# Indiana State University

# Analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT)

## Strategic Planning Process
## 2008-2009

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# Strengths, Weaknesses, Opportunities, and Threats to Indiana State University – Enrollment

**November 2008**

In mid-September, President Bradley charged the Vice President for Enrollment Management, Marketing and Communications to provide a report by mid-November on the University's strengths, weaknesses, opportunities, and threats (SWOT) in advance of the  University's engagement of a consulting firm to help the University frame a five-year strategic plan.  A small group of faculty and administrators representing a wide range of campus units who brought to the table a rich range of opinions was assembled to help with this task.  Their collective thoughts and recommendations are reflected in the list and subsequent detail that follows:

Strengths:
- New recreation center
- A long rich history
- Campus appearance
- Competitive costs
- Academic achievement awards
- Advantaged as a medium size public university
- Faculty who actually  teach

Weaknesses:
- Low first-year retention, despite above average advisor to student ratio
- Limited enrollment capacity in high demand majors (i.e., Nursing)
- Retention of undergraduates in year two
- First-year program is not a fully developed model
- Public perception that ISU is a near open- access institution
- Lack of clear identity—consensus as to who we are
- Terre Haute and the immediate business district
- A symbol of school pride
- Below average graduation rate
- Athletic facilities and intercollegiate programs
- Traditional style residence halls do not align with today's student lifestyles

Opportunities:
- Enhance university presence and visibility in Indianapolis through a store- front office
- Delivery of high demand programs in Indianapolis
- Increase the enrollment of non-resident transfer students
- Expand markets outside Indiana (e.g. Chicago, East coast, international)
- Emphasis on sustainability and "green campus"
- Enhanced alumni involvement and support
- Recruit  faculty who embrace teaching
- Revisit a "university college" plan
- Campus alignment with the immediate  business district
- Expand enrollments in high demand academic programs

Threats:
- Decline in the number of traditional age Caucasian students in Indiana and the Midwest
- Preparing for the needs of the next generation of students
- Excessive attrition
- College Challenge Program
- We are perceived as a regional university, and not one of the comprehensive research universities in Indiana

Other considerations:
- Do we have the correct student profile?
- What is our optimum enrollment?
- Is teaching Job #1?
- Future course delivery method

**Narrative on Strengths:**

New recreation center:  Scheduled to open in May 2009, this 109,420 square foot multifaceted facility estimated at a cost of $21 million is viewed by the Committee as a strong recruitment tool that needs to be aggressively marketed to prospective students.  One opinion that support our belief comes from a 2005 national survey of college bound students titled "Student Poll".  The survey revealed that 58 percent of males and 49 percent of females reported that the presence of a diverse recreational sports program in a multifunctional facility conveniently located on campus was an important factor in their college selection.

A long rich history: "At commencement, we line up in the gymnasium and then march across campus and through the line of faculty to symbolize going out into the world and away from the university.  After the ceremony, students are given oak saplings they can plant wherever they like that gives them a connection to the past.  Traditions, those shared moments in college life carried with us long after we graduate…."  An excerpt from *College Traditions*, Humes & Associates 2006.   ISU has a long history rich in traditions that the Committee believes should be promoted to help attract and retain students.  The best and oldest postsecondary institutions in the nation embrace their histories and traditions to advantage themselves against the competition.

Campus Appearance:  An attractively landscaped, well-maintained, and evolving physical campus speaks to prosperity and demonstrates to visitors, community pride.  These attributes are some of our greatest strengths and we need to showcase them in marketing campaigns.  Every event we host on campus provides us with a new opportunity to showcase our resplendent university to first-time visitors and change any negative perceptions of the campus still lingering by those who remember the cold, predominantly concrete campus that was ISU through the 80s and into the 90s.

Competitive Costs: At $7,148, ISU has the lowest tuition and fees among the four public comprehensive Indiana universities.  As an example, we are a bargain at $1,133 below IU which annually charges $8,281.  When we compare our tuition and fees using 125% of instate tuition ($7,148 + $1698 [25% of $6,792] = $8,846), we are well below the in-state cost for Illinois residents to attend any of the major Illinois public universities:  Illinois State, $10,436; SIU, $9,807; NIU,

$9,726, and EIU, $9,262.   This competitive edge in both Indiana and through the Midwest Consortium Agreement can help us capture a greater market share in this state and help us to develop new and important markets outside Indiana.

Academic Achievement awards: We annually award to new, full-time undergraduates, more than $10.3 million in non-need based assistance, of which $4.7 million is institutional merit-based aid. The average gift aid award is $3,504 which is more than half the cost of in-state tuition.  When combined with need-based aid, the average new student package is $7,721.  When including both need and non-need based aid, we annually award to all full-time undergraduates, more than $66.2 million.  Encouraging good students to apply early by using competitive and liberal awards can help us recruit a higher percentage of academically qualified students to ISU.

Advantaged as a medium size public university:  As IU, Purdue and Ball State become more selective (proposed that Core 40 + Honors be a minimum requirement for admissions) and community colleges are all about open access, our niche may be to serve the above average, well-rounded student looking to earn a college degree from a competitively priced, medium sized, comprehensive public university.

Faculty who actually teach:  Unlike larger research universities where research and publishing is a priority and mandate for longevity, our faculty teaches undergraduates.   The US Department of Education's Digest of Educational Statistics 2007, reports the percentage distribution of full-time faculty who teach at degree granting public research and doctoral institutions.  We believe these national data reflect similarly in Indiana and on our campus, where our faculty teach and where we use few graduate assistants as lead instructors.

| # of classes taught to undergraduates | Public Research Universities | Doctoral Research Universities |
|---|---|---|
| 1 | 38% | 14% |
| 2 | 24 | 24 |
| 3 | 19 | 31 |
| 4 | 10 | 20 |
| 5 or more | 6 | 12 |

Percent of time devoted to:

| | | |
|---|---|---|
| Teaching | 41.5% | 55.5% |
| Research | 35.3 | 22.3 |
| Other | 23.2 | 22.2 |

**Narrative on Weaknesses:**

Low first-year retention despite above average advisor to student ratio: The American College Testing Program (ACT) reports an ideal advising ratio is 20 students per faculty member when faculty also have a full instructional load, and 300 students per advisor when advising is full time. ACT recommends this ratio be lowered when advising high risk or exploratory students, if they are to receive maximum benefit.  In a survey done by NACADA in 2004, the mean number of advisees assigned to full-time advisors in four-year public institutions was 285 to one.  NACADA recommends that advising loads at four year public institutions be approximately 20 to one for full-time instructional staff and 300 to one for full-time advisors who do not have other

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designated job responsibilities.  While ISU's advisor to student ratio is better than average (i.e., Open Preference [OP] is 1: 83, and Academic Opportunity Program [AOP] is 1: 136), the retention rate for OP students in Student Academic Services Center at the end of the first year is approximately 10 percent higher (AOP: 58.8% vs. OP 71.7% for the Fall 2006 cohort) than AOP students.

Limited enrollment capacity in high demand majors (Nursing): According to the Department of Labor and Department of Health and Human Services (see chart), there is a growing need for nurses across the nation that will continue for at least the next decade.

| | |
|---|---|
| **47** | Average age of nurses nationally, which means that, as many start to retire over the next two decades, the profession's ranks will likely dwindle while demand grows. |
| **36%** | Expected shortage of nurses nationwide by 2020. |
| **116,000** | Number of nurses needed immediately at community hospitals and clinics nationwide. |
| **23%** | Anticipated job growth in the nursing field over the next decade, making registered nursing the fastest-growing career in the nation. |

ISU has an opportunity to increase enrollment in nursing given the quality of its program and interest by the public in health related programs.  One of the highest percentages of students who were admitted to ISU in the Fall 2008 but did not enroll, were those who on their applications for admission expressed an interest in nursing and health sciences.

Retention of undergraduates in year two:  While in the last 10 years, we have retained on average 68% of new students at the beginning of year two*, we are losing 13% of this cohort by the end of year two (55% retention rate).  It isn't until year three the average begins to stabilize to 49%.  Although retention initiatives are important in the first year, we should also consider ways to retain a greater share of enrolled students between their second and third years of enrollment.

*National average in 2004 for four-year publics is 73.8% as reported by ACT.

First-Year program is not a fully developed model:  While learning communities are not a new concept, several studies indicate that learning community participation has a positive impact on student achievement and retention.  Do they go far enough, perhaps not. In 2002, a national survey by the National Resource Center found when First-year seminars were linked to learning communities, student-reported ratings of learning outcomes and satisfaction improved by 25 percent (Challenging & Supporting the First-year Student.  Upcraft, Gardner, and Barefoot, 2005). ISU needs to critically examine our learning community concept and at the very least, develop first-year seminars with no more than 25 students in each group, and facilitated by faculty.

Public perception that ISU is a near open- access institution:  Perception is reality. We need to change our perception of being viewed as an open-access University to that of a destination if

we want to be considered as a viable choice among academically well prepared students. By growing the Honors Program and also intentionally lifting the floor on undergraduate admissions requirements, over time public perception will change and ISU will become more of a destination. As the University attracts better academically prepared students, retention and graduation rates will likely improve.

Lack of clear identity—consensus as to who we are: The Commission refers to us as a regional university, some ISU faculty tries to align us with IU and Purdue, some think we are still a teachers college, and some of the public position us with open-access community colleges. Defining who we are and attaining universal acceptance of that will better enable us to better market the University. Deciding who we are and building consensus will help strengthen our position in the market place.

Terre Haute and the immediate business district: Although campus is immediately adjacent to the business district, students are isolated from the services and types of businesses they would normally patronize where they living elsewhere. Attracting small businesses into the downtown area that cater to students would help the local economy and contribute to more students remaining on campus over weekends. Spending more time on campus could help promote more weekend student activities, contribute to a richer college experience, and help improve retention.

A symbol of school pride: On many university campuses, student pride is outwardly displayed through shirts that bear the school's name and school colors. School pride is often based on the performance of intercollegiate athletic teams. At ISU, there is a noticeable lack of school pride among students and faculty. That may change as many of our athletic teams become more competitive. In the meantime, displays of school pride like banners hung in the HMSU Commons that celebrate our history and traditions, or a "spirit rock" prominently displayed on the campus quad, could help to build school pride among students.

Below average graduation rate: According to the Indiana Commission for Higher Education, the six year average completion rate of first-time, full-time students in public universities, ranks ISU only ahead of the University of Southern Indiana in completion rates:

| | |
|---|---|
| Ball State University | 48.7% |
| **Indiana State University** | **38.8%** |
| Indiana University-Bloomington | 71.8% |
| Purdue—West Lafayette | 65.7% |
| University of Southern Indiana | 31.3% |

Our graduation rate can only improve if we retain more students, and retention begins with summer orientation and requires the concentrated efforts and support of every university employee.

Athletic facilities and intercollegiate programs: From inadequate sports fields to a tired football stadium, athletic facilities are lacking in basic features, in disrepair, and in need of basic rejuvenation—and in some cases replacement. A national survey reports that students use as one of the criterion in their college selection (see Recreation Center under Strengths [above]), the availability of athletic and recreational facilities, so having campus athletic facilities on par with peer institutions is important to our growing and retaining of students.

While students, faculty, and alumni may not need to see their intercollegiate teams win conferences, university pride is enhanced when teams are winning at least 50 percent of their games in any given season. Early optimism for an improved football season this year has faded with each passing game, and some fans have come to question whether the University would be better served by dropping the sport and putting more money into sports with greater promise of success. Most of our peer institutions offer the same academic menu. What sets a school apart and what often is a deciding factor in where to enroll are recreational programs and facilities. Recreation centers have become the student unions of yesterday. If that were not true, why would recreation centers have at their core, juice bars and spaces set aside for social networking.

Traditional style residence halls do not align with today's student lifestyles:   While the trend in the past may have been for new students to move off campus as quickly as a college's housing policy would allow, more students are looking at campus housing for a variety of practical and self-development reasons. Not only is the rising cost of fuel driving students to look at campus housing, but so too is the desire of traditional age students to have the "total college experience". To be competitive however, more public universities are working to match the full-time living and learning environments frequently available only at private colleges. Traditional double-loaded corridors, cramped ill-equipped quarters, and cinderblock walls are rapidly being replaced by apartment and townhouse style accommodations nearly anyone would be proud to call home. The August 2008 issue of "University Business" ran a cover story on 78 campuses of distinction across the country that provide their students with home-like atmospheres that include kitchens, bathrooms,  and social gathering places with flat-screen televisions, fireplaces and patios are becoming the standard. Rather than spend millions in renovations to existing high-rise units, in the long-term a better solution may be to out-source construction and ownership of alternative lifestyle housing, while keeping management and residence life programs internal.

**Narrative on opportunities**

Enhance university presence and visibility in Indianapolis through a store-front office:   A strategically located space in downtown Indianapolis that is both a "living billboard" and a place that brings people into the facility for programs, courses and services, would likely improve the University's presence in the fastest growing and most densely populated market segment in Indiana. ISU has tried to capture the Indianapolis market, but mostly without a visible presence. Unless we represent ourselves in a more visible and aggressive manner, changing perceptions and capturing a greater percent of market share will continue to challenge us. Through creative partnering with various constituencies, costs can be shared and traffic flow enhanced. Positioning ourselves and nurturing deeper roots in the Indianapolis market will likely help us become a player in these competitive times.

Delivery of high demand programs in Indianapolis: Based on the Indiana Commission for Higher Education's *Reaching Higher* report, college majors in business, health care, and education have surfaces as high interest areas among Indiana residents. These three distinct disciplines are considered by many as the backbone of ISU's curriculum and could be delivered through a variety of methods to potential undergraduate and graduate students living in the greater Indianapolis and northwest region of the state.

Increase the enrollment of non-resident transfer students: Illinois' community colleges have been operating since 1965 as the result of a well-designed and state mandated public access system. These fully developed institutions offer two clearly defined tracks: vocational and baccalaureate. Students with AA or AS degrees may transfer to any of the five major public Illinois universities having satisfied general education curricula with the expectations they will complete BA or DS degrees within two additional years of full-time study. Offering the same agreement and utilizing the 125% nonresident tuition agreement for students with earned AA or AS degrees will likely result in increased transfer student enrollment at ISU. Piloting an articulation agreement that would allow Illinois holders of AA and AS degrees to have satisfied our general education could become the foundation on which similar agreements could be crafted with other states and in Indiana.

Expand markets beyond Indiana (e.g., Chicago, East coast and international: Already underway in Illinois--and specifically in the Chicago suburbs, where we have a full-time recruiter and are offeringas an enrollment incentive a reduced non-resident tuition scholarship to qualified academic students, there is also an opportunity to expand our presence into tertiary markets like Washington DC and Long Island, New York, with similar tuition waiver incentives. (Note: The District of Columbia already pays the non-resident tuition of its high school graduates to attend non-District colleges.)

We have also piloted international student recruitment agreements with WEgroup, ELS Language Centers, and International Student Networks to represent us in international markets and attract international students who have become English proficient and are already in this country.

Early positioning of ourselves beyond our Indiana primary and secondary markets will help ensure a steady stream of prospects over the next decades as the number of traditional age students in Indiana and contiguous states decreases at a projected average of six percent over the next decade (according to the 2006-07 Chronicle of Higher Education's *Annual Almanac*).

Emphasis on sustainability and "green campus": "Today, 61 percent of Millennials are worried about the state of the world in which they live. They feel a personal responsibility to try to make a meaningful difference in the world and leave it a better place for generations to follow. They are attempting to live up to that responsibility by volunteering, recycling, and hoping to educate friends and family on social and environmental causes. In the past year according to a recent survey of high school students, 81 percent of respondents have volunteered their time in some way toward sustainability of earth (either weekly, monthly or once or twice a year). Millennials are trying to make a difference in the world and expect others to do the same. This rationale extends to their peers, parents, neighbors, and communities."* Given the interest by middle and high school students in the preservation of a green earth, and promoting what ISU has already accomplished in its campus and community work on sustainability, we are well positioned to attract and retain more Millennial students.
*Cone Inc. and AMP Insights, 2006 national survey of 1850 individuals age 15 to 25.

