



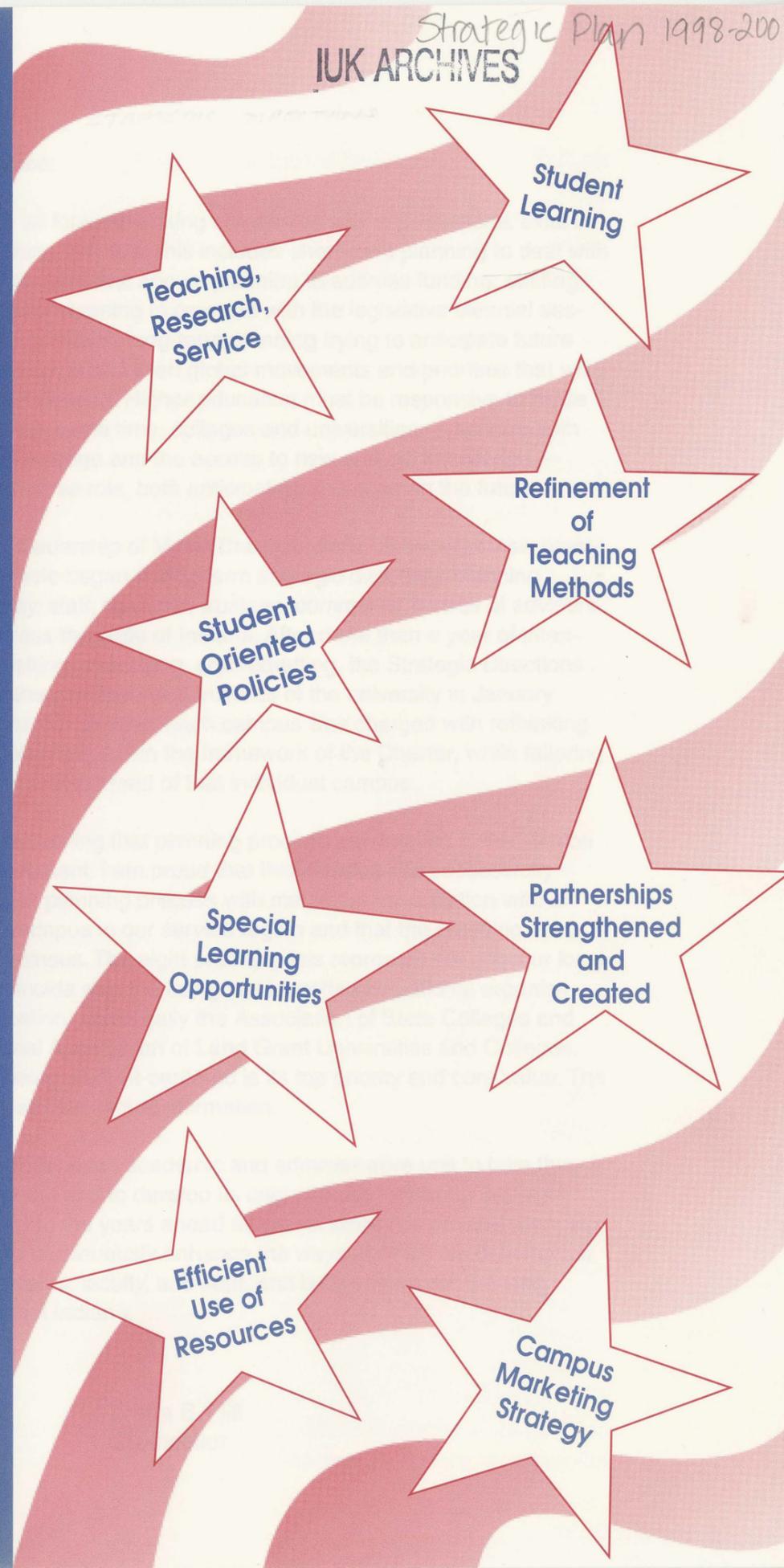
INDIANA UNIVERSITY  
KOKOMO

Strategic  
Plan: 1998 - 2001

*Quality Education.  
Lifetime Opportunities.*



**INDIANA UNIVERSITY KOKOMO**  
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Teaching,  
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Special  
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Opportunities

