

# Indiana University's Support of the ICHE Plan for Developing a Comprehensive Statewide System of Education: A Response

April 7, 2003

In its outline of the steps Indiana must consider in developing a comprehensive system of education from pre-school through the baccalaureate, the Indiana Commission for Higher Education (ICHE) is in the process both of generating a bold idea for the state and of challenging the several stakeholders in the future of the state to rise above their traditional self-interests. Indiana University (IU) wishes to join in this process and to support the ICHE in exercising leadership for our shared future.

We appreciate ICHE's call for comment. In the spirit of a committed partner, IU intends to be as candid as it is supportive—all in the expectation of moving Indiana to a global leadership position in quality of life, economic prosperity, and civic engagement through education. If we are to create an intentional future for Indiana, it should be a bold one. Recent media analyses as well as those of policy institutes across the state have focused attention on the need for Indiana to take forceful but directed action and have contributed to a sense of urgency. The ICHE initiative is both timely and central.

Because ICHE's efforts to take a comprehensive view of education are at an early stage, we wish to focus first on the formation of a vision and on the engagement of stakeholders. Subsequently, we will provide a substantive critique of areas for policy development and offer Indiana University's expertise and resources to support ICHE's initiative. This brief preliminary commentary outlines IU's positions with regard to the opportunity ICHE has offered the state. The subsequent paper (to be submitted in early June) will outline specific areas where we believe we can be of most help.

In the comments that follow, we will make several observations and suggestions with resource implications. We are fully aware of the very difficult financial constraints facing the state and all of education. Our intent is neither to ignore reality nor to lament the lack of resources. Instead, we intend to address the substantive policy issues here and then to address the priorities for resources in the subsequent document. Nonetheless, we are calling for a greater, concentrated, statewide investment in education (along with internal reallocations of existing resources) as the primary lever for economic and social change and improvement.

Indiana has a demonstrably strong asset in its public and independent colleges and universities—placing the state well above its expected place in terms of producing baccalaureate recipients and an educated workforce. Moreover, due to the efforts of several stakeholders over the past five years, Indiana has shown promising signs of improving its K-12 effectiveness. Encouraging as these developments are and as ambitious as ICHE's outline is, the plan for Indiana is not yet sufficiently bold or ambitious. We recognize that one of the best ways to build a strong Indiana for the future

is to retain talented and educated people within the state—an issue with both economic and quality-of-life dimensions, neither of which has yet been adequately addressed politically. In the absence of oceans and mountains or a more favorable climate, quality of life must focus on cultural and educational solutions as well as high-impact job creation.

We note that one of the consequences of the current national and global economic stagnation has been a “leveling of the playing field.” This dramatic reversal of fortunes for all, ironically, offers Indiana its most promising strategic advantage in decades. The advantage, however, is likely to be short-lived, and immediate action is required if we are to seize the opportunity.

In the last decade, a number of states and several nations have made substantial investments in education in strategic ways that have raised achievement expectations, increased access, expanded participation of historically underrepresented groups, held institutions accountable for results, and created the capacity for generating and applying new knowledge that in turn have stimulated their economies. In the past two years, these efforts of others have been marginalized and many of their gains of the past decade have evaporated. With a bold, determined, and focused vision now, Indiana can seize this time of uncertainty and hesitancy to leap ahead and to ensure competitive advantage for decades to come. This is not a time for incremental thinking or for complacency. Accordingly, our first comment is to be bolder in our vision for the state:

(NOTE: Items noted in **bold** reflect differences, modifications, or additions to ICHE’s draft policy paper.)

## PART I: A BOLD VISION

**ICHE, in cooperation with its partners, should create a bolder, more comprehensive vision of how education—from preschool through post-baccalaureate graduate and graduate professional learning—can dramatically reshape the quality of life, economic prosperity, and development of an effective sense of civic responsibility within the state within a decade— benchmarked against an appropriate standard such as being among the top 10 states nationally.**

The vision should include:

1. A clear outline of **how education will enhance economic prosperity based on a realistic assessment of Indiana’s comparative strengths**.
2. A clear set of **expectations for civic literacies** and corresponding academic achievement necessary for all of Indiana’s citizens at the levels of high school graduation, associate degree completion, and baccalaureate degree attainment.
3. A plan for **investing in the research capacity** of Indiana’s universities to ensure future competitiveness and prosperity.
4. An **emphasis on quality** and plans for setting expectations for the quality of education at all levels for individuals and for institutions.

