be judged

by the degree to which they devote explicit attention to certain ethical standards such as integrity, honesty, truthfulness, a quest for truth, perseverance, and courage in the face of political opposition. ISU's scholarly contributions will be realized, not only through increased publications, but also through teaching and an increased focus on projects geared toward the issues faced by our community, our state, our region, and our nation.

4.b. How Can We Define The Conditions For Quality Service?

Phase I Issues

- a. **Defining Service and Understanding Institutional Citizenship.** How can ISU's definition of service be expanded to enhance links that meet society's needs and lend coherence to its teaching, research, or service missions? Relatedly, what types of service activities should be considered as part of the responsibilities of institutional citizenship?

Defining Characteristics for Strategic Direction

High quality service activities include not only internal citizenship activities that should be expected of all citizens but more importantly external disciplinary - and interdisciplinary activities focused on serving the broader local and state community. The goals evolve from Ernest Boyer's emphasis on 1) student involvement, 2) enrichment of research, 3) interdisciplinary contexts, and 4) the practical application of scholarship. High quality service should be valued in the rewards process (tenure and promotion) as its goals contribute to holistic student growth.

5. How Can We Define The Conditions For Quality Institutional Decision Making?

Phase I Issues

- a. **Mission-Centered Decision Making.** How can the University's decision making be more principled and mission-centered in order to better

enable the institution to achieve its mission and value? How can decision making become less captive to vested interests and individual preferences?

- b. **Enhancing Participatory and Representative Governance.** How can institutional decision making become more scholarly, participatory, representative, and civil?
- c. **Using Information and Being Informed.** How can reliable institutional information and the realities about ISU's external parameters and context become better communicated and considered within ISU's shared governance system?
- d. **Streamlining the Organization.** How can ISU become more agile and less bureaucratic in its organizational structure and institutional policy considerations?

Defining Characteristics for Strategic Direction

Promoting highly responsive, quality decision making at ISU enhances the ongoing, dynamic educational process. This quality is achieved when decisions are mission-centered and based on articulated principles. The dissemination of timely and accurate knowledge/data; the involvement and accountability of all categories of stakeholders; the encouragement of ethical, respective, civil behavior by all stakeholders; the understanding of the role of representative groups within the parameters of state statute and the *University Handbook* are values that must be emphasized to accomplish the desired quality of decision making.

6. What Will Be The Role and Structure of the Professoriate in The 21st Century?

Phase I Issues

- a. **Understanding the Role and Structure of the Professoriate.** How should ISU appropriately define the role(s) and structure for an engaged academy prepared to serve the needs of the early 21st Century? What should be the appropriate mix of faculty? How should the roles and expectations for the faculty be clarified?

- b. **Supporting Professional Growth and Development.** How can professional growth and development be made a career-long enterprise through techniques such as the use of professional development plans and multiple-year professional development reviews?
- c. **Recruiting and Retaining a Diverse Faculty.** What strategies might ISU pursue to continue to recruit and retain a diverse faculty in the early 21st Century?

Defining Characteristics for Strategic Direction

The professoriate of the future will engage with students in a community of scholars. The professoriate will spend the majority of its time with students in learning activities, research, and service. The professoriate will utilize innovative teaching methods and technology to increase learning and spend greater time applying skills and knowledge to shaping and resolving issues that affect the community, state, and nation. The professoriate will be committed to lifelong, holistic, and integrated educational outcomes of students.

7. What Are The Guiding Principles for Developing the Central Operating Plans?

Phase I Issues

- a. **Developing an Academic Program Plan and Assessing Its Progress.** What strategic choices regarding ISU's educational offerings should be considered through a comprehensive academic program plan? Which programs and activities permit ISU to be distinctive to its preferred student markets or can be supported to be competitive in differential marketplaces? How can we strengthen our student outcomes assessment activities for general, undergraduate, and graduate education programs while being supportive of discipline specific variations? How can we determine if the goals of an academic program plan have been achieved and how can this information be used to update the plan?
- b. **Curtailing Program Scope.** Is the current mix of programs adequately supported, or is ISU supporting an

- overly broad set of program offerings? Is ISU using available resources most effectively to ensure that its academic programs are vital and competitive?
- c. **Gauging the Impacts of Faculty Retirements.** What is the differential impact on ISU's undergraduate and graduate academic programs of the changing faculty mix caused by retirements? What opportunities exist for the strengthening of the most deserving programs?
 - d. **Developing an Achievable Master Plan Phase II.** What principles and assumptions should guide ISU's development of a realistic and achievable Master Plan Phase II that supports more quality space and less inefficient space?
 - e. **Employing Central Space Management.** How can ISU be more efficient in its use of space and manage quality-quantity tradeoffs by developing and employing central space management approaches and associated policies?

Defining Characteristics for Strategic Direction

One form of institutional distinctiveness pursued by ISU is that of being excellent planners. Sound strategic and operational plans form the basis for a scholarly approach to decision making whose purpose centers on fulfilling the mission of ISU. The central operating plans include, at least, an academic program plan, business plan, human resources plan, technology plan, and facilities master plan. These operating plans articulate strategies through which the institution will connect its mission with its vision to accomplish the strategic outcome of holistic student growth and development. Together they create links that provide a framework to guide and integrate institutional decision-making in all aspects of institutional life.