Enhanced alumni involvement and support: In the fall 2007, alumni agreed to help recruit prospects by participating in a congratulatory postcards campaign sent in the spring of 2008 to all admitted students. Following a tenuous start, virtually every new student received a hand-written card from an alumnus or alumna in the spring of 2008. Enthusiasm for the campaign was very positive from those who sent cards and plans are underway to not only continue but expand

alumni initiatives. Plans range from hosting "backyard send offs" to greeting international students at the Indianapolis airport in the fall before classes begin and transporting them to campus. The one drawback to making this plan work more efficiently and effectively is a more robust alumni membership data bank.

Recruit faculty who embrace teaching: Private colleges understand the importance of using their best faculty to teach lower division courses--faculty who also consider it their priority to make time for student interaction outside the traditional classroom. As current faculty retire or leave to work elsewhere, implementing a campus-wide practice of hiring only faculty who understand and the value of teaching lower division courses to undergraduates and who embrace and make time for student interaction, will go a long way toward improving student persistence and graduation.

Revisit a "university college" plan: In 2005, the Task Force on the First Year (TAFFY) submitted a 56 page (plus 29 appendices) report recommending the creation of a university college similar to that which has been in place at Ball State University since 1989. The program at Ball State focuses on all first and second-year students who have not selected majors. The program recognizes that the needs of first-year students are substantially different from those of upperclassmen; therefore, a team of professional advisors (24 in number) provide advising and mentoring to nearly 3500 first-year students. Promoted recently at ISU by its authors as a critical component of retention, TAFFY failed to gain sufficient support for broad implementation. While the proposal may not have gone far enough, a university college plan deserves to be revisited.

Campus alignment with the immediate business district: Having a vibrant and vital business community in close proximity to campus is key to a well balanced environment and contributes to the overall college experience of students. Wabash Avenue from fifth to seventh streets could make an attractive pedestrian shopping district filled with college shops, bookstores, and eateries.

Expand enrollments in high demand academic programs: According to the latest *Princeton Review* survey, the top 10 most popular majors among college students are: (1) business administration/management, (2) psychology, (3) elementary education, (4) biology, (5) nursing, (6) education, (7) engineering, (8) communications, (9) computer science, and (10) political science. The highest demand majors according to a survey by the National Association of Colleges and Employers (NACE) in 2008 are: (1) mechanical engineering, (2) accounting, (3) finance, (4) business administration/management, and (5) civil engineering. Based on these survey results, should ISU expend more of its resources in the future on majors in Business/management, education (especially elementary), psychology, nursing, and communications?

**Narrative on Threats**

Decline in the number of traditional age Caucasian students in Indiana and the Midwest: According to WICHE, the Midwest will have increased its high school graduates 58.1 percent between 1994 and 2022, which ranks the Midwest region third behind the Southwest (85.3%) and the West (61.9%). During that same period, the number of Caucasians graduating from high schools will decline by 4 percent while the number of Hispanics is projected to increase by 443 percent. This dramatic change in the landscape will require institutions like ISU to examine their teaching methods, delivery of support services and financial aid packaging to ensure student persistence through to graduation.

Preparing for the needs of the next generation of students:  Between 1995 and 2015, 20 percent more students are projected to enroll in college, reaching a total of 16 million in this country. Students of color will represent 80 percent of the increase in growth, and nearly 50 percent of that growth will be among Hispanics.  Among minority students, it is anticipated 45 percent will come from low-income families, who resist borrowing money.

In a January 2008 national survey of high school teachers and college professors conducted by Maguire Associates, in which survey takers were asked how well prepared for college are high school students, 84% of faculty (compared to 65% of teachers) said students were either not well prepared or  somewhat prepared for college.  In the same survey, 44% of faculty thought students were not well prepared for college-level writing, and 32% thought students were not well prepared for math (compared to 9% of high school teachers).  More than one-third of faculty think high school teachers are not at all successful in conveying to students what colleges expect from them.  These survey findings reinforce the challenges that we face in serving traditional age students in the future if we continue to provide instruction as we have in the past.

Excessive attrition :  With 2008 proving to have the worst first-year retention rate (64.1%) in a decade for new ISU students, greater emphasis will be needed  by both faculty and administrators to find new and better ways to retain a greater portion of enrolled  students, and thus help them to persist on to graduation.

College Challenge program:  Once a vital recruitment tool for us, in recent times the College Challenge program has lacked the direction and depth of programming expected by high schools. We are at risk of losing existing partner high schools to other Indiana universities who are more responsive to their needs.  For instance, ISU currently offers 24 university courses in College Challenge.  Of the 84 approved courses listed in the Core Transfer Library from which Academic Honors Diploma students may select, only 14 of the 24 courses we currently offer satisfy Core Transfer Library criteria. For this and other reasons related to how we select and approve teachers who teach our courses in high schools, we stand to lose this vital link of feeder high schools to our competitors.

We are viewed as a regional university, and not one of the four comprehensive research universities in Indiana:   In December 2007, the Indiana Project on Academic Success reported on the transfer patterns of Indiana students, and in that report as authorized by the Commission, research universities are defined as IU and Purdue while ISU is considered a regional university. This report is only one example of how we are viewed by state officials.  While we may not aspire to the ranks of IU or Purdue, working to reposition ourselves as a state, rather than regional university would likely help us in being seen by prospective students as a destination, rather than an access institution.

 **Other considerations**:

Do we have the correct student profile: For Fall 2008, the number of conditionally admitted students grew by 114, while unconditional student enrollments declined by 26 over the same time period.  Although the academic profile of conditionally admitted students has steadily improved over the past six years, the continuing and overall end-of-first-year retention rate for this cohort is approximately 10 percent below that of  unconditionally admitted students.  Accepting conditionally admitted students may be part of our mission, but we also have a responsibility to

have in place the personnel resources and breadth of support services needed by our students to persist on to graduation.

<u>What is our optimum enrollment</u>:  Historically, our campus enrollment has never exceeded approximately 12,500 students.  Is that number our optimum enrollment, and is that our target over the next five years.    Before setting a final target, do we need to consider campus housing, faculty teaching loads, student to teacher ratios in the classroom, student mix, form of course delivery, and level of student support services?  Knowing these answers may help us to set an attainable enrollment.

<u>Is teaching job#1?:</u> As an institution, do we place ahead of all else that teaching students is our most important purpose?  Do we routinely hire faculty who embrace teaching over research?  Are we using our best faculty to teach new students?  Is the faculty mentoring students?  Should faculty be academic advisors, or should advising for at least the first year be entrusted to professional advisors?  Answers to these questions may help us better retain students.

<u>Future course delivery </u>method: Are we delivering courses to our students in the manner they prefer?  Are courses offered at the convenience of faculty or the convenience of students? Should we look at more alternative delivery methods to reach a broader range of customers?  Can ISU survive in the decades ahead by relying on the teaching of traditional age students in conventional classrooms?

Committee:

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**SWOT – Academic Affairs**

**Indiana State University's Role in Indiana**

Indiana State University plays a pivotal role in the delivery of educational services, supporting economic development, and generally improving the quality of life for West Central Indiana, the State of Indiana, and beyond the borders of the state.

ISU is committed to providing a quality educational experience to all high achieving and high ability students at an affordable price. Experiential Learning and Community engagement have become the hallmarks of an Indiana State University education and are clearly reflected in our mission. ISU has gained the reputation of being a transfer-friendly institution and is committed to maintaining and growing our relationship with Ivy Tech.

ISU's focus is on student learning/success and as such is committed to continuous improvement driven by strong programs of outcomes assessment and a process of continuous program review and reinvestment.

Through our nationally recognized teacher education program, ISU is committed to providing the trained professionals that will assure that every child that graduates from our public schools has the necessary preparation and support to be successful in college. Educational opportunities for adult learners has long been a priority for Indiana State as evidenced by its distance education programs, participation in Degree Link, corrections programs, and the existence of community based learning centers. ISU is also positioned to play a significant role in rural health initiatives through its work with Union Hospital, Lugar Center, Indiana University Medical Center, and THCME. Finally, ISU has worked aggressively to support local, regional, state, and national economic development. ISU is involved in an array of economic and/or workforce development activities from business incubation to international business summits with China.

ISU has always provided a supporting educational environment for students whose academic profile does not reflect their full potential. For many years, ISU served as Indiana's four-year access university. Many students who were not admissible to other Indiana universities were provided an opportunity to succeed at ISU. Today ISU continues to serves that role, but in a limited fashion. The community college system of the state serves the majority of these students.

**Institutional/Academic Affairs Mission**

The mission of Academic Affairs and the mission of the University are one in the same. Indiana State University recently engaged in a reflective process to revise the institutional mission statement to reflect our collective understanding and commitment to a common direction. The revised mission statement was approved by the Indiana State University Board of Trustees on February 22, 2008, and reads:

> *"Indiana State University, a doctoral research university, combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world."*

The institution and Academic Affairs are further guided by a "promise statement" that articulates our vision of Indiana State University:

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

This statement, developed in 2004 through a collaborative process, was preparatory to the institution's efforts to develop a distinctive identity and to communicate that identity as part of an expanded marketing effort. The promise statement is the manifestation of our conscious decision to shift our mission away from a model centered on student access toward the deliberate application of student learning to real-world issues and resolution of community problems. With this promise statement, the institution declares its commitment to develop a reputation for excellence through programs that enhance student learning, produce exceptional scholarship and fulfill the university's outreach mission to the state. Indiana State, and by extension Academic Affairs, is committed to providing an educational environment that is responsive to the needs of the community and state and that is professionally attractive to highly motivated students and faculty.

**Values Statements**

At the same time that the institution revised its mission statement, there was collective agreement that the institution needed, and wanted, to publicly articulate its guiding principles and values. This effort resulted in the development and subsequent Board adoption of seven values statements that reflect underlying principles that guide our planning and daily actions.

Those seven values are:

- We value **high standards** for learning, teaching, and inquiry.
- We provide a **well-rounded education** that integrates professional preparation and study in the arts and sciences with co-curricular involvement.
- We demonstrate **integrity** through honesty, civility, and fairness.
- We embrace the **diversity** of individuals, ideas, and expressions.
- We foster **personal growth** within an environment in which every individual matters.
- We uphold the **responsibility** of University citizenship.
- We exercise **stewardship** of our global community.

**Background**

Indiana State University offers a comprehensive array of academic and licensure programs that lead graduates to self-enrichment and to productive careers in the professions, government, business and industry. Our distinguished faculty, supported by a dedicated professional staff, is

committed to the advancement, dissemination, and application of knowledge and is actively involved in projects of local, national, and international interest.

The Division of Academic Affairs has the primary responsibility to provide the educational programs and support services for all students.  In collaboration with the division of Student Affairs, the needs of students both in and out of the classroom are delivered.  Through its five academic colleges, over seventy thousand students have graduated from the University. Students have earned associate, bachelors, masters, educational specialist, and doctoral degrees. Today, ISU produces students who are able to compete successfully in the world market.

**Academic Affairs Organization**

The organization structure for Academic Affairs has been included in Appendix A.

**Areas of Strength**

Academic Affairs has a solid foundation and is well positioned for the future.  This is a foundation comprised of dedicated, experienced and well trained faculty, staff, a student-centered philosophy, and an educational strategy that values experiential learning, community engagement, and student success.  As the institution looks to the future, Academic Affairs intends use and leverage its strengths to deliver the unique Indiana State University experience to each and every student.

Indiana State University is at a pivotal point in its history.  Recent changes at the administrative levels (President, Vice President, Deans) coupled with a renewed campus spirit has helped focus the campus on the future.  This focus on the future will be guided by a <u>Strategic Plan and Campus Master Plan</u> that will be developed over the course of the next few months.  The timing of this activity is particularly important due to the changing nature of higher education in general and the evolving higher educational environment in the State of Indiana.  Through this plan, the campus will develop a consensus on direction, define strategies and begin the process of realizing the vision for Indiana State University contained in our mission, values and promise statements.

The unsettled nature of today's higher education environment, at both national and state levels, demands leadership and teamwork.  For Indiana State University to move forward and to take advantage of today's opportunities both faculty and administrative leadership and teamwork will be critical.  The institutional leadership and positive shared governance exhibited in the <u>current Faculty Senate Executive Committee and Faculty Senate</u> has resulted in a spirit of cooperation needed to support the necessary institutional change.  Likewise, the current Academic Affairs administrators have successfully formed a <u>strong and effective leadership team</u> capable of working collaboratively and providing mutual support to address and resolve difficult issues.

Academic Affairs is well positioned to engage in strategic planning as a result of a <u>recent comprehensive program review</u>.  As a division, Academic Affairs profited greatly from the experience gained over the past three years and from developing the processes and procedures that support the self-reflection that characterizes academic program review.  Through the process, a number of programs were strengthened, some were combined to ensure sustainability and others were eliminated thereby freeing resources that can be reinvested in

new programs.  The program review will allow the division to more effectively respond to changing demands dictated by both internal and external factors and to take advantage of the upcoming strategic planning activities.

It has been said that it takes a village to raise a child.  Whether or not you agree with that proposition, few would argue that it takes the institutional family compromised of students, family community, alumni, faculty and staff to achieve student success.  Each year a new group of faculty joins the family and begins the process of learning about their new careers and their new home.  At Indiana State University, we have formalized that experience with an extended central orientation cohort based program.  The <u>ISU New Faculty Orientation program</u> seeks to build cohesiveness and expose the new faculty to wider interdisciplinary perspectives.  The program introduces the new faculty members to the various aspects of the institution, begins the process of creating a shared culture, increases likelihood of success, develops the foundation for a successful career and lays the groundwork for shared research activities. ISU's new faculty orientation program is recognized as being effective and has been shared in a number of national forums.

The strength of the faculty and institutional leadership are noted above and contribute greatly to our success.  Another example of that strength is found in the Library faculty and in the welcoming environment that has become a signature element of the <u>Cunningham Memorial Library</u>.  Over the past few years, the faculty of the library has embraced change to develop a unit that is truly valued and that is fully involved and integrated into the academic life of the institution.  Academic Affairs also houses a number of other strong departments committed to the institutional mission such as the Center for Public Service and Community Engagement (CPSCE), the Office of Information Technology (OIT), the Center for Instruction, Research and Technology (CIRT), the Blumberg Center, the Gongaware Center, the Terre Haute Center for Medical Education, and numerous others.

The departments and offices mentioned above, when coupled with the faculty and staff of Indiana State, create a quality education environment that delivers on the promise of more from day one and that prepares our students for productive and rewarding lives. Moreover, ISU enjoys the benefits of one of the lowest tenure/tenure track faculty to student ratios among our state peers.  This <u>low faculty student ratio</u> helps ensure that students attending ISU have increased opportunity to interact with faculty who have terminal degrees and who are experts in their field.

The Indiana State reputation has been built around the quality and strengths of its programs.  In an effort to recognize the importance of quality program and to further build both program and institutional reputation, Indiana State implemented two programs designed to identify <u>programs of distinction</u> (state, regional and national) and <u>programs of promise</u> that have the potential of achieving state, regional or national prominence.  These programs are design to foster an appreciation for the quality of the university's academic programs and accomplishments of faculty, students and alumni and to encourage and support achievement of excellence. Two of Indiana State's programs - financial services and teacher education - have been recognized as Programs of National Distinction for achieving a national reputation for the quality of their work and reflecting the values of Indiana State while meeting state and national needs.