5. Recognition of **higher education as a major economic “cluster”** (i.e., major industry) for the state with policies that support recruiting students from out of state and out of the nation as a means to attract a talented workforce. Students may be the state’s most valuable renewable resources, and we should seek the very best talent worldwide for Indiana.
6. Recognition of **graduate and graduate professional degree attainment** as an important factor in the state’s future.

Indiana University is committed to working with ICHE and other educational institutions in the state to create **a bolder vision**. We believe we should not lose this moment in time to gain comparative and competitive advantage in the nation and the world.

As we anticipate further conversations about how to prepare a plan for Indiana that will achieve the goals set forth above, we also wish to record our support for the essential ideas contained within the current ICHE plan.

### Preparation and Deep Learning

In its report, ICHE identifies “preparation” as a key issue for the state. We see this as an issue that transcends K-12 and affects postsecondary education as well. It is a matter of encouraging and rewarding **deep learning** as opposed to superficial learning that all too often is reflected in passing tests. The goal instead should be connecting learning to a cumulative objective and fostering P-16 partnerships to achieve it. Clarity of purpose and attainment at the degree level as opposed to the course level is essential as Indiana begins to recognize and facilitate the movement of students from one institution to another. IU believes that it is essential to improve the quality of education by focusing on deep learning at all levels and across institutional types. And for this reason we are especially interested in how the patterns of deep learning are inculcated at the K-12 levels so as to be effective at the postsecondary levels.

1. IU endorses the aligning of college and university admission standards and remediation policies with Indiana’s new high school graduation requirements and state financial aid policies as outlined in the P-16 plan **with the addition that the state should provide sufficient financial aid so that high school graduates who do not complete Core 40 can attend the Community College of Indiana (CCI).**
2. IU endorses not only aligning End of Course Assessments (ECA) with college placement exams for seamless transition from high school to college, **but we also endorse replacing placement exams with ECA--IF these assessments are based on expectations for student success at four-year institutions and if they attend to the following points:**
  - a. **The validity of ECAs is established based on research demonstrating (1) alignment with state standards for high school curricula in each subject area, and (2) the capacity to predict successful student performance in the first year of college.**

- b. **Mechanisms are in place to revise the high school curriculum and ECAs to ensure student success in college.**
  - c. **There is clarity of purpose and a clear value for the myriad of exams that occur at the point of transition from high school to college so that students and parents understand their roles in the context of ECA. These include ISTEP+, SAT, ACT, AP, discipline-specific course placement exams, and others.**
- 3. **IU endorses reporting back to respective high schools regarding college success indicators, incorporating these indicators into the Department of Education's Annual Performance Reports. IU further urges that there be periodic conversations regarding curricular alignment.**
- 4. **IU endorses providing current teachers with targeted resources and professional development to support high quality instruction through the investment of new state resources for this purpose and not as an unfunded mandate. Further, IU endorses targeting new state resources for preparing a diverse cadre of future teachers who can contribute to a P-16 vision of education in the state.**
- 5. **IU endorses Core 40 as a statewide graduation expectation with the following concerns:**
  - a. **The Core 40 curriculum needs to be assessed continuously in light of research on ECA and actual student performance in first year college courses.**
  - b. **In cooperation with the Indiana Department of Education, ICHE can ascertain that every high school in the state can offer Core 40 by its implementation date in 2007-08 and that individual students will not be penalized by the inability of a school to deliver the required curriculum.**
  - c. **Students who graduated before Core 40 was available in their schools will not be penalized with regard to admission or to financial aid.**
  - d. **Provisions are made for transfer students and returning adults to overcome the lack of Core 40 in their personal preparation.**
- 6. **IU requests that the performance indicators include the performance of high school students in first year college courses and the dual enrollment of high school students in college courses as additional performance measures for continuous improvement. The measures should be disaggregated by race/ethnicity, geographic locale, and family income level.**