Efficient  
Use of  
Resources

Campus  
Marketing  
Strategy

Dear Friends and Colleagues:

All universities, like all forward-looking companies and organizations, exist in a state of continuous planning. For IUK, this includes short-term planning to deal with unexpected shifts and circumstances; annual planning to address funding, staffing, and curricular needs; biennial planning to coincide with the legislative biennial sessions; and, perhaps most significant, long-term planning trying to anticipate future directions in local, state, national and even global movements and priorities that will have an impact on higher education. Higher education must be responsive to these shifts in directions, but, at the same time, colleges and universities — serving both as the providers of new knowledge and the access to new and old knowledge — must take a proactive leadership role, both anticipating and shaping the future.

In 1994, under the leadership of Myles Brand, Indiana University's new president, the university as a whole began a long-term strategic directions planning process that involved faculty, staff, students, trustees, community boards of advisors and interested citizens across the state of Indiana. After more than a year of intensive meeting, planning, drafting, consulting, and redrafting, the Strategic Directions Charter was approved by the president and trustees of the university in January 1996. Following that successful process, each campus was charged with rethinking and recasting its internal planning within the framework of the Charter, while tailoring it to the specific needs and environment of that individual campus.

IUK's steps in implementing that planning process are detailed in the section on "background" in this document. I am proud that this campus has successfully worked through the complex planning process with maximum consultation with all constituencies on and off campus in our service region and that the resulting document truly represents consensus. The eight priority goals represent not only our local deliberations, they also coincide with the key goals identified by national organizations of public higher education, specifically the Association of State Colleges and Universities and the National Association of Land Grant Universities and Colleges. IUK proudly asserts that being student-centered is its top priority and core value. The other goals follow directly on that central affirmation.

The next step will be for each academic and administrative unit to take this campus document as a model and to develop its own plan for furthering the eight priority goals. I look forward to the years ahead as we continue this positive planning process. It will enable us to continuously enhance the ways in which we develop our learning community of students, faculty, and staff, and better serve our growing service areas in north central Indiana.

Emita B. Hill  
Chancellor

## **Background of the Campus Plan**

In January, 1996, following its adoption by the Board of Trustees, Indiana University President Myles Brand issued the Strategic Directions Charter. The Charter was the result of a university-wide planning effort and summarized the recommendations of eight task forces in 30 initiatives. The initiatives pointed the way for Indiana University to become America's new public university, the way for IU to respond to the multitude of changes confronting it as an institution of higher education and to become an even better university. The president charged each campus to develop a strategic plan that would reflect the initiatives of the Strategic Directions Charter and the unique mission and history of the campus.

In July, 1996, Chancellor Erita Hill hosted a retreat in Wabash, Indiana, that included faculty, administration, staff and student leaders of the Kokomo campus. The chancellor challenged retreat participants to develop campus goals for the 1996-97 academic year and to recommend a means to accomplish those goals. Retreat participants agreed on four goals, each of which responded to one or more of the initiatives in the Strategic Directions Charter.

- Through an inclusionary process, create a short-term and long-term plan linking campus goals and economic resources.
- Increase enrollment.
- Support/enhance faculty and staff excellence.
- Increase student learning.

Retreat participants also agreed that a task force would be created to propose ways to accomplish each goal. Each task force would have a co-chair appointed through the Faculty Senate president and a co-chair appointed by the chancellor. The co-chairs would jointly agree on the membership of their task forces and a plan of action. Indirectly, each of the 1996-97 task forces has contributed to the development of this campus plan. The task forces analyzed the challenges facing the campus now and in the future and recommended ways for the campus to meet those challenges.

Directly, this document is the result of the efforts of the Planning Task Force. The task force built on the work of campus task forces and committees, its own surveys of faculty and staff, and frequent consultations with campus constituencies to gain a sense of the dynamics affecting IUK and the aspirations and goals for IUK held by those inside and outside the campus. The Strategic Directions Charter provided the framework for the Planning Task Force as it drafted this statement of campus goals and objectives. The document also reflects the specific environment in which IUK operates. It proposes ways that the campus will build on its strengths in order to serve north central Indiana more effectively and efficiently as part of Indiana University.