How Will We Get There? The Strategic Initiatives

The remaining challenge of this planning process will be to use our understandings from the self-study to formulate initiatives directed at the core issues. These strategic

initiatives will define the contents of the Strategic Plan Update. Many of the issues and plans defined in this self-study report will emerge in that update document. The remaining strategic planning discussions will attempt to achieve an integrated set of operational strategies that further link ISU's mission to its vision (see earlier Chapter 10 discussion and chart on "Strategic Planning"). These strategic initiatives will be fully articulated in the Strategic Plan Update document.

How Will We Assess Our Progress?: Evaluating ISU's Progress Toward Enhanced Quality and Distinctiveness

As the Strategic Plan Update is developed, each strategic initiative will include a set of criteria through which its progress can be assessed. In addition, the approach will also include a set of expectations about how and when the assessment information will be used to evaluate and improve performance in meeting any particular strategic initiative. In total, this aspect of the strategic plan will provide part of the institution's approach to continuous assessment and improvement.

Criteria for Selecting Institutional Strategies and Academic Initiatives

Innovating and responding to a changing institutional context will require timely action supported by increasing levels of trust that the decision will result in enhanced institutional stability. Approaching merit-based resource decisions in a scholarly manner will develop and support trust in institutional decision making. During a time of increased competition and constrained resources, criteria for selecting institutional strategies and academic initiatives are important to articulate to assist the University in selecting carefully the activities to which it gives immediate support. The 1994 Strategic Plan states that "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, (resulting in institutional strategies that provide a sustainable, competitive advantage)
- ❖ 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.

These criteria continue to provide a means to evaluate and distinguish between institutional resource allocation choices.

External Verification of Quality and Distinctiveness

These selection criteria remain relevant in decision making about institutional strategy and academic initiatives. However, the external verification of merit, a fundamental scholarly value, is left unstated. For instance, the third item from the top in the list above, implicates the concepts of quality and distinctiveness but provides little independent criteria through which to judge either. Obviously, this particular emphasis on evidentiary outcomes was not central to these criteria advanced almost six years ago. However, the NCA accreditation staff, handbook, and process support an approach that relies on external verification of accomplishment. This tact is evidenced through NCA's strong emphasis on the assessment of student outcomes and

its increasingly vigorous push to develop continuous improvement processes through which academic and administrative functions are evaluated and improved upon on a regular basis.

During the 1990s, ISU developed extensive institutional research information and created exemplary assessment and review processes that collectively have increased the level of scholarship and responsiveness of its institutional decision making. In updating the 1994 *Strategic Plan*, connecting the need to provide some measurable form of external verification that accomplishment has occurred in relation to the purposes of institutional effort with a continuous improvement approach is of the highest priority. As part of the Academic Program Plan initiative, ISU will integrate information from the several assessment and review processes into an understandable, cohesive information system from which the institution can systematically make decisions about how to improve its programs and functions.

As the Strategic Plan Update is developed, each strategic initiative will include a set of criteria through which its progress can be assessed.

Conclusion

This chapter reported the self-study's outlook on ISU's future. This planning process will continue beyond the time in which this report becomes final and will result in a separate strategic plan update document. However, the premise established in this chapter will guide the development of that update. The introduction suggests that institutional continuity will result through the University's ability to balance its traditions with an agile posture to maintaining influence and relevance in the face of significant environmental change. In that respect, the planning responses answer the following fundamental questions: 1) Who are we?, 2) Where are we?, 3) What have we learned?, 4) Where should we be going?, 5) How will we get there?, and 6) How will we evaluate our progress? In the coming months, these visions, guiding principles, initiatives, and other plans will be developed into a University strategic plan update.

Chapter 11: The Criteria for Accreditation and GIRs: ISU's Response



The “experimental” self-study process conducted during the past two years has combined accreditation with strategic planning. The issues validated during self-study and identified in Chapters Two through Nine have been addressed in Chapter Ten – the segue to the planning process – for the purposes of moving forward with developing a strategic plan update document. However, the University’s central priority in this process remains NCA’s reaffirmation. This concluding chapter demonstrates ISU’s fitness for reaccreditation by summarizing patterns of evidence presented throughout this report that support NCA’s five Criteria for Accreditation and the General Institutional Requirements. Under each Criterion, strengths as well as challenges that have emerged from the self-study process will be identified. Additionally, a table that responds to the GIRs (General Institutional Requirements) is included. These challenges mirror what has been stated earlier in this report and will continue to be examined in the planning process occurring this fall as ISU updates its 1994 *Strategic Plan*, the second outcome of this “experimental” self-study process design.

Criterion One

“The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.”

The experimental self-study process designed by the University and endorsed by the North Central Association speaks to an institution comfortable with its historic mission and committed to the self-scrutiny and responsiveness to change necessary to continued relevance in a rapidly changing world. The 1994 *Strategic Plan* provided a foundation for assessing and reorganizing academic and administrative structures within the University academic programs and student services. It also guided the University’s interaction with business, industry, other institutions, and local, state, and federal governments. The *Plan* also

established the concept of open and inclusive dialogue and decision-making involving faculty, students, staff, trustees, and external stakeholders.