Eight Regional and State Distinctive Programs and seven Programs of Promise have also been identified. The Regional/State Distinctive Programs include Aerospace Technology, Blumberg Center for Interdisciplinary Studies in Special Education, Doctor of Psychology, Center for Health, Religion and Spirituality, Criminology, First-Year Programs, Music Business, and the Ph.D. program in Technology Management. The Programs of Promise are Athletic Training Clinical Program, Research Center for Local History and Culture, Health Sciences, International Affairs, Motorsports Studies, Student Affairs and Higher Education, and the University Honors Program. It is expected that these programs will benefit by the increased visibility and recognition that distinctive programs bring to Indiana State University and enhance the potential for further growth and external funding.

The investments made in the University's physical structure over the past 20 years have changed it from an urban campus crisscrossed by city streets and showing its age, to one that quietly says to prospective students, faculty, parents, and other visitors "This IS a college campus." The campus "shows" very well and is an asset that can be leveraged. Recent renovations (e.g. Stalker Hall and Blumberg Hall), current renovation activities (University Hall and the Federal Building which will be the new home of the College of Business), and new construction (Recreation Center) bring new life and vitality to the campus. These projects have positioned the institution to respond to today's student needs. Additionally, the upcoming campus master plan, coupled with a controlled and deliberative program of land acquisition, will allow Indiana State to begin the process of building the campus of tomorrow.

Finally, while Indiana State and Academic Affairs enjoy many points of pride, any enumeration of strengths would be incomplete without some mention institutional reputation and the pride and recognition that its name engenders. The comment that it is hard to gain reputation or recognition close to home is true for nearly every publicly funded institution. At the same time, many institutions that serve wide audiences have been able to acquire strong regional and national reputations. Indiana State is fortunate in that it has strong community support from, and ties to, the city of Terre Haute and the Wabash Valley. At the same time, the Indiana State University name has substantial cache value that can be leveraged nationally and internationally.

**Areas of Challenges**

Academic Affairs shares a number of challenges in common with other units of the University. Probably one of the most significant challenges facing the University, and by extension Academic Affairs, is the need for a collective agreement on ISU's roles and place within the higher education market and within the State higher education structure. The institution has not fully internalized or realized the more selective mission (high-achieving, high ability students) nor is it clear that such a mission is consistent with current enrollment goals or the place that ISU holds within the framework of higher education in Indiana. At the same time, the issues of clarity and consistency are manifest in a lack of alignment between the values that are articulated institutionally in the actions and decisions that define direction and priorities.

This lack of clarity of purpose is exacerbated by a lack of structure and processes to promote operational change within the University that would support a more selective mission. Budgetary and state pressure have combined to make enrollment and retention institutional priorities, while at the same time institutional cultural resistance to change has resulted in a

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continuation of "doing things the way they have always been done" and in very slow adaptation at a time when the institution needs to move quickly to respond to changes in higher education.

The organizational structure of the University and the alignment of operational unit roles has proven somewhat problematic and resulted in delivery and service gaps particularly in the area of Enrollment Services.  In response to the enrollment imperative, the University established the position of Vice President of Enrollment Services and Marketing.  That role was ill-defined when it was created with responsibilities and organizational alignment defined in an ad-hoc manner during the ensuing period.  The absence of up-front definition has resulted in a lack of clarity of the role of Enrollment Services and has resulted in both overlaps with Academic Affairs as well as gaps where needed functions are not adequately supported (retention, extended learning, etc.)

Inter-unit communication is a common problem in large institutional environments and is in evidence at Indiana State University – silos continue to present barriers to efficient operation and change.  Improved communication between Academic Affairs, Enrollment Services, Student Affairs and Business Affairs would result in improved coordination, organizational effectiveness, operational efficiencies, improved service, and improved student outcomes.  Institutionally, ISU is, to some degree, weighed down by excessive organizational hierarchy and over-reliance on committees for decision making which tend to result in organizational paralysis and the "ready-aim, ready-aim, ready-aim" syndrome.

Indiana State, like many institutions, is data rich and information poor.  Over the past few years, decision making has, to a greater or lesser extent, relied on anecdotal information rather than on research and quantified information.  While operational reporting at the University is good, the information needed to support higher level decision making has not been readily available.  As resources become tighter, the margin for error will narrow and data-driven decision making will become increasingly important.

Long range planning has not been a hallmark of the institution but even where planning exists, the institutional budget processes do not effectively support multi-year planning at the unit and department levels.  In the absence of multi-year budgeting, decision making tends to be reactive and short term.  In that environment even operational activities can become reliant on one-time funding. New initiatives are often driven more by opportunity than long-term institutional direction and sustainability is rarely considered within the context of budget.  Likewise, one time money is often not aligned to institutional priorities and goals and is generally used to meet operational needs rather than strategic direction.

Academic Affairs also has a number of challenges that are unique unto it and that generally relate to faculty and academic activities or research activities:

First and foremost, there is a need for an Academic Affairs Master Plan that aligns with the mission, vision and direction of the institution and that defines academic priorities and defines actions that will be pursued to achieve those priorities.  The absence of an academic master plan results in the maintenance of the status-quo and works to prevent any purposive action on the parts of colleges and departments.

Personnel issues present a number of interesting challenges to Academic Affairs, among them the alignment of faculty skill sets, attracting and retaining quality faculty and staff, high incidence of the use of "interim" positions (particularly in the critical area of department chairs) and reliance on adjunct faculty in 100 and 200 level courses (including those referred to as gateway courses – courses with high incidence of D's, F's, and W's). Ideally, the institution needs to place its strongest faculty in those courses where students frequently struggle.

As noted above, Indiana State is entering a time when the need for change is inevitable. Part of that change must come in the program mix that ISU offers to its students. The reduction or elimination of programs, the growth of existing programs, and the development of new programs all have personnel implications. The alignment of faculty skill sets (disciplines) to leverage existing and emerging opportunities will present a significant challenge, particularly in a time when budgets are likely to be tight.

In order for ISU to be competitive it must be able to attract and retain quality faculty and staff. Recent compensation studies suggest the need for the development of a new compensation model – the institution needs to invest in personnel. Ideally, Academic Affairs would like to develop a system of rewards to help ensure the alignment of departmental goals with the goals of the institution and to encourage entrepreneurial risk-taking. Additionally, it will be important that Indiana State develop compensation models and reward structures that recognize performance/outcomes. Finally, because ISU can expect to continue to feel the effects of market competition for quality personnel, Academic Affairs would benefit from the development of academic leadership training in order to "grow" tomorrow's leaders (e.g., chairs, associate deans).

There are some other significant challenges facing Academic Affairs at this time. For example, there is a need to rethink and reshape assessment at all levels. The last formal assessment plan was developed in 1995, there is no formal assessment committee to help guide and monitor assessment efforts and it would be unfair to say that assessment is not presently a culture at Indiana State. While it is possible to point to pockets of effective assessment efforts, they are more the exception than the rule. Finally, Academic Affairs needs to do a much better job at diversifying its revenue streams. At a time when budget realities make operational budget cuts likely, Academic Affairs needs much stress the importance of grant (research and sponsored program) productivity to generate additional revenue.

**Potential Threats**

The lack of positional alignment within the state and an institutional role that isn't clearly defined relative to other institutions within the State has the potential to negatively effect ISU, particularly relative to funding. The confusion is a result of both internal and external forces. Before there was a State-wide community college system (Ivy Tech), ISU played a strategic role as an access institution. In response to the emergence of Ivy Tech, ISU's marketing efforts began to stress a more selective mission targeting high achieving, high ability students as well as the research and graduate mission inherent in a doctoral intensive institution. Success in making the switch from open access to selectivity has been met with mixed success relative to enrollment; the message has resonated somewhat at the State level. That shift has, at least to some degree, resulted in state level understanding at ISU that is no longer evaluated for its distinctive niche within the State, but rather is evaluated as it compares (e.g., cost per FTE, retention, graduation rates) to other State institutions within the State. This identity crisis is

further complicated as <u>ISU attempts to find a balance between its strong alignment as a local (Wabash Valley) institution versus the context of its larger role as a state, regional and national institution</u>.

Because ISU's role within the State's Higher Education mission is not clearly understood, <u>public support is jeopardized as the State explores alternate models for funding Higher Education within the State</u>.  Under the existing funding model, ISU's cost per FTE is disproportionate when compared to other institutions in the State.  Using FY09 appropriations and AY07 Hoosier FTE for the 17 state campuses (IU – 8, Purdue – 4, ISU, USI, BSU, VU, and Ivy Tech System), only IUPUI Health and Purdue - West Lafayette were funded at a higher cost than ISU.  ISU's appropriation of $9,781 per FTE is nearly twice that of USI ($4,949) and 31% higher than BSU ($7,437).  In the absence of a model that takes into account the unique role of ISU, both in terms of the demographics of its students and educational mission, any change to the State's formula for funding Higher Education will have a significant impact on ISU.

In the early 1990s ISU took steps to position it as a leader in the delivery of extended and distance learning.  For a variety of reasons, those early efforts have not been aggressively pursued and <u>the University has failed to garner its share of Indiana's extended learning market</u>. While it will be important for the institution to focus on capturing a larger part of the market, it will be increasingly important to develop a selection of course offerings and programs that are competitive in today's e-learning marketplace.  As the University looks to the future, it must tackle the task developing competitive extended learning products as well as work to recapture a share of the market at a time when its competitors enjoy a significant lead.

While ISU has a clearly articulated commitment to student success, <u>improvement in the one and two year retention rates has continued to be elusive (particularly for conditionally admitted freshmen)</u>.  The percentage of conditionally admitted freshman returning the following fall has decreased from 59.2 % (Fall 2005 to Fall 2006) to 58.8% (Fall 2006 to Fall 2007) to 53.7% (Fall 2007 to Fall 2008).   The percentage of students returning the fall of their junior year decreased from 48.5% (Fall 2005 to Fall 2007) to 44.3% (Fall 2006 to Fall 2008).  Likewise, our 4-year (20%) and 6-year (41%) <u>graduation rates remain lower than the other major State universities</u> (IU – Bloomington 50% and 72%, Purdue – West Lafayette 36% and 69%, and Ball State 30% and 58%).  Student success and improved retention must be a priority for the entire institution.

Individual ISU faculty have enjoyed entrepreneurial success, and yet entrepreneurialism has not become an institutional culture.  Efforts to encourage and expand institutionally based entrepreneurial opportunities and activities have revolved around training and workforce development opportunities supported and scheduled through the Division of Lifelong Learning.  The dissolution of the Division of Lifelong Learning approximately six years ago, to some degree, has had the unintended consequence of <u>limiting the entrepreneurial spirit needed to drive new initiatives</u>.  During this period, similar activities among our State peers and private entities have increased dramatically leaving ISU at a disadvantage.  <u>ISU needs to re-create an infrastructure</u> that supports and encourages institutional based entrepreneurialism among its faculty and staff, while at the same time developing a reputation for it entrepreneurial activities.

## Opportunities

The opportunities available to the Office of Academic Affairs are meaningful and significant, but must be viewed relative to the upcoming season of tighter budgets that most institutions of

higher education will experience.   The upcoming budget constraints cannot be avoided but will help us, in fact, become a stronger institution.  It is our intent to develop a clear focus on our goals and leverage the opportunities presented by difficulty and adversity.  By building on our strengths we can continue to grow and emerge even stronger.  Winston Churchill said,   "A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty."  We prefer the later.  To optimize our future, we must become masters of the art of relationship building.

The creation of new academic programs in areas of institutional strength (community engagement, experiential learning, or distinctive programs) is a strong opportunity.  New academic programs must align with the State of Indiana focus on economic and workforce development.  Academic Affairs has spent two years effectively dealing with Program Prioritization, which has resulted in the elimination of a number of programs.  At the same time, no new academic programs have been developed for almost six years. Faculty and administration are prepared to write a new chapter of our history where all levels of administration support the notion of "birthing" strong academic programs that meet the needs of the state, region, and nation.

The creation of new academic programs will require the creation of improved support structures and revenue sharing models that maximize our grant potential.  These structure and revenue sharing models can create the incentive needed to encourage and nurture a robust community of engaged and prolific faculty.  These activities will "diversify" our revenue sources and create additional financial resources for departments and faculty.  Robust new programs will help recruit and retain high quality faculty.

The current ISU capital campaign represents a significant opportunity to help place our shared vision within reach by providing resources that support the repositioning of ISU.  Given the present national and state economies, it is reasonable to expect that government support will continue to decline over the next few years.  The resources obtained through a successful capital campaign will allow us to unite donors, university passions, and priorities to achieve academic excellence.  The gifts or our alumni and supporters represent their belief in our vision of where we are going as an institution and the actualization of that vision.

The present circumstances point to the need to develop the leadership potential in existing employees.  We must be innovative to appropriately combat the challenges that each department, school, and college face.  We must utilize assessment techniques to determine strengths and weaknesses, and then develop a robust course of action to effectively and efficiently produce outcomes.  To accomplish these types of tasks requires a higher level of leadership skill at all levels.  To meet these challenges, the toolkit of our leaders must be refined and updated.  Our ability to grow is directly tied to our capacity and desire to grow great academic leaders.

The last opportunity resides in the large cadre of ISU graduates (particularly education).  There are tens of thousands devoted alumni who want us to be successful and share in our accomplishments.  Many of these individuals are in positions of influence and power.  They possess the ability, have the desire to, give back to the institution that was partially responsible for their success.  Their contributions can be in the form of not only financial resources, but also opening doors to new endeavors for ISU.

**Summary**

If we are willing to change and take risks, the future is bright for ISU.   Indiana needs a strong ISU to serve its citizens.  Even though our place in the state's higher education master plan (Reaching Higher) is not well defined, we, the faculty and administration at ISU have the opportunity to determine that role.

The past several years have been challenging ones for the University, but we have come out of it much stronger.  We have strengthen our leadership, we have reorganized most of our academic units, we have focused efforts on economic development, we have hired many young and talented faculty members, we have prioritized academic programs and have become much clearer in what are our strengths and weaknesses, and we have become much more effective in working with our faculty and staff in a shared-governance model.   We are well-positioned to begin a strategic planning process.  This process is critical in determining our future.

# Appendix A – Organizational Structure

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                        Provost and VPAA
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        ┌─────────────────────┼─────────────────────┐
   Associate VPAA/CIO                          Associate VPAA
        │                                           │
   Information Technology                      International Affairs Center
        │
   CIRT
        │
   Distance Support Services


        ┌─────────────────────┼─────────────────────┐
   Associate VPAA                              Special Assistant/CRO
        │                                           │
   General Education                           Center for Business Support
        │                                           │
   Assessment and Accreditation                Sponsored Programs
        │
   Honors Program
        │
   AHEC


   College of Arts & Sciences          College of Business

   College of Education                College of Nursing, Health, and
                                       Human Services

   College of Technology               Library Services

   School of Graduate Studies          Registration & Records

   Student Academic Services Center    Indiana School of Medicine

   Networks                            Commencement

   Center for Public Service and
   Community Engagement
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**Information Technology – Comprehensive Overview**
**Indiana State University**
**November 15, 2008**

**Today's Technology Environment**
Citizens of the US, and the world in general, are increasingly looking at higher education to engage in primary and applied research, to provide workforce preparation, to support economic development, to provide communication and access to information and knowledge, to support life-long learning without regard to place or time and, to work with local and extended communities to address social issues. For this reason, the use and application of technology has particular significance for higher education. Information Technology, in its broadest sense, has historically been included as one of the six primary planning areas of Indiana State University (ISU) and is recognized for its critical and strategic nature as well as for the integral role that IT plays in the future of the institution.

**Information Technology Mission(s)**
The Office of Information Technology (OIT) and the Center for Instruction, Research and Technology (CIRT) serve as the two primary technology support units. OIT provides technology-based solutions that support the academic, service, and administrative activities of Indiana State University (ISU). CIRT explores, develops, promotes, and supports effective teaching and research practices to advance knowledge and active learning at Indiana State University.