## **INDIANA UNIVERSITY KOKOMO STRATEGIC PLAN: 1998 - 2001**

First and foremost, our commitment is to our students—the central focus of our mission. We strive to:

- provide quality teaching and service;
- work together with cooperation and mutual respect;
- act locally and globally — building partnerships and initiatives;
- foster a creative, empowering work environment;
- embrace change that enhances achievement of the IUK mission;
- be competent, qualified, knowledgeable and accountable;
- continue our professional development;
- assure our financial viability through effective and efficient use of our resources.

### **Our Mission**

The mission of Indiana University Kokomo is to meet the educational needs of north central Indiana through a broad spectrum of undergraduate programs leading to associate and baccalaureate degrees, a limited range of graduate offerings, and a wide variety of continuing education activities. As a part of Indiana University, the institution is committed to the attainment of excellence in all of its endeavors.

### **Our Vision**

IUK will be the best regional campus in the state of Indiana. The vision of Indiana University Kokomo is to provide every opportunity for student achievement. By providing quality instruction based on continuing scholarship and critical inquiry, IUK seeks to enable each student to make informed judgments and communicate them effectively. IUK serves the particular needs and aspirations of the people of north central Indiana with associate, baccalaureate, and selected masters degree programs in the liberal arts and sciences and professional fields, and a range of continuing education activities.

With a student body diverse in terms of age, ethnicity and prior education, IUK offers opportunities for the development of each student's personal, academic and career potential. A vital part of north central Indiana's past, present and future, IUK serves as a center of cultural and intellectual resources for the benefit and enhancement of its students and the larger community.

## **Our Goals**

In developing the goals and related objectives detailed in this document, the Strategic Directions Charter of Indiana University guided the IUK Planning Task Force.

As President Myles Brand notes in his introduction, the charter "is not a specific set of instructions, but rather a framework in which to sustain our excellence, our values, and our traditions in a rapidly changing world." The Task Force asked IUK faculty, staff and students, as well as representatives of the IUK service region, including the IUK Advisory Board, school superintendents and high school counselors, to review the initiatives of the Strategic Directions Charter and indicate which were most salient to IUK given its mission, values and history.

The surveys highlighted a consensus on eight of the Strategic Directions Initiatives. These eight initiatives, some restated to reflect a campus rather than university perspective, became campus goals and the focus for developing objectives and strategies for implementation. The eight IUK goals in priority order from the surveys are:

1. Place student learning, intellectual exploration, persistence and attainment at the center of the activities of the campus. (1)\*
2. Support the improvement of teaching, service, research and creative work. (2)
3. Encourage and support excellence in learning through the refinement of traditional teaching methods and the use of new technologies of learning. (3)
4. Strengthen existing partnerships and create new partnerships with public schools, businesses, government agencies and other external groups. (18)
5. Support students' success through student-oriented policies and practices, special tutorial programs and expanded mentoring and advising. (5)
6. Promote honors programs, undergraduate research, internships and other special opportunities for learning. (4)
7. Assess policies and practices to ensure optimum use of human and financial resources. (27)
8. Develop a comprehensive strategy for marketing the campus and undertake rigorous market research. (28)

*\*Numbers in parentheses throughout the document refer to initiatives in the Strategic Directions Charter.*

These eight goals will be emphasized in the development of IUK for the next five years. Proposals and projects directly furthering these goals will merit serious consideration for allocation of funds in biennial budget requests and annual budget allocations as well as for the allocation of the efforts of the personnel of the campus. The remaining Strategic Directions Initiatives will not be ignored nor forgotten; indeed, many of those initiatives will be furthered by accomplishing the objectives developed under each of these goals. Moreover, some of those initiatives may assume greater importance as the campus periodically reviews and updates this planning document.

In the presentation that follows, the eight campus goals have been organized under the three primary rubrics of the Strategic Directions Charter: The Community of Learning, Responsibilities of Excellence, and Accountability and Best Practices. Explanatory passages from the charter introduce each section in order to emphasize the broader context of each goal.

### **THE COMMUNITY OF LEARNING**

- ☆ Place student learning, intellectual exploration persistence and attainment at the center of the activities of the campus.
- ☆ Support the improvement of teaching, service, research and creative work.
- ☆ Encourage and support excellence in learning through refinement of traditional teaching methods and the use of new technologies of learning.
- ☆ Support students' success through student-oriented policies and practices, special tutorial programs and expanded mentoring and advising.
- ☆ Promote honors programs, undergraduate research, internships and other special opportunities for learning.