ISU’s Mission Statement reaffirms the University’s historic mission yet has evolved to meet and to respond to the needs of the state and an increasingly global economy. The Vision Statement describes the attributes of a “Progressive Public University” which ISU strives to be, a university that makes “dramatic contributions to innovation and change in American higher education,” and that “becomes a dynamic force for educational opportunity and equity, social change, and technological progress.” The University’s stated Values establish the foundation for its mission and vision.¹

Strengths

1. The process that produced the 1994 Strategic Plan for the University established a standard of openness and inclusiveness in institutional decision-making that has brought a clearer and broader understanding by all stakeholders of the opportunities and challenges facing higher education in Indiana and the nation. This understanding was essential to support the dramatic changes identified throughout the document.
2. The Mission, Vision, and Values Statements reflect the informed commitment of the University campus and external stakeholder groups to the concept of a “Progressive Public University” and its role in American and Hoosier higher education. This commitment can be seen in the accomplishments noted throughout the former chapters as well as in the planning issues identified in the last section of each chapter.
3. The University has made significant changes in administrative and academic organization, has developed its human resources organization, has improved the facilities and grounds, and has invested substantial resources in technology. These changes were studied, discussed, and developed among all

¹ See the Introduction of this report for the full text of the University’s mission, vision, and values.

stakeholders to provide better service to students and the state.

4. The historic access and teaching missions of the University have been affirmed in this self-study. The commitment to serve a high percentage of first generation students, to provide an environment that embraces and celebrates diversity, and to create a campus which is student-centered are values that are highlighted throughout the achievements noted in this document.

Challenges

1. Particularly in the last several years, as the University community has worked on the many important initiatives described in this document, there has been increasing concern with the pace of change as well as concern with the time and energy necessary to respond judiciously to change. There have been calls to slow the pace of change.
2. Lively discussion has occurred concerning the access mission of the University in terms of the number of conditionally admitted students who enter each year, in terms of articulation with programs at Ivy Tech, and in terms of serving adult students through distance education. This self-study has helped to air concerns and to redefine issues surrounding whether or not these students should be served, how many students can be effectively served, and how many programs can be effectively and appropriately provided. The changing aspirations of our sister institutions in Indiana will require ISU to continue to assess the student population it serves in order to maintain its competitiveness in the state.



Criterion Two

“The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.”

The self-study document testifies to the University’s commitment to create an administrative organization that serves the academic mission in an effective and efficient manner. The constantly changing external environment, fueled by astonishing technological advancements, has presented major challenges to all institutions and particularly to institutions of higher education. The 1990s began with severe state fiscal constraints that only provided increased operating resources for growing campuses. The state ended the decade with budget surpluses and with university appropriations slightly higher than inflation, and relatively rich in one-time appropriations for technology. The University has responded to these fiscal challenges through reallocations and through efforts to increase non-state, and non-fee revenues. Funding priorities such as investing in compensation for personnel, building a physical plant, and developing technological infrastructure that will serve the University today and in the future have required careful and at times painful reallocations from other areas of the campus.

Strengths

1. The Trustees of the University have actively worked to better understand and represent the University and have been very involved in discussion and decisions that have resulted in the reorganizations and educational initiatives described in this study. In the last decade, the Trustees have become more visible on the campus and they have sought input from all stakeholders of the University. In their formal meetings, they have welcomed greater involvement by faculty and staff. They have instituted an annual retreat to assess University progress and to review, with the President, the annual goals for the institution.
2. With the substantial reorganization of academic and administrative divisions, there has been a parallel emphasis on accountability. Within the last six years, every employee group has been required annually to evaluate performance. Annual written performance objectives are

required of all EAP staff. The Office of Institutional Research and Assessment was created to provide ongoing support for the collection of data and the appraisal of institutional progress.

3. Since the last NCA report, the decision-making process has been broadened to allow input from all campus constituencies, resulting in a greater understanding of the challenges faced by and opportunities available for the institution. As noted in Chapter 7 (Governance, Administration, and Organization), both formal and informal avenues have been opened to provide information to the campus and to promote dialogue and understanding.
4. As noted in Chapter 6 (Human Resources), the University's investment in its faculty and staff is commensurate with its peer institutions in terms of budget allocation. In terms of the student to faculty ratio, ISU ranks above all its peer institutions in providing a very personalized educational experience for its students. Special attention has been given to the reorganization of and investment in offices that serve students in order to achieve the goal of creating a student-centered ISU environment that contributes to each student's holistic growth and development.
5. In the chapters on Technology, Facilities, and Human Resources (Chapters 8, 9, and 6), it is clear that the University has garnered impressive resources to provide facilities that serve the academic mission, to keep pace with changes in technology, and to offer the staff resources to support these investments.
6. The Key Financial Indicators provided annually to the Board of Trustees demonstrate that the University has made a strong commitment to increasing its budget allocations to academic support and student services through reallocations from the areas of institutional support and maintenance. The Table of Critical Budget Data shows that substantial reallocations have been made to support salaries and compensation for the faculty and staff and to maintain a low student to faculty ratio.