**Information Technology Vision(s)**
OIT, acting as the primary and central unit supporting information technology, strives to position the University as a leader in the effective, efficient, and innovative use and application of technology. CIRT endeavors to have a measurable impact on the academic community by building the reputation of Indiana State University for innovative instruction and technology-enhanced research. Working with the governance structure provided by the campus-level Information Technology Advisory Committee (ITAC), OIT and CIRT actively engage in ongoing planning and direction setting activities that are reflected in a dynamic and ever evolving information technology plan. The plan (http://www1.indstate.edu/oit1/pubs/techpubs/tech_plan.html), while strategic in focus, is a living document that is positioned to respond to the fast changing pace of technology while at the same time providing a series of over-arching strategies that guide and inform the general technology direction of the institution.

The IT plan is defined in sufficiently broad language to accommodate and dovetail with the stated long-range goals of the institution: experiential programs, programs of eminence, and community engagement and economic development.

The IT plan strategies are selected on the premise that: 1) information technology represents a core competency for the institution; 2) information technology is pervasive in its reach and scope; and 3) information technology (particularly in the areas of infrastructure, application and functionality, currency, and emerging technologies) plays an integral part in support of teaching, learning, research, and service delivery.

**Information Technology @ ISU**
ISU is entering an exciting period in its history – one that is being framed by the confluence of a changing higher education environment and a changing and dynamic period of technology innovation characterized by the emergence of mobile computing and social networking. Superimposed over these external drivers is an institution that is solidifying its direction, vision and niche around the themes of experiential learning and engagement. The change dynamic created by these factors has been further amplified by a new administrative/presidential leadership, by a decision to undertake a special emphasis study as part of the institutional 2010 accreditation, and by a maturing enrollment strategy that focuses on attracting high ability / high achieving students.

Given this backdrop, the imperatives to provide the robust, stable, and reliable information technology environment and to provide high quality support for teaching and learning (including comprehensive faculty professional development and pedagogical support) are easy to understand. To that end, Indiana State's Center for Instruction, Research and Technology (CIRT) and the Office of Information Technology (OIT), guided by a clearly articulated department mission and vision, have adopted 5 core goals or strategic targets designed to support, augment, and complement the defined direction and goals of the University. The five CIRT and OIT goals are:

1　Student Learning and Success
2　Research
3　E-Connection
4　Recognition and Reputation
5　Outreach

The goals and target areas are more fully described in Appendix A.

**Strategic Alignment**
The pervasive use of technology at ISU has simultaneously highlighted the need to align information technology strategies with the strategic goals of the institutions. As with many other institutions, the information technology leadership role is positioned at the senior administrative level with the CIO participating as an active member of the President's cabinet. The inclusion of information technology as one of the six key planning areas of the institution indicates that technology is perceived as being an integral part of strategic success.

**Focus and Communication**
Increased focus has been placed on improving the service quality and information technology support and governance processes have been strengthened to allow broader participation in setting information technology direction. Information technology is consistently included in the institutional planning loop to ensure that new information technology functionality and services support our core mission of teaching and learning, and research. The technology literacy of faculty, students, and staff continues to increase and continues to be of primary concern when planning professional development activities.

Communication of technology issues has become increasingly important and additional efforts have been placed on identifying and using communication channels capable of reaching a wider student, faculty, and staff audience. Communication helps ensure that the direction of information technology is aligned with the strategic direction of the institution and that the

institutional planning and project prioritization of the institution includes information technology.

**Information Technology Organization**
The organizational structures of OIT and CIRT have been included in Appendix B.

**Areas of Strength**
CIRT and OIT have worked diligently to build a solid reputation based on experience and knowledge, inclusion and shared governance, technological robustness, stability, and currency, openness and transparence, and an ethic of quality service. The combined CIRT and OIT organization places its primary emphasis on supporting the academic mission of the institution (learning and research) while not losing sight of the need for responsive and feature-rich administrative systems, solutions, and end-user support.

The technology environment is supported by a robust and stable infrastructure (servers, storage, wired and wireless networks, and telecommunications). The institution is information technology "tool rich" – users (students, faculty and staff) have access to a broad array of academic, research and administrative information technologies. When viewed comparatively against peer institutions, ISU enjoys a strong lead in technology, in many cases affording users with applications and functionality typical of larger institutions. The institution is technologically current and while the institution has no desire to be on the "bleeding edge", we strive to be early adopters, willing to take measured risk to achieve and retain competitive advantage.

The University has assembled a strong leadership team with the OIT and CIRT structure. The units have a strong commitment to shared governance that drives strategic planning and ensures the alignment of information technology with institutional goals and direction. The activities of CIRT and OIT are guided by a formal information technology plan that is directly tied to five key areas of institutional need: student success, research, e-connections (service), reputation and recognition, and outreach (see Appendix A and Information Technology Plan 2008-2010 for more details). The employees of CIRT and OIT are seasoned professionals representing hundreds of years of professional and academic knowledge and service to Indiana State University. As a unit, we are proud of our record of diversity (minority hires, employees with physical disabilities, and gender equity designed to place women in administrative leadership roles).

Under a strong leadership team Indiana State University has not only been able to achieve and maintain a high degree of technological currency, it has distinguished itself with innovative programs and initiatives such as mandatory laptop ownership, laptop scholarship program, etc. while at the same time attending to more pragmatic issues with recognized models of new faculty orientation, pandemic preparation, compliance, and effective hardware / software support.

In summary – the following represent areas of strength and pride for OIT and CIRT:

- solid reputation
- emphasis on supporting the academic mission
- robust and stable infrastructure
- tool rich

- technologically current
- early adopters
- strong leadership team
- shared governance
- alignment of information technology with institutional goals and direction
- formal information technology plan
- seasoned professionals
- record of diversity
- innovative programs and initiatives

**Areas of Challenges**

While there is general institutional agreement that information technology adoption and use at Indiana State University is an asset and represents an area of competitive advantage in attracting students and employees, OIT and CIRT face a number of challenges. Moreover, resource limitations (time and budget) constitute barriers to the continued introduction and adoption of new tools.

Technology currency and support inherently implies the need for a highly trained human resources, both within the technology support organizations and within the user community (students, faculty and staff). Of all of the present challenges we face, those relating to the human element of technology support and use are more significant and the most problematic. Staff retention and recruitment has increasingly become an issue, particularly in areas requiring a high degree of technical skill and experience. A tightening of the technology labor market driven by a reduction of IT college graduates, increased competition for available skilled workers, and continued budget pressure at the institution and state levels have resulted in a situation where the salaries ISU is able to pay for technology positions are no longer competitive. This issue is also in evidence, albeit to a lesser degree, across the University – there are very few positions within the University today that do not require a reasonable level of information technology literacy.

As with many things – areas that constitute strength often represent or highlight areas of deficiency. It was noted previously that ISU is "tool rich" and that students, faculty and staff have access to a broad array of applications and technology-based capabilities. Despite the richness and currency of our technology and despite pockets of effective and efficient use of technology and of early adopters that pursue innovative and creative uses of these tools, general user adoption can probably be best characterized as wide and shallow vs. narrow and deep. The user community generally makes effective use of the common office productivity tools (email, word processing, spreadsheet, presentation) and administrative ERP systems but the use of new and emerging technologies is spotty at best. ISU is not unique in this regard; most institutions report relatively low levels of use and adoption of advanced technology tools (collaboration, multi-media, social software, Web 2.0 and 3.0 applications). Likewise, ISU has not yet realized the full advantage and impact of the mandatory student laptop program in supporting teaching and learning.

Indiana State, under the leadership of its new President, has defined the desire and need to use data and information more effectively. If ISU is going to implement a data-driven model of decision making, it will be important to implement decision support tools, to identify the information needs related to our strategic direction and to ensure that department, offices, units and the administration have access to the right information, at the time it is needed and in a

form that supports decision making. It is also worth noting that despite the fact that ISU enjoys a richness of technology tool availability, there are untapped technology solutions where further deployment would deliver significant cost benefit. For example, the institution doesn't presently have suitable solutions to address office level document imaging, electronic document routing and approval, or assessment management and tracking. The University would also benefit from the implementation of improved solutions for collaboration, surveys, forms, and Digital Measures. Finally, there is a need for the University to make better use of current telecommunications technologies and to deploy state of the art strategies that support the integration of voice, video, and data. To that end, OIT has an active strategic direction and existing projects designed to implement a unified communication strategy that will leverage the full power of our high-bandwidth network.

While OIT has done a good job in addressing security and disaster recovery, a gap exists at the user department and office level where there is a void in business continuity planning.

The use of formal governance (ICSC, ITAC, CIRT Advisory, etc.) in information technology direction setting at the institutional level was noted above as strength. At the same time, IT governance at college and unit levels is not as well established. The relative absence of "grass roots" involvement in technology direction at the department and college levels results in gaps in information technology planning, technology adoption and integration, and user-based peer support systems. Similarly, despite repeated overtures, student involvement in governance has been sporadic and inconsistent. Student involvement in the standing information technology committees and activities has not realized the desired levels (often due to time commitment, interest, schedule conflicts, etc.).

There is general campus agreement that the University is not realizing the full value of the web. The institutional strategy for web currency and content maintenance is not well defined, understood, or supported. The strategy of using an office/department level distributed model of web support has resulted in a web presence that has significant gaps, lacks consistency and currency, can be difficult to navigate, and fails to "show" the University in the best light. It appears that the central web development group (organizationally aligned with marketing) doesn't have sufficient staff to support the broader department and office demands. Moreover, there is a lack of campus involvement in direction of web.

The University would benefit from improved audio visual support – this could be accomplished by rethinking the AV support model(s) and adopting new strategies that leverage today's audio and video technologies and the high-bandwidth networks that are now widely deployed throughout the institution. The days of "wheeling around" carts is gone.

On the academic side, the changes in information technology and the ways in which students and faculty engage information technology in their daily lives have occurred very rapidly. The pervasive use of the wireless network and related mobile and portable computing devices has redefined how student, faculty and staff use campus space. Additional attention needs to be paid to the adequacy and appropriateness of learning, living, and work spaces of the University to maximize the value of today's information technology.

Finally, distance education represents a significant area of untapped potential but to realize that potential, the University needs to develop a strategic vision for extended learning (life-long learning – credit and non-credit). At present, there is no comprehensive strategy to improve,

grow or support distance education. And while distance education organizationally falls outside of OIT or CIRT, there are significant points of intersection (infrastructure, instructional design, support, delivery, etc.) that necessitate and require a significant role for OIT and CIRT personnel in the delivery of distance education services.

In summary – the following represent areas of challenge for OIT and CIRT:

- Staff retention and recruitment
- information technology literacy
- wide and shallow vs. narrow and deep
- low levels of use and adoption of advanced technology tools
- impact of the mandatory student laptop program
- implement decision support tools • office level document imaging
- electronic document routing and approval
- assessment management and tracking
- improved solutions for collaboration, surveys, forms, and Digital measures
- use of current telecommunications technologies
- business continuity planning
- IT governance at college and unit levels
- Student involvement
- value of the web
- campus involvement in direction of web
- audio visual support
- adequacy and appropriateness of learning, living, and work spaces
- improve, grow or support distance education

**Threats**
The threats related to information technology for Indiana State University tend to be those that they share in common and that are faced by most higher education institutions. First and foremost of the major threats relates to security and protection of data. The reality of growing numbers and sophistication of attacks has increased sensitivity to data privacy issues. The imperative to protect institutional data and its information technology environment is further heightened by the expanding laws and jurisdiction coming from state and federal governments. Increasingly, OIT professionals are finding it necessary to spend more time and resources than ever on all aspects of security (mobile and desktop workstations, servers, and wired and wireless networks). In the absence of additional staff, the increased attention to security has come with a commensurate reduction in other services and support and there is little likelihood that the situation will improve in the near future. Given the fact that OIT has unsuccessfully made budgetary requests in each of the past three years to add a security position (Chief Security Officer), the fact that risks and sophistication of attacks continue to increase, and the fact that legal penalties will continue to expand, it is reasonable to expect security to remain our primary and most problematic threat.

Closely associated with the security of the information technology infrastructure is the need for protection of data that resides on user desktop and laptop computers. Higher education users are not culturally attuned to the risks associated with the use of computers and moreover, they tend to successfully resist centrally administered strategies that control the desktop (common in most corporate environments). While the University central IT operation provides users with alternatives for network based backup, data encryption, secured network access, electronic

signature, etc., the adoption and use of these tools is spotty at best. The user desktop, particularly the use of laptop computers, represents one of the most vulnerable points for loss of data and the compromise of confidential data.

The second major threat for information technology at Indiana State University is the <u>financial condition</u> of the country and the state. The uncertain and deteriorating economic conditions today can reasonably be expected to manifest themselves in reductions of state budget appropriations and by extension corresponding reductions of institutional budgets. ISU users, like those at most institutions, have reasonably high expectations of technology in terms of new functionality, applications and capabilities. Moreover, the institutional reliance on technology increases the importance of a stable and robust technology environment available only through the investments in continued maintenance of the environment with current state of the art technology. Essentially, OIT can expect that they will be expected to continue to offer information technologies that provide opportunities for greater and greater innovation, efficiency, productivity, and efficiency in the face of <u>declining budgets</u> driven by declining institutional budgets. Because ISU budgetary condition is tightly tied to enrollment, efforts that support enrollment and retention activities must be a priority for both OIT and CIRT.

The human resource staffing dimension of information technology has been mentioned above in two contexts. On one hand, existing staff members are highly skilled and experienced technology professionals with years of service to ISU (employees with 20, 25 and 30 year careers at ISU are the norm). In this regard, they represent a highly stable and reliable foundation on which to build and maintain complex and sophisticated information technology systems. On the other hand, the <u>graying of technically skilled personnel</u> accompanied by their inevitable retirements present a significant threat to the OIT organization given the current <u>shortage of highly skilled and experienced workers</u> to replace them. The extent of the threat is compounded by ISU's lack of competitive salary structure which is exacerbated by the fact that competition for skilled technology workers extends beyond higher education into the corporate sector when salaries have traditionally been higher.

<u>Increased legislative, regulatory, and compliancy</u> laws and rules present a growing threat given the legal and business implications of these requirements. The resulting unfunded mandates can't be avoided without significant risk and liability. Laws and rules addressing the protection and security of confidential data (FERPA, HIPAA, Sarbanes Oxley, etc.), legislative actions requiring the adoption of aggressive actions to prevent and detect illegal file sharing (RIAA and MPAA), and extensive security compliancy requirements imposed on institutions that handle credit card payments (PCI) are consuming ever increasing resources and time without a commensurate increase in staffing to address these issues.

Technology has become an accepted and integral part of higher education learning. Furthermore, as today's students enter college in large numbers, they bring with them an expectation of a pervasive use of technology in both their social and educational activities. To engage these students, educational delivery will increasingly involve the use of technology through new approach to learning (more visual, sensory, and engaged). The increasing use and integration of technology in teaching and learning and the relatively large budgets associated with technology means that information technology support organizations can expect to be included in the increased calls for demonstrating improvement of learning outcomes. These expectations are coming from parents, taxpayers, state and federal

legislatures as well as a variety of governmental agencies and accreditation groups. Information technology needs to be prepared to <u>demonstrate value for the dollar investment</u>.

Finally, the dynamic nature of the technology itself represents an inherent threat. Moore's Law (1965) stated that computing power doubled every two years and has come to describe the driving force of technological and social change in the late 20th and early 21st centuries. Information technology tools and capabilities have continued to increase and improve at roughly exponential rates since Moore formulated the law with no indication that the pace of change is abating. The change and innovation of technology has dramatically increased the use of, and expectations for, information technology in nearly every segment of the world economy. In today's world, the University must <u>keep pace with current technology</u> to competitively position itself and to provide its students with technologically relevant education that prepares them for the work-world of tomorrow. Making an ongoing commitment of the resources needed to maintain the competitive posture that ISU presently enjoys will be increasingly difficult at a time when the University can expect to experience tighter budgets.