### **RESPONSIBILITIES OF EXCELLENCE**

- ☆ Strengthen existing partnerships and create new partnerships with public schools, businesses, government agencies and other external groups.

### **ACCOUNTABILITY AND BEST PRACTICES**

- ☆ Assess policies and practices to ensure optimum use of human and financial resources.
- ☆ Develop a comprehensive strategy for marketing the campus and undertake rigorous market research.

## THE COMMUNITY OF LEARNING

“Learning and teaching are the heart of Indiana University. In the community of learning, all students — whether they are enrolled in a degree program or a single course — engage in the opportunities and resources of the campus and the university as a whole. Faculty members achieve their highest capabilities as their work to advance knowledge and creative achievement also inspires their teaching. Students benefit in immeasurable ways from this inspiration. In turn, students learn from one another and teach their teachers, challenging them constantly to experiment with the content and method of their courses. These interactions among students and teachers make great public universities communities of learning where all participate in the excitement of discovery.”

### ★ PLACE STUDENT LEARNING, INTELLECTUAL EXPLORATION, PERSISTENCE, AND ATTAINMENT AT THE CENTER OF THE ACTIVITIES OF THE CAMPUS (1).

- Communicate to students, early and consistently throughout their IUK career, expectations of student performance and ensure that student recruitment, orientation, advising and instruction clearly communicate the high expectations for student performance and attainment. (6, 13)
- Strengthen existing degree programs and activities and develop new programs and activities that encourage students to stretch their intellectual abilities and fully realize their talents. (7)
- Strengthen existing degree programs and activities and develop new programs and activities that help students make connections between their academic program and life outside the classroom and prepare students for the global environment in which they will live and work. (4, 15, 18)
- Implement an effective student outcome assessment plan for demonstrating student accomplishments in general education and in the major both early in their educational experience and at the time of graduation. (22)
- Enhance student persistence and the quality of student life at IUK and assess the success of such efforts. (5)
- Enrich the out-of-class environment for IUK students intellectually, culturally and socially. (10)
- Aggressively develop a sense of campus community in which a diverse population of students, faculty and staff see themselves as members of a single community whose morale and productivity depend on commonality of purpose. (10, 20, 21)

- Create a stimulating academic environment through recognition, celebration, communication and support of academic excellence and achievement. (5)

### ★ SUPPORT THE IMPROVEMENT OF TEACHING, SERVICE, RESEARCH AND CREATIVE WORK (2).

- Encourage and support mentoring and collaboration among faculty, including adjunct faculty. (17)
- Foster and support research, scholarship and internal communication on teaching methods and effectiveness. (1, 3)
- Support demonstrations of excellent teaching and provide recognition for excellence in teaching. (1, 16)
- Provide rewards for excellence in service, research and creative work. (16, 27)
- Seek increased internal and external funding to support teaching, service, research and creative activities. (16)
- Enhance support for superb library resources and laboratories, vital to faculty excellence. (1, 3)
- Provide and support professional development activities for faculty. (16)
- Continuously improve evaluation processes for the purpose of improving teaching, service, research and creative work. (22)

### ★ ENCOURAGE AND SUPPORT EXCELLENCE IN LEARNING THROUGH THE REFINEMENT OF TRADITIONAL TEACHING METHODS AND THE USE OF NEW TECHNOLOGIES OF LEARNING (3).

- Develop mentoring programs for resident and adjunct faculty at the beginning of their careers. (16)
- Improve faculty evaluation of their teaching and strengthen and refine traditional teaching methods via development workshops, discussions and sharing of experiences among faculty throughout their careers. (17, 22)
- Create focused, flexible development programs that provide explanations of the potential of new technologies and their integration and hands-on instruction in the use of new teaching technologies in the classroom, laboratory and studio. (2)
- Create and support specific programs for adjunct faculty focused on teaching, learning, assessment of teaching effectiveness, faculty self-assessment and continuous improvement of teaching. (16, 22)