Challenges

1. While studies show that ISU's commitment to total faculty and staff compensation is higher than at most of the peer institutions, salaries at the various faculty ranks are lower. This is cause for concern on campus. In Chapter 6 (Human Resources), salary and fringe benefit levels, student to faculty ratios, workload, and breadth of and enrollment in academic programs are described and compared with peer institutions. Size, distribution, deployment, and compensation of all personnel groups will merit continued study, and there is a recognition that tradeoffs must be made in order to bring salaries, workload, and program breadth more in line with our peers.
2. ISU's stable enrollment as a "mature" or "stable" campus (terms used by the Indiana Commission for Higher Education), in a state with growing urban campuses holding unchecked aspirations, will continue to be of concern to the state in its allocation of operating and capital resources. ISU has enjoyed stable and growing resources from the state for its operating budget as well as for the replacement and renovation of its physical plant, however, the University recognizes that competition for these funds is growing.

Criterion Three

"The institution is accomplishing its educational and other purposes."

In the 1994 Strategic Plan, the University was clear in its commitment to sustaining and improving the quality and effectiveness of its undergraduate and graduate programs, and recognized the challenges imposed by a changing external environment. Chapter 1 discusses this environmental context and identifies nine significant paradigm shifts that have affected how universities respond to a rapidly changing world. ISU's response to these paradigm shifts is discussed throughout this report, and the patterns of evidence contained here demonstrate that ISU is accomplishing its educational and other purposes.

Strengths

1. The continued review and evolution of the General Education program testifies to the faculty's commitment to offer students an integrated foundation of knowledge and skills. The General Education program acquaints our students with the social and civic values that support our democracy and provides students with productive career paths. The numerous initiatives identified in Chapters Two through Nine attest to the University's commitment to its students. Assessment, formally institutionalized to provide feedback on the effectiveness of every academic program, has become routine and an expected activity in every department of the University.
2. A cornerstone of ISU's distinctiveness among Indiana's public institutions is its continued commitment to providing educational programs characterized by small classes taught by full-time, fully credentialed,

Any student survey will reveal that the campus characteristic most treasured is easy access to faculty both in and out of the classroom , and the personalized attention which students receive throughout their academic experience at ISU.

tenured or tenure-track faculty. Any student survey will reveal that the campus characteristic most treasured is easy access to faculty both in and out of the classroom , and the personalized attention which

students receive throughout their academic experience at ISU.

3. ISU's graduate programs have been created selectively to keep pace with the needs of a changing population and economy. Graduate faculty are regularly reviewed and certified by their peers, and the Graduate Council maintains tight control over the quality of the graduate curriculum.
4. In the last decade, the Center for Teaching and Learning, the Course Transformation Academy, and the Faculty Computing Resources Center have been funded to support faculty development in pedagogy. Seminars are regularly held to provide faculty with up-to-date information on developments in teaching freshmen, in the use of technology in their classes, and, for example, in diversity. The sabbatical leave policy continues to be

generous and funds are available for travel, research, and course development,

5. Major investments in the physical plant, the technology infrastructure, faculty development, and human resources provide a foundation for the educational, research, and service missions of the University.

Challenges

1. The range of programs available in the baccalaureate and master's inventories is too broad for the current student enrollment. This issue is discussed in detail in the Undergraduate Education, Graduate Education, and Human Resources chapters (Chapters 2, 3, and 6). Planning issues contained within these chapters identify the need for criteria to be developed to direct the evaluation of program viability and set forth guidelines, procedures, and timelines to eliminate undersubscribed programs and increased support for those remaining.
2. With the changing student population base for all of American higher education, ISU has recognized the need to constantly assess the support services available for all categories of its students. While full-time residential students continue to constitute a majority of its student base, the last decade has seen a dramatic growth in the number of adult, part-time students, in students taking coursework through distance education, in students who transfer from other institutions, and in students who want to upgrade their skills levels rather than complete a full degree. All of these students comprise important segments of our student enrollment and deserve the highest level of support services.

Criterion Four

"The institution can continue to accomplish its purposes and strengthen its educational effectiveness."

With the impressive array of initiatives identified in this self-study that support the strategic goals of the 1994 *Plan*, it is clear that ISU has put in place a strong foundation to effectively support its mission. High priority

has been given to opening up the decision-making process through shared information and multiple opportunities for discussion among stakeholders so that there is informed participation and support for change.

Strengths

1. The recognition and support of shared governance within the campus communities and among the external stakeholders has strengthened support for the institution and has provided important input and consensus for the challenges that the University faces.
2. The renewed emphasis on routine assessment at all levels of the institution has helped to identify priorities for program and organizational change and to monitor progress on all fronts.
3. The 1994 Strategic Plan provided direction for university-wide planning in all areas of the campus. The last decade has witnessed structured planning in all academic areas, as well as in athletics, the physical plant, the technology infrastructure and services, development, parking, the residence halls, enrollment, and budget. It is clearly understood that formalized planning, institutional research, and collaborative decision-making form the foundation for institutional change.
4. The current resource base from state appropriations and student fees provides adequate funding for University programs. ISU enjoys strong legislative and state administrative support for its mission and for the careful planning that has occurred in this decade. As seen in the Key Financial Indicators the University has allocated its resources in a manner that supports the goals of the Strategic Plan.

Challenges

1. "Rightsizing" program offerings to better fit enrollment size is emerging as a high priority for the strategic planning update.
2. With the upcoming retirement of a high percentage of the ISU faculty over the next five years, special attention must be given to evaluating faculty budget lines. This evaluation must be done in concert with the examination of program strength and viability.

Criterion Five

"The institution demonstrates integrity in its practices and relationships."