## **Participation**

Indiana University agrees with Commissioner Stan Jones that minority student participation is not what it must be for Indiana to develop its human potential for the benefit of the whole state. Further, IU notes that there is a serious problem with respect to the under participation of economically disadvantaged people in Indiana, especially

those from rural areas. Moreover, participation by itself is not enough. **Participation must be accompanied by success.**

1. IU endorses increasing participation **and success** of minority students, **first generation, and economically disadvantaged students**, with a preliminary goal of reaching participation **and success** rates reflective of the state's population.
2. IU endorses implementing an electronic high school transcript to facilitate the transfer of student information between high schools and Indiana colleges.
3. IU endorses exploring additional reciprocity relationships with bordering states.
4. IU endorses finding better ways for colleges and universities to deliver instruction to adults, especially in workplace settings **and especially though electronic means and with attention to meeting client needs across state boundaries; Indiana institutions must be allowed to compete globally in the rapidly evolving continuing and life-long education markets upon which professional education increasingly depends.**
5. **IU recommends that ICHE work with all stakeholders to recognize and support through public policy and state investments adult and continuing education that may be offered in noncredit as well as credit formats (e.g., certificates) when there can be verifiable (even third-party) certification of learning as a means to support economic development; specifically, measures for counting and reporting noncredit enrollments in a standard and consistent manner should be developed; and further, specific incentives should be created to encourage strategic program development.**
6. **IU recommends investigation of the use of an electronic student portfolio system that augments the results of standardized tests with samples of student work to demonstrate in more authentic ways students' skills and competencies. The portfolio would span high school and college and would be intentionally articulated to serve as a vehicle for seamless education statewide. The portfolios would provide to college admissions officers and faculty, and to prospective employers, more useful information for querying the likely success of students in college and in the workplace. It would also provide students information regarding their skills and their respective needs for further development.**
7. **In addition to the existing indicators, IU recommends that the percentage of ninth graders graduating from high school and entering college be added as performance measures; further, IU recommends that the total enrollments of students (full- and part-time) be differentiated with regard to age so as to create standard and meaningful categories, such as 18-24, 25-44, 45-64, and 65+ for comparative and developmental purposes. Given the interest in further developing reciprocity arrangements, indicators should be included to track enrollments through these arrangements. Finally, IU recommends that all indicators be disaggregated by family income level, in addition to race/ethnicity and gender.**

Through its separate campuses and through the leadership of a University-wide Vice President for Diversity, IU has developed a range of programs to increase the diversity of

the student body and faculty and to promote the academic success of students P-16. In the past year, with support from the Lilly Endowment and the Lumina Foundation, IU has convened public and independent colleges and universities to work together to share experiences and ideas. IU is similarly committed to working with ICHE on a comprehensive, statewide plan that can ensure that Indiana includes all of its citizens in the benefits of education and in the development of their potential. Indiana cannot succeed as a state if some parts of the population are left behind. As global immigration patterns, intrastate migration, and other demographic shifts occur, the state—and its system of education—must not only accommodate new citizens but anticipate changes that prepare all of its people for success through learning.

## **Affordability**

IU recognizes that students will attend colleges and universities only if they can afford to do so. As noted in Part II below, we believe that the partnership of stakeholders must also develop a comprehensive approach with regard to student aid. Nonetheless, affordability is a two-stage function. The first stage is a real understanding of actual costs and of available aid. Numerous surveys document that families and students habitually overestimate the cost of college and underestimate the amount of financial aid that is available. The second stage is matching need with resources. Indiana's policy development must consider concurrently the three elements of affordability: state appropriation, tuition, and state financial aid. Affordability is a function of all three components, not just one or two.