- Promote teaching as a collegial activity that fosters cross-disciplinary efforts, efforts to articulate programs, team teaching and collaborative learning. (2)
- Develop a campus-wide plan for acquisition and use of instructional equipment and technology resources to the levels needed for quality support of the instructional mission, and provide sufficient human and fiscal resources to ensure effective and efficient support for the implementation, integration and maintenance of technological equipment. (8, 10)
- Utilize distance learning technology to deliver quality credit and non-credit instruction to non-traditional and place-bound students as a supplement to traditional classroom teaching. (8, 12)

★ SUPPORT STUDENTS' SUCCESS THROUGH STUDENT-ORIENTED POLICIES AND PRACTICES, SPECIAL TUTORIAL PROGRAMS AND EXPANDED MENTORING AND ADVISING (5).

- Develop a campus culture that will ensure that students experience friendly, supportive services; consistent information and advice across units; and exemplary processes for being admitted, registering for classes, paying tuition and buying textbooks. (1)
- Continue efforts to create and maintain high quality academic advising. (1)
- Strengthen faculty mentoring to assist students in attaining their goals. (1)
- Encourage creativity and flexibility in scheduling and the structure of courses to meet the needs of students while maintaining quality. (8)
- Develop programs to meet the needs of students who apply to IUK with deficits in skills and habits necessary for academic success. (1, 8)
- Provide tutorial and other academic support services for students in courses that have traditionally proven very difficult. (1, 3)
- Rigorously evaluate existing student academic support programs to determine their effectiveness and to decide whether to expand, maintain or discontinue them. (22)
- Develop a diverse faculty, staff and student body and foster a collegial environment so that mutual respect, understanding and toleration of differences may flourish. (7, 15, 20, 21)
- Explore ways to increase the financial aid pool, including aid for part-time students. (7)

- Provide a physical environment and facilities that are attractive and safe and that enhance the learning process. (10)

★ PROMOTE HONORS PROGRAMS, UNDERGRADUATE RESEARCH, INTERNSHIPS AND OTHER SPECIAL OPPORTUNITIES FOR LEARNING (4).

- Promote the honors program to attract both prospective and current IUK students. (7)
- Develop new honors courses and honors related options. (1)
- Increase opportunities for more undergraduates to participate in research programs. (5)
- Create opportunities and award credit for competency-based experiences. (8)
- Increase internships, practica and other forms of experiential learning as inherent aspects of coursework where appropriate. (5)
- Encourage students to participate in practical experiences, group leadership, volunteer service and cultural enrichment on campus and in the community. (5)
- Secure financial support for students participating in academic enrichment activities. (1, 5)

## RESPONSIBILITIES OF EXCELLENCE

“Indiana University has a tradition of excellence in fulfilling the responsibilities of a public university—providing an education of high quality to a wide spectrum of citizens, advancing knowledge and understanding in diverse fields, and bringing that knowledge and understanding to the benefit of society. By building on our traditions, we will meet Indiana University’s responsibilities of excellence with still greater vitality for the future.”

- ★ STRENGTHEN EXISTING PARTNERSHIPS AND CREATE NEW PARTNERSHIPS WITH PUBLIC SCHOOLS, BUSINESSES, GOVERNMENT AGENCIES AND OTHER EXTERNAL GROUPS (18).
  - Expand partnerships with local school systems to enhance K-12 education in the IUK service area. (7, 8)
  - Foster and support summer workshops, inservice programs and continuing professional education for teachers and school administrators. (7, 8)
  - Enhance and increase partnerships with business, industry and community groups to provide innovative student learning experiences. (4)
  - Create curriculum materials using traditional methods and new technologies for use with schools, businesses and public agencies. (3)
  - Encourage and recognize faculty and staff service to state and local government and other community groups. (2, 16)
  - Explore possibilities for sharing expertise, research and scholarship with the larger public. (8, 30)
  - Become an information center for sharing of information and resources concerning higher education for the IUK service area. (8)
  - Continue to use the IUK Advisory Board, the IUK Foundation Advisory Council, the IUK Alumni Board and the Outreach Advisory Councils to enrich partnerships within the IUK service area. (28)

## ACCOUNTABILITY AND BEST PRACTICES

“In meeting our obligations as America’s New Public University, we will organize and manage the university in ways that ensure we are responsible stewards of the resources and ambitions invested in us. We will sustain the excellence of Indiana University by sustaining a culture distinguished by high achievement and personal commitment to demanding standards of performance. We will create flexible organizational structures that facilitate innovation, local decision making, and responsiveness to new conditions. We will become resourceful and forthright in addressing public calls for accountability, meeting the challenges of budgetary constraint, and managing the university in its interactions with external publics.”