In summary – the following represent areas of threat for OIT and CIRT:

- security and protection of data
- growing numbers and sophistication of attacks
- protection of data that is resident on user desktop and laptop computers
- financial condition
- declining budgets
- graying of technically skilled personnel
- shortage of highly skilled and experienced workers
- increased legislative, regulatory, and compliancy
- demonstrate value for the dollar investment
- keep pace with current technology

**Opportunities**

The information technology challenges and threats that face Indiana State University are significant and to some degree will be exacerbated by the clouds of a growing storm (tighter budgets) that can't be avoided but that we must weather to grow and prosper. While there is always a temptation to "circle the wagons" and close the shutters to brace against the storm, those who are the most successful maintain a clear focus on their goals and direction and identify and leverage the opportunities presented by difficulty and adversity. By building on our strengths (one of which is information technology) we can continue to grow as an institution and emerge from the coming storm stronger and more successful.

Looking at some of the challenges and how they can be turned to our advantage:

- Changes in staffing brought about by an aging information technology human resource, if handled strategically, will allow us to consider new directions and to introduce the knowledge skills that will allow us to pursue new ideas and new technologies.

- The need for information technology literacy at all levels (students and employees) can be easily addressed with training and professional development that can be delivered at a reasonable cost.

- The fact that ISU is "tool rich" and enjoys a robust and stable infrastructure positions us well to expand the use of technology without significant additional investment. Significant opportunities exist to expand and increase the levels of of use and adoption of advanced technology tools, particularly in the areas of teaching, research, learning, and service (both traditional and e-service).

- The mandatory student laptop program is currently in its second year (freshmen and sophomores) and will not be fully implemented for at least two more years. As more and more faculty experiment with integrating student laptop ownership into the learning environment (both in and out of class), the value of the program will continue to increase.

- A number of affordable key applications can be implemented to improve the effectiveness and efficiency of the overall operation of the University. Specifically, projects are presently underway that will likely result in the selection and implementation of decision support tools, office level document imaging, electronic document routing and approval, and assessment management and tracking software. Opportunities also exist in the upgrade, improvement or replacement of tools such as online survey, forms, and Digital Measures.

- Business continuity planning can be pursued without significant cost and as time permits. And while such planning is absolutely necessary, OIT activities have created a highly stable, redundant, and fault-tolerant infrastructure that has reduced, somewhat, the risk of an extended outage that would threaten University operation.

- Another no-cost, or low-cost, opportunity exists in the expansion of user involvement in department, college, and unit information technology direction.

- The audio visual support that is provided to the University should be reviewed, redefined and updated to leverage current technology and the existing high-bandwidth network of the University. Changes in this area would allow the AV support group to provide new and expanded services without an appreciable increase in staffing or cost.

- While making the physical changes needed to address the adequacy and appropriateness of learning, living, and work spaces represent significant cost, existing and future new construction and renovation projects (such as the Student Recreation Center, University Hall, and Federal Building) will allow us to improve teaching and working spaces. Selective upgrades (such as introducing wireless into the common areas of the residence halls) can deliver significant cost benefit.

- The University is presently engaged in a major technology project that will result in the migration of email from Groupwise to Outlook/Exchange and Sharepoint. This change, and the attendant move to a more Microsoft centric change in architecture (Active Directory) is significant relative to improved cross application integration, new and expanded sets of collaboration tools, and ultimately full realization of a unified communication strategy that will result in a convergence of voice, video and data.

- An opportunity exists to expand the wireless footprint and service provided to all students, faculty and staff. Indiana State University has filed the appropriate paperwork with the FCC that, if approved, will allow the University to implement broadband wireless network services in the Terre Haute and Wabash Valley area.

**Summary**

The present and future of information technology at Indiana State University is being defined in a time of change, a dynamic period of technology innovation characterized by the emergence of mobile computing and social networking. At the same time, ISU is an institution that is solidifying its direction, vision and niche around the themes of experiential learning and community engagement.

Given the central and mission critical nature of information technology to the institution, the imperative to provide a robust, stable, and reliable information technology environment and to provide high quality support for teaching and learning (including comprehensive faculty professional development and pedagogical support) can't be overstated. Some of the more significant strengths, challenges, threats and opportunities have been noted above. Despite the fact that substantial work remains to be accomplished to achieve the vision and direction ISU has defined for its self, information technology is well positioned to achieve those defined goals and to assist students in realizing the full promise of the ISU experience.

Appendix A – Information Technology Goals

**Student Learning and Success** – The University will select and implement information technologies and other strategies that integrate with institutional efforts to foster the development of learning environments, address the needs of current and future students, and contribute to student success. Efforts in this area will include activities related to improving student learning (with particular emphasis on gateway courses (courses with high rates of drop, withdrawal and failure); improving and enhancing faculty professional development opportunities, programs and activities; supporting and promoting the exploration, adoption and assessment of innovative teaching strategies; improving the quality and delivery of, and support for, distance and "blended/hybrid" courses and programs; improving student access to information resources and educational tools and assisting and supporting faculty and student efforts related to knowledge creation and dissemination.

**Research** – The University will support the scholarly and creative activities of the faculty with appropriate technology-related and technology-enhanced tools, services and infrastructure. Efforts in this area will include enhancing the technology infrastructure (voice, video, and data) supporting faculty research; implementing appropriate technology solutions and/or capabilities that facilitate the communication and dissemination of research related information; supporting faculty research efforts (particularly in STEM disciplines) through the enhancement of visualization and high-end computing capabilities; expanding support for technology and non-technology-based grant activities; and implementing best practices that encourage and support creative faculty discipline-related activities.

**E-Connection** – The University will support the expansion, availability, effectiveness, security, and efficiency of institutional services through the use and application of technology-based solutions. This will be accomplished by improving the voice, video, and data infrastructure; assisting with, and supporting, the investigation, adoption, implementation, and assessment of technology solutions that improve communication, collaboration and information sharing related to learning, research, communications, and administrative functions; enhancing the security for the network, servers, and user workstations; implementing technology solutions and tools that augment and enhance information access and teaching / learning; improving e-service capabilities for students and employees and improving technology-based solutions that foster and improve office and administrative effectiveness and efficiency.

**Recognition and Reputation** – The University will pursue state, regional, and national recognition of, and reputation for, Indiana State's integration and application of technology in the academic enterprise. Activities related to this goal will include improving communication and information dissemination; participation in state initiatives and activities; participation in regional (mid-west multi-state) higher education activities, collaborations, consortiums, and organizations; supporting marketing and enrollment services efforts; disseminating information about innovative uses of technology at Indiana State through publications, conference presentations, organizational membership and participation on national committees and subcommittee (i.e., Merlot, Educause, etc.); and enhancing the "service orientation" and "support responsiveness" of the OIT and CIRT units.

**Outreach** – Indiana State will work cooperatively and collaboratively with extended communities to enhance the general technology environments supporting educational, social,

and business and economic development activities. This outreach goal will be accomplished through the pursuit of opportunities for partnerships with K-12 institutions, locally and at the state level, to improve academic preparation, encourage college attendance, and improve student success; participating in community engagement projects that support community improvement, promote life-long learning, and assist other non-profit groups and agencies; building cooperative and collaborative relationships with other local higher education institutions (particularly Ivy Tech); supporting faculty efforts, and the efforts of the Center for Public Service and Engagement and the Center for Business Engagement to foster student engagement and promote local and state business and economic development opportunities; supporting international collaborations, educational programs, and institutional relationships. Each of these core goals and the supporting initiatives outlined above are more fully defined and supported by sets of proposed tasks/activities – these plan details can be found in section "Strategic Goals and Action Items."

Organizationally, Information Technology (in its broadest sense) is the responsibility of the Associate Vice President for Academic Services and CIO. Reporting to that position are the following units or functions: Center for Instruction, Research and Technology (CIRT), Office of Information Technology (OIT), Office of Strategic Planning, Institutional Research and Effectiveness (OSPIRE), and Assessment. The two areas most directly responsible for information technology are CIRT and OIT; OSPIRE and Assessment were recently brought under the AVP position and while they both have some tangential relationships with information technology as users, they do not constitute the core or central technology support functions and as such have not been included in this review. The following describes the operational areas, responsibilities and major sub-units of CIRT and OIT.

**The Center for Instruction, Research, and Technology**
The Center for Instruction, Research, and Technology (CIRT) explores, develops, promotes, and supports proficient teaching and research practices to advance knowledge and promote active learning at Indiana State University. CIRT provides an impact on the academic community by innovating instruction and technology-enhanced research. Services available by this unit include: faculty development and instructional design, emerging technology research and support, interactive and multimedia design, and evaluation and research support.

• *Evaluation and Research Support:* provide faculty and graduate students support in developing and executing complex research programs; facilitate use of information technology in research, specifically software for statistical analyses, qualitative data analyses, graphing and reference database management.

• *Instructional Media Services:* design services for faculty and staff in the development of both print and electronic design materials for instructional use to enhance classroom and Web-based learning environments. Create multimedia projects such as interactive presentations, video learning objects, two-dimensional animations for classroom instruction, and illustrations for faculty publications.

• *Instructional Design Services:* provide online course development and support, pedagogical consultation for teaching in the on-line and traditional environments, and instructional software support.

• *Academic and Emerging Technologies:* evaluate new and emerging technologies to support teaching, research, and student learning; academic programming for instructional and research projects; High Performance Computing systems support.

• *Grants, Publications, and Training Support:* provide assistance to faculty preparing grant proposals that include a large IT component or incorporate innovative technology; provide student, faculty, and staff professional development programs and training in use of information technology.

**Office of Information Technology**
The Office of Information Technology (OIT) provides technology-based solutions that support the academic, service, and administrative activities of Indiana State University (ISU). OIT is the

primary and central unit supporting information technology, strives to position the University as a leader in the effective, efficient, and innovative use and application of technology. OIT is comprised of three primary subunits: Institutional Computing Services, Technical Infrastructure Services and User Services.

⇨ ***Institutional Computing Services (ICS)*** supports the administrative functions of Indiana State by managing the computer systems and applications. This includes: development, enhancement, maintenance, and production support activities of administrative applications, administrative systems and support utilities. Most ICS work entail systems that impact the entire campus. A particular system to consider would be the Banner data system. Banner data systems essentially houses student, staff, and financial records.

   ▪ **Student Information Systems:** support Banner Student, Banner Alumni, Talisma, and other applications associated with processing and maintenance of student and alumni records.

   ▪ **Administrative Information Systems**: support Banner Finance, Banner HR, Banner Payroll and other applications associated with processing and maintenance of the University business functions.

   ▪ **Academic and Reporting Systems**: support Blackboard, Tegrity, and other applications used for delivery of instruction. Support Argos and other reporting systems.

   ▪ **Database Administration:** support the Oracle and SQL databases that provide the basic structure for both the administrative and academic applications used by the University.

⇨ ***Technical Infrastructure Services (TIS)*** implements and maintains the campus-wide infrastructure for the delivery of technology and technology-based services. This unit researches, selects, and implements network hardware and software to support the delivery of voice, video, and data. It also installs and maintains the telephone-based systems and cable, installs and maintains the operating system software for all IT central servers and other network-based hardware.

   ▪ **Network Services**: design, installation and maintenance of the University core data network systems.

   ▪ **Technical Support and Operations**: operate and maintain the centrally managed servers supporting the academic and administrative systems such as Banner, Blackboard, and the Web.

   ▪ **Telecommunications Services**: Installation and maintenance the University telephone and cabling infrastructure systems**.**

⇨ ***User Services (US)* provid**es phone and face-to-face desktop computer and software support for the Indiana State University community. This unit implements and maintains the state-of-the-art instructional facilities on campus including technology-enhanced classrooms, public and discipline specific labs, and distance learning classrooms. A primary function

within US is the student support. It is provided through the Computer Support Center, Residence Computing Consultant program, and the walk-in Help Desk. The Computer Store reports to the US unit, gives students, faculty, and staff a convenient on-campus facility where purchasing multiple types of computer related technology in optional.

- **Consultant Services**: provide end-user desktop support for applications and operating systems.

- **Education Technology Support Services**: support technology in classrooms, labs, and other venues.

- **Repair Services**: provide maintenance and repair services for desktop and printer hardware.

- **Computer Store**: provide laptop hardware and computer accessories for purchase by ISU students, faculty, and staff.

- **University Testing Office**: deliver testing services and information for ISU students and faculty.

# INDIANA STATE UNIVERSITY
## STRATEGIC PLANNING
## FINANCIAL SWOT ANALYSIS
## 2008-09

**INTRODUCTION:**

In September of 2008 a team of individuals representing each major division of the University, including the ISU Foundation, begin to identify various strengths, weaknesses, opportunities, and threats relating to the financial future of the institution in advance of a comprehensive strategic planning effort. The team examined documents such as financial statements, reports from bond rating agencies, information from the Indiana Commission for Higher Education, and enrollment reports for the past several years. This report reflects the major issues noted by the team.

**BACKGROUND:**

As a public institution, the University has two main revenue streams for operating expenditures: state appropriations and student fees. Historically, the University has been highly reliant on state funding. Over the past several years as state funding has declined or only slightly increased the mix of state appropriations and student fees has begun to shift. For the 2008-09 year state appropriations and students fees comprise approximately 60 percent and 36 percent, respectively, of the general fund budget of the University. The University also generates other income from various miscellaneous fees and investments that account for an additional four percent of the total revenue base.

Indiana public universities are allowed great flexibility in how they use their operating appropriations for basic operations and programs. The Indiana State Board of Accounts audits each campus annually.

Indiana State University has one of the highest levels of state appropriations per Hoosier student FTE among any of the state institutions of higher education. According to the Indiana Commission for Higher Education (ICHE) the appropriation per Hoosier FTE for 2008-09 is $9,781 – second only to Purdue-West Lafayette. State support is determined on a biennial basis after submission of a biennial operating budget request to the ICHE and the State Budget Agency and is approved by the Indiana General Assembly during a budget session occurring in odd numbered years. Capital projects are requested separately from the operating appropriation.

The University maintains 68 major buildings with approximately 4,341,089 of gross square feet with a total value of over $876 million. The state provides general repair and infrastructure funds – commonly referred to as R&R funding - based upon a formula that takes into account the age of the building, building lifespan, and rehabilitation value. These funds can only be used for repair and maintenance of academic or administrative structures and related infrastructure (sidewalks, lighting, utility lines, etc.).

Various auxiliary enterprise activities are also operated by the University such as Housing and Dining, Athletics, and Hulman Memorial Student Union. The largest auxiliary is student housing, consisting of apartments and residence halls with approximately 3,312 beds.

The auxiliary operations are by nature self-supporting and have separate budgets approved annually by the Indiana State University Board of Trustees.

The Indiana State University Foundation is a separate non-profit 501 (c) (3) organization established in 1928 to assist in the support and development of Indiana State University. The Foundation is not organized nor does it function as a research foundation. The majority of funds contributed to the Foundation from private donors support the University in the form of scholarships and other educational related projects. As of June 30, 2008 the Foundation had total assets of over $70 million.

**Strengths**

- Strong operating results, despite reductions in state support and declines in enrollment. Indicates cost containment and sound fiscal policies. The University has consistently shown an increase in net assets.

- Manageable debt load and additional debt capacity allowing for investment in facilities and academic programs.

- Attractive tuition pricing in comparison to other Indiana four-year institutions – lowest tuition among the four research institutions (IU-Bloomington, PU-West Lafayette, Ball State)

- Comfortable financial operating reserves (non-auxiliary).

- Increase in first-time freshman enrollment for past three fall semesters.