- 1. IU endorses the concept of making tuition at CCI institutions differentially lower than Indiana's public four-year institutions, to the extent that education revenue (tuition plus appropriations) is also differentiated. Realigning CCI tuition with average tuition at the national level would not make efficient use of the state's tax dollars, nor would it increase college participation rates in Indiana. Instead, we recommend a policy that commits the state to providing adequate need-based financial aid for students to attend whatever public institution for which they are prepared and to which they are admitted, whether CCI or a four-year institution. This method has proven effective in expanding college participation in Indiana.**
- 2. Further, IU endorses the state's support of need-based financial aid for students attending Indiana's independent colleges and universities. However, the cost-effectiveness of such investments should be routinely evaluated as they have been for public institutions. It is crucial that adequate, but not excessive, need-based grants be provided for residents attending all types of institutions in Indiana.**
- 3. IU does not recommend using the specific metrics currently used in "Measuring Up" as a basis for assessing affordability. This approach fails to consider the per capita income and the personal tax rates across**

**individual states. Indiana falls low on both of these indicators. Using “Measuring Up” in its current form would tie fee increases to the state’s personal income levels, a step that could either be excessively costly for Indiana’s taxpayers or inflict severe damage to the quality of Indiana’s universities. Coordination of public and private finance strategies is critical to providing financial access, as well as to efficient and effective investment of tax dollars across the state’s system of higher education.**

- 4. IU endorses adopting a coherent student assistance and institutional funding policy that can be sustained over an extended period of time.**
- 5. IU recommends that the ICHE develop financial indicators that reflect equity and adequacy in state funding for higher education, along with affordability. The state’s investment should be treated in fair and equitable ways across sectors of higher education, emphasizing fairness for students and taxpayers. Specific financial indicators used to inform and guide policy development should include:**
  - a. Educational revenue per student (CCI campuses, comprehensive, and research campuses should have revenue per FTE equaling similarly classified institutions in peer states).**
  - b. Adequate need-based student grant aid. The maximum award for the state’s need-based grants for the highest need students should equal the tuition charged at the public campus students attend, with the limitation for students not completing Core 40 noted above (i.e., grants should be limited to CCI tuition). The impact of state grants on access and persistence should be routinely assessed.**
- 6. IU recommends that the ICHE develop a new approach to finance in the public system that ensures affordability within an efficient and adequately funded public system of higher education. Even when tax revenues are limited, it is essential that efforts be made to ensure financial access to quality institutions.**

## **Completion**

IU supports ICHE’s efforts to transform matriculation into graduation, and **it also encourages the state to develop ways to recognize that student achievement may include appropriate goals short of degree completion.** This understanding of achievement may be especially important for returning adults for whom specific course work or a certificate is more useful and meaningful than a degree. More importantly, IU urges the state to consider completion from the student perspective instead of attendance patterns at a campus. The goal of the state should be to promote student achievement—primarily but not exclusively through degree completion—by following the student instead of watching the institution. As students increasingly move among institutions, especially as they move from CCI to a four-year college or university, the state’s policy interests need to focus on whether the student completes a degree (or educational objective) instead of where the student began.

1. IU endorses maximizing the statewide transferability of courses **in keeping with the intent of House Bill 1209** and informing the availability of these options to students **via electronic means (e.g., a website).**
2. **IU urges ICHE to add to its indicators completion rates that track students across institutions and over extended periods of times (e.g., up to ten years for bachelor’s degree attainment). Any institution-level indicators should recognize not only where students start their college careers, but also where they attain their degrees. In particular, transfer students should be tracked as both a ‘positive completion’ for the originating institution, and with regard to student persistence to a degree at the receiving institution. The tracking system also should take into account other student characteristics that influence persistence and completion. Accordingly, the following subpopulations should be tracked: Part-time versus full-time, relevant racial and ethnic groups, first generation students, full-time or part-time work status, various age groups, and students requiring financial aid. Appropriate indicators regarding transferability of credit could include the number and percentage of credit hours transferred toward a distributional requirement at the receiving institution, the number of students articulating 2+2 arrangements, and the subsequent grade performance of transfer students disaggregated by originating institution**