Like other large and complicated organizations, ISU is constantly examining and reviewing its policies and procedures to ensure that they are in full compliance with state and federal regulations. The University also continuously monitors its publications and public documents to ensure that they clearly and accurately describe institutional policies and practices. The University provides appropriate avenues for redress of grievances. Finally, through its institutional and student outcomes assessment programs, the University provides a mechanism by which its programs and services can be assessed and improved in order to fulfill their stated purposes.

Strengths

1. In regular reviews by department and program accreditation agencies, ISU has consistently received high marks and commendations. Audits of the athletic programs by the NCAA have certified the institution's compliance with national rules and regulations. Annual audits performed by the Indiana State Board of Accounts consistently produce high commendation for the University's financial processes as well as for the oversight function of monitoring contractual arrangements with government, industry, and other organizations.
2. There is regular review of the *University Handbook*, university catalogs, and other publications to make certain that the information contained therein is up-to-date and accessible to the employee or potential student. The Office of Institutional Research has provided an online data factbook to ensure that important data is accessible from one's desktop.
3. Communication within the University community and between the University and its many publics is monitored for accuracy and integrity in portraying the University's mission and offerings. In addition to print media, web-based communications are scrutinized by the Office of Public Affairs, Publications Office, and others for the consistency and

currency of information presented. Global e-mail service has improved the timeliness and accuracy of information communicated within the University community. The University maintains a special obligation to provide accurate information to potential students to ensure that University-provided opportunities are described accurately.

4. The Commission for Higher Education, the Governor's Office, and the legislature have sought ISU's leadership in important institutional consortia such as DegreeLink, and the coalitions in Southeast and South Central Indiana. The confidence placed in the institution by state leaders attests to the high level of integrity that ISU brings to the state policy-making level.
5. The University places a high value on providing quality programs that are congruent with the needs and expectations of those it serves. At the program level, examples of this form of integrity mean that:
 - a. broad co-curricular offerings are provided for our residential students;
 - b. conditionally-admitted students have structured support programs to assist their academic success;
 - c. student-athletes are monitored and supported in their academic pursuits; and
 - d. minority students are the focus of programs helpful to their social and academic integration needs.

While these efforts supply examples of programs directed at specific student needs, across the University student outcomes assessment, institutional assessment, and decision-making occur within an institutional culture that values program quality and student success.

Challenges

1. Rapid advances in information technology, the shifting demographics of ISU's student population, and increasing levels of institutional accountability in providing programs and services will present continuing challenges for ISU in maintaining integrity in its practices and relationships. As recognized throughout this report, ISU will have to learn to respond to change effectively and, in doing so, continuously update and improve its communications, its programs, and its services so the Institution's commitments are congruent with the needs and expectations of its various publics.
2. The Chapter "Governance, Administration, and Organization," cites a concern that the process of updating the *University Handbook* occur more quickly to reflect changes made to University policies and procedures. While agreement exists that sections of the *Handbook* pertaining to governance agreements not be hastily changed, there is also recognition that sections pertaining to other policies and procedures must be routinely and efficiently updated to reflect Board revisions.

The General Institutional Requirements (GIRs)

The following table (Figure 19) demonstrates how Indiana State University meets the requirements of NCA's GIRs.

Figure 19

INDIANA STATE UNIVERSITY'S RESPONSE TO NCA GIRs

MISSION

General Institutional Requirement	Response	References
1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.	1. The mission of ISU is recognized by the Indiana Commission for Higher Education (ICHE) and the Indiana State Legislature. The mission statement is reproduced in a number of University publications.	1. ❖ Board of Trustee Minutes ❖ 1994 Strategic Planning Document ❖ 1999-2000 Strategic Planning Update Document
2. It is a degree-granting institution.	2. ISU grants associate, baccalaureate, masters, educational specialists and doctoral degrees.	2. ❖ Undergraduate Catalog 1998-2000 ❖ Graduate Catalog 1999-2001 Undergraduate Catalog 1998-2000 ❖ Graduate Catalog 1999-2001

AUTHORIZATION

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.	3. ISU operates in accordance with all Indiana statutes and has statutory authority to grant degrees approved by its Board of Trustee.	3. ❖ Indiana State Statute ❖ Board of Trustee Minutes ❖ Indiana Commission for Higher Education Minutes
4. It has legal documents to confirm its status: not-for-profit, or public.	4. ISU's status as a public institution is established by the State of Indiana.	4. ❖ Indiana State Statute ❖ Board of Trustee Bylaws



GOVERNANCE

General Institutional Requirement	Response	References
5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.	5. The ISU Board of Trustees is described, authorized to exercise control of the University, and is autonomous in its exercise of legal power to govern the University	5. ❖ Board of Trustees Bylaws ❖ Indiana Statute
6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.	6. The members of the Board of Trustees are appointed by the Governor of the State Indiana. The Board has complete authority for governance of the institution.	6. ❖ Board of Trustees Bylaws
7. It has an executive office designated by the governing board to provide administrative leadership for the institution.	7. The President is ISU's chief executive officer.	7. ❖ Indiana State Statute ❖ Board of Trustees Minutes
8. Its governing board authorizes the institution's affiliation with the Commission.	8. Board authorized ISU's affiliation with the Commission.	8. ❖ Board Minutes of 1914-15 (not available due to fire) ❖ ISU accreditation historical documents ❖ Indiana State University Sycamore Factbook, 1994-95