- Ability of ISU Foundation to assist University in addressing budget needs in a timely and efficient manner.

- Utility cost containment through long-term natural gas hedges resulting in $1,110,980 of cost avoidance savings for 2007-08. The hedge contracts run through June 30, 2014 with an estimated cost avoidance of $3.4 million. Approximately 90-95 percent of the natural gas needs of the University have been secured with the use of hedge contracts.

- Low level of student bad debt.

- Increasing enrollment in graduate programs – particularly distance programs.

- New Student Recreation Center set to open in Spring 2009 – this $21.7 million facility contains a three court gymnasium, fitness center, recreational aquatics, and an elevated running/jogging track.

**Weaknesses**

- Market limits ability to increase room and board rates.

- Highest appropriation per Hoosier FTE, other than Purdue University-West Lafayette - $9,781 for Indiana State as compared to $7,437 for Ball State (the most comparable institution)

- Reliance on state support – tuition and fees contribute less to our operating budget than our peers.

- Lack of diversity of revenue streams – state appropriations and student tuition comprises approximately 60 percent and 36 percent, respectively of the operating budget.

- Low amount of auxiliary reserves, particularly in Athletics and auxiliaries other than Residential Life make it difficult to undertake large capital projects without private support.

- Reliance of auxiliary operations, other than Residential Life, on student tuition support – many of our auxiliary operations such as Athletics and Hulman Center rely on a portion of the student fee revenue to offset their costs of operation.

- Future liability of retiree health insurance benefits – as of June 30, 2008 the total liability for post retirement benefits is approximately $102 million.  This is partially offset by a VEBA trust but still presents a funding challenge for the institution.

- Overall enrollment declines – in spite of an increase in first time freshman the past three fall semesters, total enrollment has declined from 10,568 to 10,457.

- Large number of students receiving federal, state, or institutional aid.  Students require a greater investment of institutional scholarships and need-based aid (tuition discounting). The discount rate for 2007-08 is approximately 36 percent.

- Unfunded deferred facility renewal needs - $101 million as of December 2007 (not including Residence Halls) has been identified.  Many physical facilities, particularly athletic and student housing are also in need of replacement/major renovation.  This estimate will be reduced by approximately $40 million with the eventual demolition of Statesman Towers.

- In spite of increasing support and training opportunities, external grant and contract awards are decreasing.  (Note: Lilly funding the past five years skews comparisons to historical data).  Some comparisons:
    - Bowling Green State has a similar number of tenure, tenure-track faculty but received approximately 50 more grant and contract awards ($8 million)

    - Wichita State also has a similar number of tenure, tenure-track faculty and receives approximately four times the number of grant and contract awards as ISU.

- Geographic location in West Central Indiana is a challenge to increasing student enrollment.  Low population density, below-average family incomes, and a weak tradition of college attendance hinder enrollment efforts.

- Reliance on one-time funding or soft dollars for major initiatives (Center for Business Support and Economic Innovation, Motorsports) – unless permanent funding is identified it will be difficult to continue many of these initiatives.

- Standards and expectations of students and parents in regard to housing and related amenities have grown more sophisticated. The University needs to reinvest in its housing to stock to meet these expectations and present a viable alternative to off-campus housing.

## Opportunities

- With a declining economy, we are strategically located and positioned for partnerships with Ivy Tech Community College to provide access to degrees for displaced workers as well as other training opportunities.

- Partnerships with ISU Foundation to allow for more University projects to progress quickly – being a private entity the Foundation can enter into relationships more readily than the University without some of the approval process required of a state agency.

- Enhance image of ISU through increased marketing and communication efforts with potential students, parents, alumni, legislators, and business leaders throughout the state.

- Use of e-commerce system to provide easier access for students/parents to pay tuition, room and board, and other fees – ISU must take advantage of technology to be more user friendly to students and parents. Web payment applications will improve this effort as well as allow the University to operate more efficiently.

- State funding will be based on performance measures—some of which the University should excel (two-year transfers, low-income student degree success)

- Expand partnerships with corporations and others in the business sector for specific programs to reduce funding pressure on the University.

- Potential upgrade of bond rating – most recent rating is as of June 2007. Positive operating results and increased first time freshman enrollment may provide an opportunity for upgrade.

## Threats

- ISU will do well to maintain generally flat appropriations for operations and modest appropriations for capital needs – with limited state revenue growth and recent enrollment losses, Indiana State risks a loss in state appropriations as compared to other institutions within in the state.

- Vulnerable to weak regional demographics and market conditions – Indiana State is located in a section of the state that has experienced declining population are is economically depressed relative to other parts of the state.

- Ivy Tech Community College low tuition cost for first time freshman – the tuition and mandatory fee rates for first time students at ITCC is $2,930 per academic year as compared to ISU at $7,148 per academic year.

- Vincennes University offer of limited four-year degree programs – the Commission for Higher Education in November of 2004 allowed Vincennes to offer seven baccalaureate degree programs oriented to workforce needs and representing degree completion opportunities for associate degree holders.

- Regional campuses of IU and Purdue offering limited student housing and student activity programs – the Commission has allowed construction of student housing as some regional campuses as long as the amount constructed would house no more than 10% of the regional campus student population.

- Indiana's manufacturing-based economy negative impact on ability of state to provide increased levels of state support for higher education.

- Low level of unrestricted gifts to ISU Foundation – donors are increasingly restricting gifts to a certain project or scholarship.

- Misinformation concerning the role of ISU Foundation continues to cycle through the University.

- State has not fully funded R&R of facilities for past biennia – only 50% of the R&R formula has been funded for repair and rehabilitation of academic/administrative facilities during the past several biennia.  In some years the State has not released any of the funding or only a partial release.

- Future increases in state funding are moving from funding inflation to the use of performance measures – for the 2009-11 biennia, the Commission for Higher Education budget recommendations is performance based.  There is no increase in funding for maintenance or inflation.

- Compensation for faculty and staff remain stagnant and in some cases not competitive with other institutions – budget reductions in recent years have made it difficult to address market and compression salary issues or to provide standard salary increases to meet inflation.

- State review of tuition increases – legislation passed during the 2007 General Assembly requires the Indiana Commission for Higher Education to recommend non-binding tuition and mandatory fee increase targets for review by the State Budget Committee.

- Competition from off-campus apartment complexes owned by private developers adjacent to campus.

**Resource Development**

## Introduction

The charge to our group was to conduct a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis for resource development. Resource development – more specifically revenue generation from grants, contracts, fundraising and endowment management – can include diverse perspectives and initiatives. Organizational context is the most important consideration when deciding on what to focus on when evaluating the scope of resource development. Given that, this analysis explores two distinct areas at Indiana State University. The first section is a SWOT analysis for University grants and contracts. The second section is an analysis of the ISU Foundation, which was reorganized approximately 24 months ago to integrate the resource development functions of fundraising and endowment management.

## Grants and Contracts

*Strengths*

Indiana State University has a solid base of support for growth in grants. ISU held grant receipts at approximately the $10 million range over the past nine years. Prior to this period, ISU grant receipts were in the range of $3 to $5 million per annum. Beginning in the fiscal year 2005, the Office of Sponsored Programs (OSP) began counting certain sponsored projects administered by the ISU Foundation in the awards reports in order to be comparable to our peer institutions. This method, which is a common approach in higher education since granting agencies often have mixed goals for their awards, accounts for the record funding levels in 2005 and 2006 of over $15 million and $17 million respectively.

| Fiscal Year | Award Total | Number of Awards | Minus ISU Foundation awards |
|---|---|---|---|
| 2008 | $ 9,868,158 | 135 | $7,248,621 |
| 2007 | $14,944,784 | 156 | $9,409,766 |
| 2006 | $17,240,499 | 174 | $10,770,499 |
| 2005 | $ 15,654,905 | 137 | $13,721,290 |
| 2004 | $10,217,123 | 122 | |
| 2003 | $8,685,482 | 126 | |
| 2002 | $10,533,298 | 112 | |
| 2001 | $13,016,190 | 135 | |
| 2000 | $14,121,653 | 122 | |

Source: Office of Sponsored Programs Annual Reports

In addition to a solid base of support, ISU also has numerous academic and co-curricular programs that have been very successful in securing support from grants. Those programs are highlighted by the following four departments, which stand out as the most productive at receiving external awards in recent years.

- *Geography, Geology and Anthropology (GGA)* – Indiana State University is known for work in Geographic Information Systems (GIS) and remote sensing, although recent awards in GGA include work in dendrochronology and anthropology as well.

- *Biology* (as it is known this academic year) – Life sciences and ecology faculty are steady in their pursuit of external funding.

- *Center for Public Service and Community Engagement* – ISU has established itself as a university focused on community engagement over the past few years. Grant awards from the Lilly Endowment, Americorp and other funders reflect this focus. In fiscal year 2008, 73% of grant awards reported community engagement activity, with 70% reporting experiential learning activity.

- *Blumberg Center for Interdisciplinary Studies in Special Education* – ISU has a history of providing quality teacher training programs and education services for the State of Indiana and for the U.S. Department of Education.

*Weaknesses*

The policies, procedures, and practices of the University affect grant success. Faculty and staff turnover, budget cuts and related reorganization efforts, hiring practices, and tenure and promotion priorities affect the overall submission rate. Of the challenges presented by the organizational context, these two are prominent weaknesses:

1.) Retaining faculty and staff who possess strong capacities for producing grant funding; and

2.) Attracting researchers who have a capacity for generating grants.

Retaining talented faculty and staff must be a priority for ISU. When a researcher or program director leaves the institution, someone else is appointed to administer the grant. Over the past six months, approximately 20 "Change of Project Director" forms have been received in OSP. Unfortunately, because knowledge of the grant project often leaves with the original project director, project completion is often significantly delayed and work is impaired. These situations increase ISU's risk of audit findings and decrease our competitiveness for future grants.

Attracting highly talented, experienced researchers is a challenge at ISU. Many of the new faculty members hired in recent years have been ABD status, with an even larger percentage of new faculty hired in the early stages of their careers (see table below). Early career researchers need time to build their research portfolio and to build toward large grants. Because of the substantial investment in time and start-up funds for hiring early-career researchers, it is imperative that ISU hire experienced researchers when possible and retain talented young faculty for the long term to benefit research at ISU. This is especially important in the area of STEM (science, technology, engineering and mathematics) education, where the number of faculty with interest is low, but funding opportunities abound.

| No. of Faculty Hired since 7/1/2003 | Faculty Hired within 3 yrs of terminal degree attainment | % |
|---|---|---|
| 180 | 84 | 47% |
| Source: Data gathered from HR records | | |

Budget decreases and labor redistribution also affect grant success. Recent reductions in adjunct faculty budgets and summer faculty budgets have increased the workload for faculty by increasing the average class size.  Incentive programs created by the colleges to encourage grant proposal submissions have had limited success in recent years, as faculty express frustration at heavy teaching loads and committee assignments.

*Opportunities*
Two prominent opportunities exist at ISU to encourage grant proposals – strategic investment of university resources and improved internal practices. In addition, there are two areas of opportunity that ISU should strategically invest in – STEM (science, technology, engineering and mathematics) education and health related fields.

Funding for educational programs in science, technology, engineering and mathematics grew in 2008, despite flat budgets in other areas of discretionary spending. For example, NASA's budget for educational activities increased by 26% between 2007 and 2008. The National Science Foundation's budget for education and human resources increased by 4.3% between 2007 and 2008, with a requested increase of 8.9% for 2009 (http://www.nsf.gov/about/budget/fy2009/pdf/28_fy2009.pdf).  The recurring theme of developing young scientists for the future is reflected throughout the federal government.  "The Administration and Congress have conveyed their clear determination to build on America's history of success in leading-edge discovery and innovation through increased federal investments in research and education as evidenced by the President's American Competitiveness Initiative (ACI) and the America COMPETES Act of 2007" (Overview of NSF's FY 2009 Budget Request to Congress). A STEM education center would be a natural outgrowth of ISU's strong history of teacher preparation and solid base of scientists.

With the exception of security-related spending (i.e.: defense, homeland security, anti-terrorism campaign), the federal government spends more money on health related research than any other area. The new College of Nursing and Health and Human Services (CONHHS) provides an exciting opportunity for ISU to tap into health and health related funding. Created in July of 2007, the college is currently in the process of strategic planning in seeking external funding. Under the direction of Richard "Biff" Williams (hired in July 2008), faculty in CONHHS have begun to show an increased interest in grant opportunities. Faculty who had never applied for grant funding in the past have recently begun to submit proposals, but it will take some time to see results.  The new Associate Dean for External Relations will work extensively on identifying opportunities and working with faculty to develop proposals.

Several internal practices at ISU can be improved to encourage and promote grant proposal submission.  Although planning and writing a proposal can be difficult, submitting a grant proposal should be an easy process. The Office of Sponsored Programs and the Office of Information Technology have been working together to develop an electronic routing system

for grant proposals. This system would reduce the paperwork burden on grant seekers by allowing supervisors to review and approve proposals electronically from any internet accessible location.

Over the past several years, the Office of Sponsored Programs has increased communication with the ISU campus through improved newsletters, website, annual reports, face-to-face meetings, service subscriptions, and open house events. Currently OSP is developing a system for deans and chairpersons to access current information about upcoming proposal submissions, awards, and grant denials. It is expected that this data will be useful to administrators in monitoring and encouraging proposals. To support these efforts, it is recommended that President Bradley and the Office of Sponsored Programs host an annual reception for grant awardees.

*Threats*

The economy is the single biggest threat to grant success at ISU. All federal grant-making agencies such as the National Institutes of Health, the National Science Foundation, and the U.S. Department of Education are currently operating on continuing resolutions that hold funding for the 2009 fiscal year at the base 2008 level. These agencies will receive their final budgets in March 2009 when appropriations bills are passed. Given the recent bank bailout, reductions in federal discretionary spending for research are generally anticipated when the final budget is

| Federal Awards at ISU | | | | | | |
|---|---|---|---|---|---|---|
| | **FY 06** | | **FY 07** | | **FY 08** | |
| **Federal:** | **#** | **Amount** | **#** | **Amount** | **#** | **Amount** |
| NSF | 8 | $1,103,130 | 8 | $562,320 | 3 | $59,665 |
| Education | 6 | $2,097,340 | 5 | $1,892,292 | 5 | $1,754,419 |
| DHHS | 5 | $914,801 | 6 | $356,448 | 3 | $253,752 |
| USDA | 1 | $10,000 | 1 | $8,000 | 1 | $2,400 |
| Other | 5 | $186,458 | 6 | $333,715 | 7 | $668,616 |
| **Subtotal of Federal** | **25** | **$4,311,729** | **26** | **$3,152,775** | **19** | **$2,738,852** |

Source: Office of Sponsored Programs FY 08 Annual Report

passed in the spring. As shown in the table above, federal funding at ISU fell between 2006 and 2008, except in the "other" category which includes federal earmarked funds.

The current recession facing the U.S. affects state budgets as well as federal budgets. Twenty one percent of the awards made to ISU in fiscal year 2008 were from the state of Indiana. Reorganization efforts within the Indiana Department of Education, coupled with falling tax revenues and decreased federal flow through funding have the potential to further reduce grant receipts in the future.

Universities must comply with federal, state, and local regulations as well as follow their own internal policies. Increased government regulation is a threat that must be mitigated through increased training efforts in compliance areas and increases in administrative staff to document compliance. Research using human subjects, animal subjects, recombinant DNA/RNA, radioactive or hazardous materials, or biohazards require numerous oversight committees.

Increases in governmental regulation and oversight responsibilities proportionately increase ISU's risk of audit findings.

## ISU Foundation

*Strengths*

There are three areas of strength with regard to fundraising and endowment management. First, the ISU Foundation has been through an extensive restructuring the past two years that has produced a more professionally managed and strategically focused organization. Second, ISU has an established base of alumni, donors and friends for future support. Third, the University has a committed cadre of volunteers dedicated to leading the fundraising and endowment management efforts of the Foundation.