## **Part II: Engaged Stakeholders**

ICHE has fully understood the importance of engaging all stakeholders in creating a new vision for P-16 education. While we understand that, properly, ICHE’s focus is on P-16 levels, we also note that graduate and graduate professional programs are essential to Indiana’s economic future. Moreover, degree and research programs at the post-baccalaureate levels are likely to be of importance to stakeholders throughout the state. The Education Roundtable in cooperation with state government has already had a profound impact on both results and future actions. However, the vision for collaboration among the CCI, Indiana’s public and independent four-year institutions, government at local, regional, state, and national levels, corporate entities, nongovernmental and nonprofit organizations, foundations, and national initiatives from the several sectors has not been sufficiently inclusive or focused. Collaboration for its own sake may be useful, but to advance Indiana as quickly as it must be transformed in a highly competitive environment requires a more concentrated and deliberate strategy. By making education the vehicle for the state’s social, economic, cultural, and civic advancement, there is reason for these sectors to combine interests, resources, and energies to achieve specific objectives in an uncharacteristically short time. A new level of statewide leadership focused on change—with clear, specific goals—is required for a new era. The vision for attainments and goals must be matched by a vision for how collaboration can work in Indiana.

**ICHE should create a bold vision for how stakeholders in Indiana’s future can work together in concrete, specific ways to develop a comprehensive P-16 system of education with specific, measurable objectives and specific, measurable responsibilities for each of the stakeholders. ICHE should adapt successful strategies used in other states to take advantage of Indiana’s particular characteristics and take full advantage of the special strengths of the post-baccalaureate level.**

With more than 30 years of successful collaboration based initially on the development of IUPUI, IPFW, and the Purdue Statewide Technology Program, Indiana and Purdue have a proven track record of effective collaboration. This is a great asset to be used and extended. More recently, the collaboration of four-year institutions with Ivy Tech State College and Vincennes University has enriched the collaboration and offers promise for a new approach to higher education in Indiana.

There is a special opportunity at the moment, however, and specific attention needs to be given to cooperation among Purdue University at West Lafayette, IUPUI, and Indiana University Bloomington. These three campuses have the potential to work in greater collaboration for the state’s benefit more efficiently and more effectively than any other collegiate enterprise in the nation. While there are clear and positive examples of existing cooperation—most notably the current life sciences initiative—these three campuses must be asked to contribute more directly and more intentionally to the state’s development—especially economically. Cooperation among these three campuses could be elevated to the level of state policy with specific strategic investments and specific, reciprocal accountability.

As ICHE has concentrated its efforts in the past five years on developing CCI, it must now turn its attention to the comprehensive campuses and to development of course and degree offerings that best meet the overall vision for the state—along with other programmatic developments that will promote student success by recognizing that social conditions affect learning and student success. ICHE has already begun a process to consider housing at regional campuses. Further developments to address the full range of support appropriate for student success in campuses across Indiana need to be considered if Indiana is to be competitive with other comprehensive universities in the Midwest. While CCI campuses can ensure locally responsive educational programming to meet the near-term workforce needs, the four-year campuses need to be supported and directed in developing baccalaureate, graduate, and certificate programs that will ensure the foundation for the state’s economic, social, cultural, and civic reformation. In many instances, the four-year institutions have begun developing differentiated roles that contribute both to the local economy and to specific statewide missions. Housing, student life programming, career counseling, and internship programs are important components of this development. However, in most instances the full “student experience” is not available except at West Lafayette, Bloomington, Ball State in Muncie, and Indiana State in Terre Haute. IU and Purdue’s regional campuses and the University of Southern Indiana have been especially effective in matching their programs

with local needs, but they are only now developing a comprehensive approach to student learning and student life. The state should look for ways to assist in the positive enhancement of the learning and social environments on these campuses. Ball State and Indiana State continue to address statewide needs and to use their residentially based programs to support a rich and varied educational experience. All of these efforts need to be recognized with funding that achieves parity among the comprehensive campuses.