FACULTY

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of institution.	9. ISU is a doctoral-granting institution and 83.1% of its regular tenure and tenure tracked faculty hold terminal degrees.	9. ❖ Compensation Study data, 1998-99
10. A sufficient number of the faculty are full-time employees of the institution.	10. In 1998-99, 80.4% of the faculty were full time; 71.9% were tenured or tenure track.	10. ❖ Fall 1998 Profile Data ❖ Fall 1998 Affirmative Action Data
11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.	11. The Constitution of the Faculty Senate assigns responsibility for all curricular matters to the academic faculty.	11. ❖ Faculty Senate Constitution ❖ University Handbook

EDUCATIONAL PROGRAMS

12. It confers degrees.	12. In 1998-99, ISU conferred 1,933 degrees.	12. ❖ Graduate Programs for 1998-99 ❖ Board of Trustee minutes for July 1998; December 1998, May 1999
13. It has degree programs in operation, with students enrolled in them.	13. ISU offers associate, baccalaureate, masters, educational specialists and doctoral programs enrolling 10,985 students in Fall 1999.	13. ❖ Official Report Book Fall 1999 ❖ Undergraduate Catalog 1998-2000 ❖ Graduate Catalog 1999-2001

EDUCATIONAL PROGRAMS (Continued)

General Institutional Requirement	Response	References
14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.	14. All degree programs are compatible with ISU's mission and are recognized higher education fields of study. Each program is reported through the Integrated Postsecondary Education Data System and assigned a CIP number.	14. ❖ Indiana Commission of Higher Education CIP Program Listing ❖ ISU Mission Statement
15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.	15. ISU offers degrees that conform with the subject area nomenclature used by the Indiana Commission on Higher Education. All degree programs conform in length and content with national norms.	15. ❖ Undergraduate Catalog 1998-2000 ❖ Graduate Catalog 1999-2001
16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.	16. ISU has a General Education requirement and Coordinator and Committee that ensures a coherent general education component for undergraduate programming.	16. ❖ Undergraduate Catalog 1998-2000
17. It has admissions policies and practices that are consistent with the institution's mission and appropriate to its educational programs.	17. ISU operates with stated admissions criteria and admits only applicants who give definite evidence that they are qualified, through education, academic fitness, aptitudes, and interests.	17. ❖ Undergraduate Catalog 1998-2000 ❖ Graduate Catalog 1999-2001
18. It provides its students access to those learning resources and support services requisite for its degree programs	18. ISU provides access to its resources and support services; special support services personnel are available to service students taking courses at a distance.	18. ❖ Undergraduate Catalog 1998-2000 ❖ Graduate Catalog 1999-2001 ❖ Office of Continuing Education

FINANCES

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.	19. An external audit occurs annually as required by Indiana Statute. The audit is done by the State Board of Accounts.	19. ❖ 1999 Financial Statement ❖ 1999 Key Financial Indicators
20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.	20. Allocations and expenditures are made in accordance with the Board of Trustee policies and University procedures.	20. ❖ Board of Trustee Minutes ❖ University procedures
21. Its financial practices, records, and reports demonstrate fiscal viability.	21. The Financial Statements and Key Financial Indicators demonstrate the University's fiscal viability	21. ❖ 1999 Financial Statement ❖ 1999 Key Financial Indicators

PUBLIC INFORMATION

General Institutional Requirement	Response	References
<p>22. Its catalog or other official documents includes its mission statement along with accurate descriptions of:</p> <ul style="list-style-type: none"> ❖ its educational programs and degree requirements; ❖ its learning resources; ❖ its admissions policies and practices; ❖ its academic and non-academic policies and procedures directly affecting students; ❖ its charges and refund policies; and ❖ the academic credentials of its faculty and administrators. 	<p>22. The Undergraduate Catalog and the Graduate Catalog as well as other University publications address all of these issues. Additionally information is available on the ISU website.</p>	<p>22.</p> <ul style="list-style-type: none"> ❖ Undergraduate Catalog 1998-2000 ❖ Graduate Catalog 1999-2001 ❖ ISU WWW Homepage (web.indstate.edu)
<p>23. It accurately discloses its standing with accreditation bodies with which it is affiliated.</p>	<p>23. All affiliations are disclosed in the Undergraduate Catalog.</p>	<p>23.</p> <ul style="list-style-type: none"> ❖ Undergraduate Catalog 1998-2000
<p>24. It makes available upon request information that accurately describes its financial condition.</p>	<p>24. All financial audits are public documents. These documents are available in the ISU Library. Paper copies are distributed to financial institutions and legislators.</p>	<p>24.</p> <ul style="list-style-type: none"> ❖ 1999 Financial Statement ❖ 1999 Key Financial Indicators

Request for Reaccreditation

In the foregoing chapters, Indiana State University has provided substantial evidence that the institution meets all the Criteria for Accreditation and all the requirements of the GIRs. This innovative process endorsed by NCA has fostered much discussion and collaboration among all stakeholders—both internal and external. It has allowed a thorough review of our achievements over the decade to serve as a foundation for the update of our Strategic Plan. With this self-study report we submit our request for reaccreditation by the North Central Association of Colleges and Schools.