In 2005, the leadership of the ISU Foundation initiated a process that eventually led to the reorganization of the structure of the Foundation Board and staff.  The Foundation Board was supported in this effort by the University leadership as well as outside counsel from the Association of Governing Boards (AGB) and the fundraising consulting firm Campbell and Company. The Foundation Board has since hired an independent Foundation president, established a new mission and organizational values, and approved a new vision for the Foundation that includes the following five areas.

- Academic Investment
- Student Investment
- Community Investment
- Relocation of the Foundation Offices
- Foundation Organizational Infrastructure

Consecutive audit processes have validated that the Foundation is now operating more effectively and efficiently after the restructuring.

ISU has solid base of fundraising success over the past 20 years. The accompanying fundraising data indicates solid progression in fundraising success.

# HISTORICAL GIVING COMPARISON

| Period | Number of Donors (1) | Number of Donors (2) | Number of Gifts (3) | Total Gifts |
|---|---|---|---|---|
| 7/1/2007-6/30/2008 | 8,706 | | 11,955 | $7,967,508.78 |
| 7/1/2006-6/30/2007 | 9,070 | 7,541 | 12,334 | $6,572,987.19 |
| 7/1/2005-6/30/2006 | 9,424 | 7,795 | 12,977 | $5,042,832.56 |
| 7/1/2004-6/30/2005 | 9,789 | 7,991 | 13,297 | $9,077,442.19 |
| 7/1/2003-6/30/2004 | 10,342 | 8,283 | 14,295 | $8,346,043.86 |
| 7/1/2002-6/30/2003 | 10,713 | 8,779 | 14,473 | $27,105,104.67 |
| 7/1/2001-6/30/2002 | 9,797 | 8,246 | 13,644 | $6,528,015.54 |
| 7/1/2000-6/30/2001 | 10,123 | 8,454 | 14,048 | $5,210,543.01 |
| 7/1/1999-6/30/2000 | 10,435 | 8,449 | 14,263 | $4,412,276.45 |
| 7/1/1998-6/30/1999 | 10,103 | 8,735 | 13,749 | $7,126,548.90 |
| 1/1-6/30/1998 | 2,836 | 2,511 | 4,279 | $4,981,794.67 |
| 1/1-12/31/1997 | 10,472 | 8,919 | 13,853 | $3,426,748.28 |
| 1/1-12/31/1996 | 10,619 | 9,451 | 14,426 | $3,642,146.89 |
| 1/1-12/31/1995 | 10,806 | 9,190 | 14,479 | $2,986,410.85 |
| 1/1-12/31/1994 | 9,826 | 8,962 | 13,317 | $3,065,679.67 |
| 1/1-12/31/1993 | 9,518 | 9,513 | 14,192 | $3,788,000.49 |
| 1/1-12/31/1992 | 10,192 | 10,184 | 15,096 | $3,657,687.98 |
| 1/1-12/31/1991 | 10,144 | 10,120 | 15,179 | $3,228,313.94 |
| 1/1-12/31/1990 | 10,515 | 10,495 | 15,118 | $2,893,743.88 |
| 1/1-12/31/1989 | 9,883 | 9,843 | 13,957 | $3,551,887.52 |
| 1/1-12/31/1988 | | 9,913 | 13,611 | $2,517,702.00 |
| 1/1-12/31/1987 | | 9,561 | 13,026 | $2,334,383.83 |
| 1/1-12/31/1986 | | 9,642 | 13,392 | $1,308,242.83 |
| 1/1-12/31/1985 | | 8,417 | 11,598 | $1,093,256.29 |
| 1/1-12/31/1984 | | 8,453 | 11,609 | $1,071,850.82 |
| 1/1-12/31/1983 | | | 10,368 | $936,349.46 |
| 1/1-12/31/1982 | | | 10,050 | $1,411,894.00 |
| 1/1-12/31/1981 | | | 7,825 | $636,030.00 |
| 1/1-12/31/1980 | | | 7,788 | $564,408.00 |

(1) In recent gift reports, donors were included once for each fund given to.

(2) Per FOCUS listing, each donor included once.

(3) Counts each individual gift - includes donors multiple times.

The fundraising history, while not in the upper quartiles of comparable institutions, does represent steady improvement over time, and it provides a solid base in which to conduct the

first comprehensive fundraising campaign in the University's history. With respect to the data above, years in which fundraising shows a dramatic increase is generally attributed to singular events. For example, the University received a $20 million gift from the Lilly Endowment in 2002-2003.

The trends in endowment management at ISU mirror the fundraising results. However, this is another area that has been positively impacted by the reorganization of the Foundation. The following data indicates the endowment growth since 1999.

| Total Endowment | |
| --- | --- |
| Year | Amount |
| 12/31/1999 | 37,608,604 |
| 12/31/2000 | 36,907,298 |
| 12/31/2001 | 32,868,932 |
| 12/31/2002 | 31,816,523 |
| 12/31/2003 | 40,794,942 |
| 12/31/2004 | 44,084,445 |
| 12/31/2005 | 46,080,247 |
| 12/31/2006 | 55,098,951 |
| 12/31/2007 | 55,964,522 |

The recent downturn in the economy has significantly impacted the endowment, and given the significant swings in the market it is uncertain where the endowment will be at the end of the fiscal year on June 30, 2009. As of December, 2008 the endowment was down approximately 22 percent. The ability to grow the endowment by securing endowed gifts during the campaign to counter the losses from investments and the efficient management of the endowment through the Foundation Board Investment Committee should lessen the overall negative impact of the economy.

There is a good history of involved volunteer leadership at ISU. Volunteer leadership includes the Board of Trustees, Foundation Board of Directors, Alumni Association Board of Directors, and the numerous advisory groups affiliated with specific programs. With the changes in the Foundation, changes have also taken place with regard to the expectations for the volunteer leadership specifically related to philanthropic support. Because of an existing history of volunteer support these changes have been easier to implement. Overall, the volunteer leadership is committed to the transformation of ISU.

*Weaknesses*

There are three notable weaknesses that impact the fundraising and endowment management efforts. First, there is not a well-developed philanthropic culture at ISU, which means there are few donors *currently* capable of making transformational gifts. Second, a historically conservative endowment management strategy has limited the growth of the endowment. Third, the University's overall image is soft, which limits donor confidence and can produce a wait-and-see perspective in regard to philanthropic investment.

Although there is a solid foundation of fundraising support at ISU, a significant weakness is a well-developed culture of private philanthropy as a means to ensure institutional excellence. ISU has relied on a small number of donors to drive most of the fundraising. Meanwhile,

broader cultivation of donors outside of the Wabash Valley and Indianapolis has been limited historically. The development staff has more aggressively pursued these relationships over the past five years in preparation of an extensive campaign. This weakness means the Foundation staff continues to invest significant resources on donor cultivation with a goal of broadening the donor base to secure larger major gifts. Consequently, the current major gift donor pool is not as well developed as benchmark institutions.

A second weakness is a lack of innovative approaches to endowment management before 2000. The endowment was managed for many years with a very conservative philosophy, again not unlike many other benchmark institutions but not in the upper quartiles of progressive institutions. As a result, while other institutions experienced exceptional gains due to more progressive strategies ISU's endowment remained modest. Recent endowment management efforts have made a significant impact in the growth of the endowment. For example, because of the endowment management policies there was little direct exposure to the sub-prime mortgage collapse and no exposure to the Madoff Ponzi scheme. Because of the history of conservative investing the endowment grew modestly, which means the recent market downturn does limit the growth in endowed funds for the University and the financial capacity of the Foundation.

Finally, the University's overall image lacks a stronger presence in Indiana and amongst key constituents capable of major gifts. "Institutional prestige" can have a significant impact in fundraising success. The University has struggled with several prominent negative perceptions to include a period of declining enrollment, conflict between the previous administration and faculty, and a struggling athletics program that has been greatly impacted by extended losing seasons in football. Overall institutional reputation is essential to successful fundraising.

*Opportunities*

The leadership at ISU has two prominent opportunities in which to build long-term success in fundraising and endowment management. The two, which are complementary, are the desire for transformation or change and a successful comprehensive fundraising campaign.  First, a desire for change, in ISU's case for transformation, is crucial for long-term fundraising success. In fundraising and endowment management, success begets success. Fundraising success attracts other donors for a multitude of reasons and for ISU there are two primary reasons. One, other donors and philanthropic supporters are more supportive if there is a history of fundraising success, and the current fundraising trend at ISU takes that success to a new level. Two, new programs and initiatives are created and started as a result of successful fundraising. This provides new opportunities to raise funds as well as renewed attention from leadership in existing programs that have not experienced much fundraising success.

ISU has experienced approximately ten years of significant change. The educational market for recruiting students has changed during this time. There have been three presidents, turnover in the members of the volunteer boards and numerous senior leadership changes at the University during this time. The image of the institution and Wabash Valley has also undergone changes. All of these and other factors sparked a desire for transformation, which has been reflected in significant organizational restructuring, new strategic plans, evaluation and realignment of academic programs and a redefining of the University's mission and values. Also, greater cooperation between the University and Terre Haute community leadership has led to a revitalization of downtown. Plus, the selection of Dr. Daniel Bradley as ISU's President and the

positive impact his wife Cheri and he has made is another indicator of the positive movement toward successful transformation.

Transformation and change at many institutions is also represented by a successful fundraising campaign. Fundraising campaigns make visions reality by securing short-term and long-term financial support for the priorities of the organization. ISU is in the silent phase of an $85 million comprehensive campaign. Called *March On! The Campaign for Indiana State University*, this is the first comprehensive campaign in University history. The campaign is being led by the ISU Foundation, and it was initiated in January, 2006. The following chart indicates the progress of this effort.

| Date | Amount Raised | Percentage of Goal |
|------|---------------|--------------------|
| December, 2006 | $11,587,233 | 13% |
| December, 2007 | $27,519,711 | 32% |
| November, 2008 | $31,111,218 | 36% |

The campaign is currently in the leadership phase, and the campaign is scheduled to go public in October, 2009. The official goal will be set at that time, and the fundraising numbers indicate that everything is on track for the $85 million goal.

*Threats*

Currently, there are two threats to the success of the campaign and growing the endowment. The current U.S. economy is the single biggest threat to both. Although historically economic downturns have had minimal impact on long-term philanthropic support they have negatively impacted endowment growth. According to the diversity of opinions amongst economic experts, the current economic downturn has few historical equivalents so the real impact on both fundraising and endowment growth is very hard to predict.

This leads to the second prominent threat. Long-term philanthropic growth grows out of a strong annual giving program. The majority of transformational or principal major gifts come from donors who have a history of making annual gifts to the organization. Endowment growth comes primarily from two sources – successful investment management and major gift fundraising. So, building a strong base of annual donors ultimately leads to major gifts that impact both fundraising and the endowment. The economic downturn could negatively impact both the amount of annual gifts and the number of annual donors, thus limiting the long-term pool of major donors. Like similar institutions, we are noticing a decrease in annual donors even though we have experienced an increase in the total dollars given to the annual fund last year. The annual giving team has implemented several new strategies the past year to reverse this trend, however, those efforts could be hampered by sluggish economic conditions.

**Indiana State University**
**Strategic Planning**
**(Facilities, Athletics, and Residential Life)**
**2008-09**


**Executive Summary**

**HISTORY:**

**"Indiana State University was created by House Bill 119 (December 20, 1865), in
which the General Assembly of the State of Indiana established 'a State Normal
School, the object of which shall be the preparation of teachers for teaching in the
common schools of Indiana.' Tuition was to be free to residents of Indiana and
admission to "the privileges of instruction in the Normal School" were conditioned
upon requirements which included sixteen years of age for females, and eighteen for
males; good health; and, satisfactory evidence of undoubted moral character.**

**The Board of the Normal School was authorized to advertise throughout the State of
Indiana for donations of land, money, and buildings as a site for the new school.**

**Terre Haute was the only community in the state to make such an offer of money and
land.**

**The State Normal School was constructed on donated ground, which is now the
present day site of the Quadrangle. On January 6, 1870 the partially constructed and
poorly equipped Indiana State Normal School building (one building) was opened to
students. On this day, President William Jones greeted 23 students and a faculty
comprised of three assistants. Later in the year the student body increased to 40 and
three additional faculty were hired."**

Tom Brown, University Archivist, 1983-1996


Since its beginnings in 1870, ISU has grown in 138 years to 68 major buildings **(38 major
Academic, 5 Auxiliary, 10 Service, and 15 Residential Life)** totaling over 4,341,089 sq ft. to
heat, cool, clean, and provide maintenance for.  The main campus also includes over 200 acres
of urban land mass with an additional 200 acres of residential neighborhood areas to the north
and to the east.  As the University moves into the future, it is important that we continually
evaluate, enhance and maintain our university's physical assets and monitor the environment
that affects our facilities.

In October 2008, Indiana State University assembled a team of individuals to identify the
various Strengths, Weaknesses, Opportunities and Threats (SWOT) for ISU's Academic,
Administrative, Athletic, and Residential Life Facilities.

This team utilized various tools and resources to develop a comprehensive SWOT analysis
specific to each area of focus.  Tools such as deferred renewal assessments, project and
maintenance analysis, facilities condition assessments, and opinion surveys from colleagues and
constituents were used.

This particular report focuses on the significant priority SWOT items within each major functional area of the University. It does not include those items that are deemed lower priority or menial.

After collecting SWOT data from the individual areas, it was apparent that there were common 'facility' related issues in all three major functional areas. Common issues facing Athletic, Academic, and Residential Life facilities include the following: financial strength, enrollment, location within the community, deferred renewal costs, community engagement, and donor/alumni support.

<u>**Department of Facilities Management**</u>

**INDIANA STATE UNIVERSITY**
**DEPARTMENT OF FACILITIES MANAGEMENT**
**MISSION STATEMENT:**
We plan, develop and maintain the physical environment and provide services,
which enhance Indiana State University's mission of teaching, research,
and life long learning, and public service in support of our students, faculty, staff, visitors,
and the Terre Haute community.


**VISION STATEMENT:**
**-SERVICE-**
We constantly seek creative, visionary, and innovative solutions
To better meet ever changing campus needs.
We strive to create, promote, and maintain a safe and healthful campus environment.
**-QUALITY-**
We expect a high quality of integrity, performance, and professional behavior.
We take pride in the appearance and quality of our campus facilities.


<u>**STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS**</u>

<u>**(Facilities Management)**</u>

<u>**STRENGTHS (Facilities Management);**</u>

Our departmental strengths for maintaining our buildings and our campus have been noted and recognized for many years including:

- o  1…..**Central Steam Heating Plant**…..The relatively new (2001) gas fired (oil backup) Central Heating Plant, which not only won several state and national awards when designed, but has reduced our particulate emissions into the atmosphere by 11,200,000 pounds since beginning operation.
- o  2…..**Upgraded Utility Tunnels**…..The majority of our two plus miles of utility tunnels have had significant upgrades through the past 10 years which have reduced the amount of wasted heating, and thus reduced our need for natural gas.