While less well developed, the state needs to create a more deliberate strategy to promote collaboration with independent colleges and to engage them as intentional stakeholders in Indiana's future. There are specific local collaborations, but the vision for collaboration must be more intentional and comprehensive in understanding the role that these colleges and universities can play in advancing the state. Indiana is unusually blessed with exceptionally strong and diverse independent colleges and universities, most of whom share a commitment to the state as a principle as well as a locale. Without question, each private institution can benefit from an enhanced quality of life and stronger economy, but the specific role these schools must play in attaining the state's bold vision must be articulated and developed through their active participation. Indiana cannot hope to succeed without them. Because independent colleges and universities receive substantial state subsidy through student financial aid, they too must contribute to the vision for the state's bold advancement through education and be accountable for specific results.

## **Benefits/Economic Development**

IU is especially appreciative of ICHE's leadership in developing the Research Support Adjustment initiative and recognizing the need to create incentives for stimulating research and knowledge transfer from universities to the private sector. There is no more direct way to stimulate university-based research than improving the infrastructure and creating new research space.

1. IU supports implementing clear state funding incentives that encourage higher education to expand contributions to economic development of the state.
2. **IU encourages ICHE—through its partnership with all stakeholders—to develop state policies that give preference to contract research to Indiana institutions instead of sending so much of this work out of state to less qualified, even if cheaper, bidders. The emphases should be on quality and the creation of an Indiana-based research infrastructure.**
3. **IU urges ICHE to establish a “fast-track” degree review process to ensure that degrees relevant to economic development or specific local needs can be reviewed within 60 days of submission.**
4. IU supports implementing a statewide process for supporting academic internship experiences for students in key economic development areas.
5. **IU encourages ICHE to support a broad range of active pedagogies—including undergraduate research, service learning, community-based learning, clinical education, international learning, et cetera—that enhance learning while drawing on an expanded resource base.**

6. **IU urges ICHE to include, as an indicator, earnings of college graduates as a measure of return on investment.**
7. **An indicator should also be included that monitors the dollar amount and percentage of state contracts awarded to Indiana’s postsecondary institutions.**
8. **IU urges ICHE to conduct an annual economic impact statement of the value of higher education to the state of Indiana.**

Part of the strategy for keeping Indiana’s baccalaureate graduates in the state should be built on internships and making students aware of the opportunities that employment in Indiana holds for them while enabling businesses and organizations to draw on the talent and energy of students. Effectively educated students may be Indiana’s most important renewable resource, if it can find a way to use its “overproduction” of degree recipients. Indiana’s campuses are uniquely positioned to work as partners with business and industry – as research and graduate programs result in increased opportunities for employment. Indiana must solve once and for all the “brain drain” dilemma that ironically results despite the state’s comparative “over production” of baccalaureate degrees. We cannot have industry and education blaming each other. Instead, they must work together to create better jobs and to educate such a large, well-prepared work force that companies and organizations from around the world will seek Indiana as a location of choice.

In addition to the match of education with high quality jobs, all stakeholders have to recognize how the quality of life as well as the quality of work can be elevated. Indiana has many extraordinary assets that need to be developed to enhance the social and cultural life of the state. Principal among these should be one of the nation’s ten best P-16 systems of education. But so should a well-prepared, informed citizenry capable of exercising the responsibilities of citizenship with wisdom and understanding. As noted in the second point of our call for a bold vision, civic literacy should be a defined part of P-16 education. Unless and until Indiana citizens have the educational background—for example—to use data to make informed decisions, to understand their place in a global context, to take the perspectives of neighbors different from themselves, and to act on their beliefs with a full understanding of both consequences and alternatives, we will not be able to ensure a quality of life competitive with other ambitious states. And our cultural, environmental, topographical, and social assets need to be assessed and enhanced on a regional basis so as to use effectively our wonderful differences north to south, urban to rural, while sharing a common vision and an unshakable determination to lead the Midwest and nation.