List of Figures

- Figure 1 Overall Undergraduate Enrollments, 1990-99
- Figure 2 Undergraduate Enrollments by College/School, 1990-99
- Figure 3 Indiana State University Scholarship Opportunities Provided by University and ISU Foundation 1989-99
- Figure 4 Undergraduate Enrollments by Geographic Region, 1990-99
- Figure 5 Undergraduate Enrollments by Gender, 1990-99
- Figure 6 Undergraduate Enrollments of Students of Color 1990-99
- Figure 7 Undergraduate Degrees Awarded by College/School, 1990- 98
- Figure 8 Overall Graduate Enrollments 1990-99
- Figure 9 Graduate Enrollments by College/School 1994-99
- Figure 10 Graduate Enrollments by Geographical Region, 1990-99
- Figure 11 Graduate Enrollments by Gender, 1990-99
- Figure 12 Graduate Enrollments of Students of Color, 1990-99
- Figure 13 Graduate Degrees Awarded, 1990-99
- Figure 14 Summary of ISU Grant & Contract Activity, 1990-1998
- Figure 15 Table of Critical Budget Data
- Figure 16 New Money for Technology
- Figure 17 Sources of Capital Funding 1989/91 and 1997/99 Biennia
- Figure 18 Strategic Planning for the Core Issues
- Figure 19 Indiana State University's Response to NCA GIRs

(Available in the Resource Room)

1. Strategic Plan for the 21st Century: 1994 Report
2. 1990 NCA Site Team Report
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4. Duby-Feinauer Report, June 1999
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6. NCA Campus Survey and Follow-up Focus Group Reports Commissioned by the NCA Self Study Steering Committee, Fall and Winter 1998-99, Office of Institutional Research and Testing
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27. List of Travel Expenditures for Fiscal Year 1997-98, Office of Academic Affairs
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35. Bylaws of the Board of Trustees
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37. Curriculum Approvals and Procedures Manual, February 10, 1999 edition (CAPS Manual)
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40. Annual Report of Key Financial Indicators as of June 30, 1998
41. An Analysis of the Academic Advising Program at Indiana State University, The Noel Levitz Center for Enrollment Management, 1995

Appendix A

List of Exhibits

MISSION & STRATEGIC PLANNING COMMITTEE

Name	Affiliation
Richard Wells (Chair).....	Academic Affairs
Marilyn Schultz (Co-Chair)	Planning & Budgets
Peter Carino	Faculty Senate
Eric Sheets	Student Government Association
Joe Weixlmann	College of Arts and Sciences
Don Bonsall	Support Staff Council

NCA STEERING COMMITTEE

Bernice Bass de Martinez (Chair)	Academic Affairs
Renée Ramsey (Co-Chair)	Academic Affairs
Rob Perrin.....	English
Dave Hopkins	Academic Affairs
Rebecca Libler.....	School of Education
Charles Amlaner	Life Sciences
William Dando	Geography, Geology, and Anthropology
Gail Huffman-Joley.....	Elem/Early Childhood Education
Peter Mikolaj.....	Insurance & Risk Management
Fred Rusch	Academic Affairs
Steve Lamb	Analytical Department
Ron Leach.....	ELAF
Doug Herrmann.....	Psychology
Ellen Watson.....	Information Services/Library
Bruce Dallmann	MCT
Kevin Runion.....	Facilities Management
Tim Franklin	Planning & Budgets
Kevin Snider	Institutional Research & Testing
James Chesebro	Communication
Richard Wells (ex-officio)	Academic Affairs
Marilyn Schultz (ex-officio)	Planning & Budgets

COORDINATING & DATA COMMITTEE

Tim Franklin (Chair)	Planning & Budgets
Renée Ramsey (Co-Chair)	Academic Affairs
Kevin Snider.....	Institutional Research & Testing
James Chesebro	Communication

COMBINED LEADERSHIP COMMITTEE

Richard Wells (Chair).....	Academic Affairs
Marilyn Schultz (Co-Chair)	Planning & Budgets
Peter Carino	Faculty Senate
Eric Sheets	Student Government Association
Joe Weixlmann	College of Arts and Sciences
Don Bonsall	Support Staff Council
Bernice Bass de Martinez	Academic Affairs
Renée Ramsey	Academic Affairs
Rob Perrin.....	English
Dave Hopkins	Academic Affairs
Rebecca Libler.....	School of Education
Charles Amlaner	Life Sciences
William Dando	Geography, Geology, and Anthropology
Gail Huffman-Joley.....	Elem/Early Childhood Education
Peter Mikolaj.....	Insurance & Risk Management
Fred Rusch	Academic Affairs
Steve Lamb	Analytical Department
Ron Leach.....	ELAF
Doug Herrmann.....	Psychology

COMBINED LEADERSHIP COMMITTEE (Continued)

Name	Affiliation
Ellen Watson.....	Information Services/Library
Bruce Dallmann	MCT
Kevin Runion.....	Facilities Management
Tim Franklin	Planning & Budgets
Kevin Snider	Institutional Research & Testing
Jan Arnett	Student Affairs
Mary Ellen Linn	Residential Life
Tom Rios.....	Career Center
Ann Tomey	Nursing
Jimmy Finnie	Music
Petra Roter	Student Affairs
Aisha Blackshire-Belay	African and African American Studies
Harry Barnes	Lifelong Learning
Connie McLaren	Analytical Department