- 3…..**Gas Hedging**…..In 2002, the University established a Natural Gas Procurement Committee made up of experts located in the Department of Purchasing, the Business Affairs Budget area, and Facilities Management. That committee, through its foresighted analysis has purchased hedges for future natural gas purchases through 2014. As a result, the University has experienced real, documentable savings in natural gas purchases totaling $4,267,167.00, and anticipated additional savings of in excess of $1,830,977.00.
- 4…..**LEED Standards**…..For many years, Facilities Management has provided design and maintenance services using a detailed construction and maintenance standards for architectural, mechanical, and electrical needs developed over a long period of time, to provide the most reliable materials for the most cost effective option. In recent years those standards have been improved to cover 'LEED Silver' level guidelines for design.
- 5…..**Compact Campus**….. As a relatively compact campus located in an urban environment, we have been quite successful in maximizing our resources both human and physical to not only provide an attractive, well functioning campus, but to provide a model for the surrounding Terre Haute downtown community. Because of our size, our campus is very pedestrian friendly with a fairly short walking distance 5-12 minutes to anywhere on campus. We are also located along one of the major circulation routes for our community 7th. Street (known as the Arts Corridor), and are situated between Union Hospital on the north and Downtown Terre Haute on the south.
- 6…..**Location, Location, Location** ….. The physical location for our campus (adjacent to downtown Terre Haute, Wabash River, Union Hospital, and major transportation routes to Chicago, St. Louis, Indianapolis and Evansville) is one of our major strengths for fostering continued growth of our University.
- 7…..**Easy Access for Customer Service**….. As a compact urban campus our academic buildings, and our administrative buildings are all located within a centralized core for ease of serving our customer base.




- 8…..**Pedestrian Friendly Campus**….. Aesthetically, we have developed and continue to develop a pleasing pedestrian core of campus, along with several brick paver pedestrian walkways not only serving as linkages across campus, but to serve as threads of design woven through our campus tapestry.
- 9…..**Internship Programs**….. As a department composed of several design disciplines (architecture, landscape architecture, engineering) we have made it a priority to work with as many of our interior design students as possible to assist them in fulfilling their internship requirement for graduation.
- 10….**Community Engagement of ISU's Professional Personnel**….. We also feel as professionals, we have an obligation to work on community engagement projects to further enhance the aesthetic and function of our community at large, and thus creating an environment conducive to attracting a larger more diverse student body.

## WEAKNESSES (Facilities Management):

o 1…..**STAFFING (declines):**
Twenty years ago in 1988, the Department of Facilities Management had essentially the same amount of square footage to maintain and a dedicated staff of 240, **today we have only 186 (a reduction in staff of 23%).**

In addition to this significant reduction in staffing, which equates to the level of service provided to our buildings, our wage rates continue to lag dramatically behind our peers, which makes us an employer of choice only during down economic times.

Our ability to provide the quality of services expected by our customers (the public, students, faculty and staff) is greatly hampered by this situation.

o 2…..**Deferred Maintenance Issues**….. Another major weakness confronts the Department of Facilities Management as documented in a study from November, 2007, which indicated that at that time the University had **accumulated deferred maintenance needs approaching $101,359,317.00.**

This figure will continue to grow as under funded R&R funding for Facilities Management continues      to be problematic.

o 3…..**'Landlocked Campus'**….. Our campus is somewhat landlocked by 2 federal highways (U.S. 40 'The Historic National Road', and U.S. 41). We also currently are confined as a campus by two major railroads one along our campus northern edge, and a second along our eastern edge. Expansion of the physical campus would likely require crossing one or more of these borders.

In summary, our main departmental weakness (concern), is having fewer people providing fewer services to more facilities for less dollars. Not a recipe for success.

## OPPORTUNITIES (Facilities Management):

As the 'greening movement' and sustainability for our nation and our campus become more and more of the norm, the opportunity exists for us to continue to think of ways to enhance our services and our way of maintaining our facilities providing improving levels of service with lessening impacts on our environment.

o 1…..**Recycling Program**….. Our award winning University Recycling program continues to be a source of pride and inspiration for not only providing a much needed service for our campus, our community and our planet, but provides the opportunity to continue increasing the educational  aspects of this program and lifestyle.

o 2…..**Development of Redundancy Systems for Reliability**….. As funding permits, the Facilities Management Department will continue to develop ways to provide redundancy on its systems, thus providing an increased level of reliability for providing much needed services to our campus community (i.e….we use 'double-ended subs' in our electrical distribution systems to lessen the impact of a power outage on our individual buildings. We also have created a master plan for the

implementation of a series of emergency generators to provide power to buildings during a power outage.  And we are designing and building a redundancy to our central chilled water plant to provide adequate chilling needs for the campus during maintenance down times.)

- o 3…..**Continue 'Greening' Our Campus**….. Through continued building construction and maintenance improvements in 'greening' our campus, we see a significant opportunity to further reduce our fuel needs and thus reduce the campus carbon footprint well into the future. In point of fact, since 1990, through a variety of initiatives undertaken by our department (such as conversion from a coal steam producing plant to a natural gas fired plant, and adoption of 'green lights' program guidelines), we have already reduced our carbon footprint by 30%, according to a recently completed analysis by Sebesta-Bloomberg Engineering.
- o 4…..**Community Engagement and Community Image Enhancement**….. Momentum continues to grow in our community for improving the riverfront along the Wabash River, which fortunately is only 2-3 blocks from our current campus, leaving us with an opportunity to have a direct campus presence along the Wabash Riverfront.
- o 5…..**Campus-Proper Property Acquisition**….. The possible continuing acquisition of private properties within campus boundaries, such as Zorah Shrine, the Ballyhoo, and Industrial Supply all provide the opportunity for our campus to not only 'grow from within', but to eliminate non-University traffic and land uses from the campus proper.
- o 6…..**Partnerships with Area Higher Education Institutions**….. Another opportunity we have that most communities our size do not have is to develop and nourish partnerships with RHIT, SMWC, IVY Tech at various levels (teaching, research, community engagement, and service).
- o 7…..**Neighborhood Improvements Adjacent to Campus**….. The recent Renaissance in downtown development, (the Hilton Garden Inn, the Candlewood Suites Hotel, the new 600+ parking garage adjacent to hotels and Hulman Center, and the soon to be completed Children's Museum all are major steps for downtown revitalization literally on our campus doorstep. A major benefit to ISU, and major opportunity for future lodging, conferencing needs for our campus community.

**THREATS (Facilities Management):**

Threats to the Department of Facilities Management, are a direct threat on the quality of services that can be provided to maintain our facilities for our campus community base.

Those threats include:

- o Rising fuel costs,
- o A reduction in quality professional workforce due to low wages,
- o An ever aging infrastructure on campus,
- o A growing volume of deferred renewal needs for our buildings.
- o Fewer staff maintaining an ever increasing amount of square footage equals a long term, lessened quality of service for our students, and faculty.

Additional threats are somewhat out of our control, but could have a dramatic affect on the campus physical plant include:

- o Declining enrollments,
- o Fuel shortages,
- o Weather events,
- o Pandemic health events,
- o National disasters (both natural and manmade), and
- o Economic downturn events, which threat to ripple through our entire economy and the lives of each family who aspires to be a part of the greater ISU family.

## STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

### (Intercollegiate Athletics)

**STRENGTHS (Intercollegiate Athletics):**

- o Hulman Center (seating for 10,200 for basketball)
- o Softball infield (two fields adjacent to the HHP/athletics complex) (one varsity, one practice)
- o Newly resurfaced track (although track needs significant attention long term, due to subsurface differential settlement issues)
- o New surface on tennis courts (completed fall, 2008)
- o Lights at baseball (as well as an aggressive master plan from 1997 awaiting funding,…)
- o Weight room

**WEAKNESSES (Intercollegiate Athletics):**

- o Availability of Hulman Center (athletics must compete with non-athletic uses of the venue including performances, dinners, all revenue generating, but limiting usage time for athletics)
- o Location of Memorial Stadium (the aging 12,000 seating facility constructed in 1967 is several miles from the main campus in a park-like setting, but 'remote' in the minds of many.
  - o Aging structures in need of repair
  - o Ripped seams on football turf
- o No golf facility and public courses are under funded for maintenance
- o HHP/Arena: has no air conditioning in south gym for volleyball and training for other sports
- o Practice facilities are limited and therefore create scheduling challenges
- o Our only indoor track facility (north end of HHP building) does not meet competition venue size and thus has limited value to the track and field program.
- o Footing/type of grass on soccer field (two fields, one varsity, one practice) again are somewhat remote from the main campus, being located north of campus and west of U.S. 41 (Third Street)
- o Dim lighting in south gym at HHP/Arena continues to be problematic and in need of upgrading
- o No lighting currently exists at our two softball fields, or our two soccer fields, thus limiting use potential for practices and varsity games.
- o Paying for rent and transportation to the tennis 'bubble' for indoor tennis practice continues to be a weakness of our tennis program.

**OPPORTUNITIES (Intercollegiate Athletics):**

- o  Box seating for revenue opportunities
- o  Maintenance of existing structures
- o  Addition of locker rooms for baseball, softball, and soccer
- o  Multi-purpose facility close to campus for soccer and football
- o  Lights at softball and soccer for added scheduling opportunities and camp/clinic revenue
- o  Indoor practice facilities-tennis, basketball
- o  Indoor Track facility
- o  Golf course
- o  Permanent seating at softball field

**THREATS (Intercollegiate Athletics):**

- o  Declining attendance and enrollment
- o  Lack of donor support
- o  Fan apathy
- o  Student-athlete safety
- o  Recruiting challenges
- o  Competitive disadvantage among MVC peers as well as other state institutions
- o  Travel costs
- o  Vehicle availability for small squads-12 passenger vans

**(Residential Life Facilities)**

**OFFICE OF RESIDENTIAL LIFE**

**MISSION STATEMENT:**

It is the primary function of Residential Life to support the University mission by providing a living environment for students that is conducive to learning, total personal development, community service and leadership

**VALUE STATEMENTS:**

•We foster personal growth by providing and maintaining a comprehensive living environment including safe, aesthetically pleasing facilities and high quality sustainable dining services for students.

•We provide a diverse environment that is inclusive of all individuals, ideas and expressions.

•We value high standards for learning, teaching and inquiry by establishing and maintaining an environment supportive of the academic mission.

- •  We promote responsible citizenship and encourage stewardship within our community.

## STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

### (Residential Life)

### STRENGTHS (Residential Life):

o New student enrollment is up this year (2008-09)
o Retention of residence hall students is showing a promising trend, up 1% from last year
o On campus housing costs at Indiana State University are relatively low in comparison to other State Universities
o 4 of our 10 halls are air-conditioned, and have private baths
o Burford Hall has wireless technology
o 'Theme Housing' floors aid in community building for our student residents
o 'Variety of Life' styles options for students to choose from
o University Honors housing in Rhoads renovated and includes faculty offices
o Faculty involvement in First Year Initiative Program
o Most flexible meal plan with a wide variety of options for students to choose from
o Residence halls have been historically safe environments for our students
o Security Cameras are located at each hall's entrance
o RA staff and night hosts provide additional security
o The Residential Life FYI area has additional staff called APA's.
o Staff works with first year students on Academic Success.
o Currently, we require no deposit for on campus housing residents
o On –line housing application process
o Basic cable and utilities are included in apartment rates
o Upper class student's have single room option
o Room/hall assignments are made before Summer Orientation program
o Coed floors in upper-class hall gives us flexibility to change gender based on the number and mix of applications
o Sororities live in campus housing
o Apartment rent is inexpensive compared to comparable nearby private housing developments
o Our on campus housing options are located close to many of the more frequented facilities, such as Cunningham Memorial Library, classrooms, the new Student Recreation Center, the HMSU Commons, and the HMSU Student Union
o One rate covers all-room, board, cable, phone, internet
o Provide on campus jobs
o Engage students in community building
o Leadership Stairwell presents opportunities for student involvement in community service and leadership experiences and has expanded to 2 stairwells at LQ
o Flexible dining hours, carryout options , food court
o Close parking available
o In the past we lacked competition from off campus apartments
o Visiting Scholars apartments with amenities
o Guest Apartments at University Apartments
o Some Guest rooms on campus
o Sprinklers (fire suppression systems) are active in Burford Hall
o Most roofs have recently been replaced in the past 10 years

- o Most ADA issues have been addressed in most halls
- o Being a residential campus is important to retention and recruitment because students who live on campus are more engaged.


### WEAKNESSES (Residential Life):

- o Enrollment has been decreasing over the last 5 years
- o 6 halls not air-conditioned
- o 6 halls need to have significant renovation
- o Community bathrooms still exist in 6 of our halls
- o Apartments need to be renovated
- o Standards/expectations from students and parents have changed
- o One hall has been closed (Sandison Hall, which is a twin to Gillum Hall before it was renovated and renamed Hulman Memorial Student Union is attached to the HMSU Union and Commons complex
- o Small reserve account
- o Major utility and infrastructure projects need to be undertaken soon, such as replacement projects for the electrical switchgear and the emergency generator for University Apartments
- o Old buildings (1960-1970's vintage)..are not exactly what students want in today's market environment
- o Mechanical upgrades need to be done
- o Fraternities have moved off campus
- o Greek groups have low numbers and have a difficult time maintaining membership and have a hard time filling floors/stairwells.
- o Many of our students are on financial aid and have a hard time paying for college
- o Currently we have competition from off-campus apartments adjacent to campus for our students who wish to experience ever increasing 'independence'
- o We compete with IU, Purdue, Ball State, and USI
- o USI began with all apartments. so they do not have the same debt as we do
- o We can only raise room and board a small percent percent
- o Donors haven't given money to build new halls
- o Lack of fire suppression in all halls except Burford Hall
- o Lack of wireless technology in most halls (9out of 10 halls do not have wireless)
- o Our furnishings we provide are outdated (such as case goods ,beds, furniture)
- o Lack of technology upgrades…card access to buildings and rooms , laundry card access
- o Money to do major renovations
- o We don't house many transfer students (this may be a market worth pursuing in the future?)
- o Lincoln Quad rooms and suites are small
- o Lack of single rooms for Freshman
- o Roof s needs to be done at University Apartments-Unit 3, Sandison Hall, and Hines Hall
- o Limited graduate student housing on campus
- o Some ADA issues need to be addressed in Blumberg Hall, and Pickerl Hall

### OPPORTUNITIES (Residential Life):

o Form greater partnership with Academic Affairs
o Build new apartments close to campus
o Create smaller living units
o Upgrade technology and fire suppression
o Fund raising for residence hall/apartments
o Could Partner with Private developers
o Bring Greek housing into discussion on master plan
o Use technology in new designs
o Air-condition facilities
o To  become more competitive with other institutions
o Increase  summer conference business

### THREATS (Residential Life):

o Ivy Tech and other community colleges
o Competition from off campus developers
o Economy
o Enrollment could decline
o Other Universities
o Failure to remain competitive with other institutions
o Could become a commuter campus
o Dramatic increase in off campus apartments
o Privatization of housing

## STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

### (Bonding)

### STRENGTHS (Bonding):

- Healthy balance sheet
- Existing debt load manageable
- Majority of current debt is fee replaced – only Student Recreation Center and HMSU, along with a couple of small issues that are near retirement are not fee replaced.
- Positive Resource to Debt Ratios as compared to A2 Medians
  - Unrestricted Financial Resources to Direct Debt
  - Expendable Financial Resources to Direct Debt
  - Financial Resources to Direct Debt

### WEAKNESSES (Bonding):

- Percent of fee replaced debt to total state appropriation (over 10% - used as state benchmark)
- Actual Debt Service to Operations Ratio (the percentage of total operating expenses that consist of debt service payments) as compared to A2 Medians
- Non fee-replaced debt would need a dedicated (budgeted) revenue stream

- All issued debt, regardless of funding source, must have state approval. If any portion of the debt is to be paid from state appropriation or mandatory student fees must also have approval of Indiana General Assembly.

**OPPORTUNITIES (Bonding)**

- Potential upgrade of bond rating – the most recent rating is as of June 2007. At that time the rating agencies indicated they would have some interest in reevaluating the rating once freshman enrollment numbers had shown some improvement.

**THREATS (Bonding):**

- Current market instability
- Lack of availability of bond insurance in current economic climate could result in higher interest costs.
- Private/Public partnership debt would be considered in calculating overall debt ratios even though the University did not have the liability for the debt.