Indiana’s regional comprehensive universities were created in the 1960’s to serve the educational needs of their local communities. As regional needs led to the expansion of baccalaureate offerings, as well as master’s programs (including the MBA at all but one regional campus), a cohort of highly qualified and motivated faculty across a wide spectrum of arts and sciences and professional disciplines was created. These faculties, as well as the professional staff of the regional campuses, represent a significant concentration of “intellectual capital” in each of the areas of the state served by an IU

regional campus. This rich resource distributed across the state needs to be cultivated to play a role in statewide economic development. Moreover, the state should invest in the regional campuses to deliver new programs linked strategically to economic development such as informatics and biotechnology, building on the existing strengths of the regional campus faculties and connecting the regions to important initiatives in the life sciences and technology. Across Indiana the dramatic shift from the old manufacturing economy to the new knowledge-based economy has engendered a rethinking of the traditional missions of our universities, including the mission of the regional campuses. The creation of new research, technology, and business collaborations among Indiana's research campuses, local government, and private industry can, with encouragement and support, be mirrored, albeit on a smaller scale, by the regional campuses and their communities.

## Resource Utilization

Clearly the state must be more intentional in its use of resources, especially if it invests strategically in the P-16 educational system as the primary means to advance and to transform the state. Although it would be welcome if the state would invest significantly more in higher education, we know that for the foreseeable future investments will also have to come from other partners, making ICHE's leadership in crafting a vision for partnership and collaboration all the more important.

1. **As a high priority for policy development, IU urges ICHE to develop a model of financial stability to accompany its vision for a P-16 system. There is the potential for parts of the ICHE policy development to advance unevenly and to create unintentional hardship or dysfunctionality. Consequently, an overall financing plan taking into account state appropriation, tuition, state financial aid, and private investment must emerge if colleges and universities are to create the capacity for the future that ICHE imagines.**
2. IU supports developing and expanding the community college partnership.
3. IU supports implementing the Regional Campus Agreement and the statement of programmatic vision for the regional campuses. **It urges that the "hold harmless" provisions of the CCI agreement be made permanent to ensure continuing base support for the regional campuses and IUPUI.**
4. IU encourages the development of referral programs between the CCI and four-year institutions.
5. IU encourages increasing transfer and articulation opportunities between colleges and universities, **especially if there is a new effort to track students' success across institutions.**
6. IU supports aligning program offerings with **community needs** and student demand **while preserving the necessary base infrastructure for baccalaureate education (even in the absence of demand for degrees in some fields, these fields are essential to the integrity and quality of high demand areas).**

7. IU supports removing degrees with few graduates from their inventories **as a matter of trustee responsibility.**
8. IU strongly supports implementation of the Research Support Adjustment.
9. IU supports development of stable enrollments at Ball State, Indiana State, Purdue West Lafayette, and IU Bloomington -- **subject to the development of a financial stabilization plan and assurances of state financial support to achieve the missions of these respective campuses.**

In deploying its resources, the state must clearly use technology more effectively at all levels. ICHE has played a major role in the development of the state's technological infrastructure that links P-16 education with libraries, museums, learning centers, and other enterprises committed to learning. IU has also played a major role in these developments statewide (and globally). Together, this partnership must expand to ensure that we not only use technology for competitive advantage in the substance and form of learning but that we use technology to help improve efficiency so as to either reduce costs or to allow us to reallocate resources to other needs that will strengthen our educational capacity.

## **Conclusion**

As noted throughout this response, Indiana University is strongly supportive of ICHE's leadership efforts to use education as the means to transform Indiana and to assure a future for the state worthy of our best efforts. We look forward to working with ICHE and other stakeholders in achieving the goals outlined here. As a next step in support of the ICHE initiative, IU will develop a detailed response to specific policy issues where we believe we may be able to contribute specific expertise or resources. We expect to have this analysis ready for ICHE consideration in June. In the interim, IU welcomes ICHE reaction to these suggestions and to offer of support.

This report has been prepared by a Presidential Task Force including the chancellors of IU's seven campuses along with other university administrators charged with managing institutional resources. It has been submitted to Interim President Gerald L. Bepko for the use of Indiana University.

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