COMMITTEE #1

Undergraduate Education

Rob Perrin (Chair)	English
Dave Hopkins (Co-Chair)	Academic Affairs
Nancy Lawrence	Health and Safety
W'Dene Andrews	CIMT
Scott Davis	Library
Robert English	ECT
Carolyn Fakouri.....	Nursing
Connie McLaren	Analytical Department
Darlene Hantzis.....	College of Arts and Sciences
Aisha Blackshire-Belay	African and African American Studies
Bob Levy.....	General Education
Jan Arnett	Student Affairs
Mary Ellen Linn	Residential Life
Tom Rios.....	Career Center
Henry Villegas.....	SASC
Lee Young.....	Enrollment Services
Anita Rice.....	SASC
Cathy Baker	SASC
J.L. Kemp	Lifelong Learning
Vikki Robertson	Safety Management (Student)
David Clark	Political Science (Student)
Jim Brinson	Science Education (Student)
Trinity Palmer	Open Preference (Student)

COMMITTEE #2

Graduate Education

Rebecca Libler (Chair)	School of Education
Charles Amlaner (Co-Chair)	Life Sciences
Bill Moates	Organizational Department
Mike Murphy	Psychology
Michelle Detro.....	Public Safety
Doris Williams.....	Communication Disorders/Special Education
Michael Bahr	Educational & School Psychology
Betsy Frank	Nursing
Jolynn Kuhlman	Physical Education
Lowell Anderson	ITE
Sharon Guan	MTR
Carol Hagans	Student Counseling Center
Will Barratt.....	Graduate School
Jody Bradbury	Communication Disorders/Special Education (Student)
Joseph Ruebel	Psychology Department (Student)
Tina Davis	Curriculum Instruction & Media Technology (Student)

COMMITTEE #3

Scholarship & Service

Name	Affiliation
William Dando (Chair)	Geography, Geology, and Anthropology
Gail Huffman-Joley (Co-Chair)	Elem/Early Childhood Education
Bob Williams	Education
Ann Tomey	Nursing
Blanche Evans	Physical Education
Peter Wright	ITE
George Puia	Analytical Department
Jimmy Finnie	Music
Teresa Exline	Public Affairs
Al Perone	Student Life
Charlie Brown	AACC
Wandell Gabey	CIMT
Freddie Kramer	Family & Consumer Science
Bill Minnis	Research Mgmt Serv Ctr
Keith Byerman	English
Regina McCormick	Psychology (Student)
Heather Owen	Counseling (Student)
John Stephenson	Elementary Education (Student)

COMMITTEE #4

Human Resources

Peter Mikolaj (Chair)	Insurance & Risk Management
Fred Rusch (Co-Chair)	Academic Affairs
Frank Bell	Health & Safety
Terry O'Conner	CTL
Tony Gilberti	ITE
Sherry Dailey	Communication
Tom Sauer	College of Arts and Sciences
Bill Osmon	Counseling
Mary Ann Boose	Insurance & Risk Management
Nancy Franklin	Lifelong Learning
John Gedrick	Human Resources
Diann McKee	Planning & Budgets
Bob Elsey	Student Affairs
Kay Greenlee	Human Resources
Floyd Cheeseman	Facilities Management
Esther Atcherson	Affirmative Action
Laura Bates	English
Bob Schafer	Administrative Affairs

COMMITTEE #5

Governance, Administration, and Organization

Steve Lamb (Chair)	Analytical Department
Ron Leach (Co-Chair)	ELAF
Tom Sawyer	Recreation & Sport Mgmt
Sarah Emerson	Nursing
Doug Timmons	HHP
Gaston Fernandez	International Affairs Center
Melony Sacopulos	University Advancement
Petra Roter	Student Affairs
Gregg Ulm	ELAF
Doty Simpson Taylor	Academic Affairs
Domenic Nepote	Controller's Office
Debbie Nelson	Athletics
Lerita Davis	Student Government Association

COMMITTEE #6**Information Technology, Library**

Name	Affiliation
Doug Herrmann (Chair)	Psychology
Ellen Watson (Co-Chair)	Information Services/Library
Alma Mary Anderson	Art
Dave Prentice	College of Arts and Sciences
David Chaney	Education Student Services
Chris Ingersoll	Athletic Training
Mary Bennett	Nursing
Linda Ferguson	Registrar
Norman Hayes	Financial Aid
Bob Sackett	Controller's Office
Harry Barnes	Continuing Education
Carla Norris	Graduate Studies
Kathy Butkiewicz	ACNS
Angela Harrison	ACNS
Amy Summers	Recreational Management (Student)
Becky Miller	ITE (Student)

COMMITTEE #7**Campus Physical Resources Development**

Bruce Dallman (Chair)	MCT
Kevin Runion (Co-Chair)	Facilities Management
Bob Jefferson	Telecommunications
Dave Malooley	ECT
Paul Edgerton	Student Affairs
Reed Kidder	Residential Life
Barb Passmore	HHP
Bob Murray	Administrative Affairs
Charles Mayer	College of Arts and Sciences
dele jegede	Art
Andi Myers	Athletics
Bob Schafer	Administrative Affairs
Jason Taylor	Recreational Sports Management (Student)