- ★ ASSESS POLICIES AND PRACTICES TO ENSURE OPTIMUM USE OF HUMAN AND FINANCIAL RESOURCES (27).
  - Systematically evaluate human resource management policies. (22)
  - Ensure that work roles and responsibilities meet the university’s mission in a dynamic environment. (23)
  - Improve the campus climate for people with diverse racial, ethnic and cultural backgrounds. (20, 21)
  - Undertake and sustain equitable assessment of current staff job classifications and the classification system. (22)
  - Periodically review the entire budget of the campus to determine if funds are appropriately allocated to fulfill the current campus priorities. (22, 24)
  - Provide and support professional development activities for all employees. (22)
  - Continuously improve evaluation processes for the purpose of improving organizational performance. (22)

★ DEVELOP A COMPREHENSIVE STRATEGY FOR MARKETING THE CAMPUS AND UNDERTAKE RIGOROUS MARKET RESEARCH (28).

- Review the strengths and weaknesses of Indiana University Kokomo and each of its major competitors in the area. (13)
- Analyze trends, opportunities and threats in Indiana University Kokomo's external environment. (18)
- Determine current perceptions of Indiana University Kokomo and future expectations by key publics. (6)
- Identify guidelines for individual units to conduct and support their own marketing activities and support unit-based marketing activities. (13, 30)
- Explore avenues to enhance recruitment of students, including high achievers, through benchmarking of the best practices of offices of admission at other campuses. (22)
- Enhance student recruitment through direct contact by IUK administrators, faculty, staff, alumni, Advisory Board members and currently enrolled students. (7)

## CONTEXT OF PLANNING

In drafting this statement of goals and objectives, the Planning Task Force and the campus in general had to take into account the external environment in which IUK operates, the existing strengths of the campus, and the institutional pressures that it faces.

### THE EXTERNAL ENVIRONMENT: KEY TRENDS

In the 1990s, American higher education has come under increasing criticism and scrutiny. Critics of public higher education have charged that institutions have lost their focus on student learning, that they have become isolated from the communities they serve and that they have been poor stewards of the tax money that has supported them. Many of these same critics have called for increased oversight and regulation of higher education.

In the IUK service region, these national criticisms of higher education have combined with a particular regional history to challenge the campus. Historically, relatively few people pursued higher education because well-paying jobs were available in the automobile and other industries of the area. Indiana ranks near the bottom of all states in the percent of its population over 25 with a bachelor's degree or higher, and the counties in the primary IUK service area are below the statewide average. The strong regional economy over the past five years has made it difficult to convince potential students, especially returning adult students, that postsecondary education is necessary to ensure their future.

Compounding the difficulty is strong competition from other postsecondary institutions in the service area. The current and potential uses of technology for distance education by higher education institutions both close to and far away from IUK creates both competitors and potential partners for the campus. To meet these challenges, IUK must redefine itself and create a strong public sense of itself. In the minds of school counselors, students, parents, and the general public, IUK must be recognized as an institution offering quality education in a supportive environment to a wide range of students.

IUK will have to respond to these external challenges without additional state funding. Spending on higher education is a smaller percentage of the overall state budget than it was twenty years ago. Higher education is merely one of a number of competing interests for state funding. The state legislature is not likely to make special appropriations for new programs. The Indiana Commission for Higher Education is considering proposals to tie some state funding to institu-

tional performance indices, such as retention and graduation rates. In sum, the campus will need to re-examine the uses of its current funds, seek new sources of revenue and strengthen its efforts to increase gifts to the campus.

### **INSTITUTIONAL STRENGTHS AND VALUES**

A key part of any planning process is identifying the strengths of an institution. It is on its strengths that an institution defines itself and its comparative advantage in a competitive situation. Being an integral part of Indiana University is an important advantage for IUK. IU's reputation locally, nationally and internationally provides instant recognition for IUK. IU's resources provide opportunities for students, faculty, and staff that are not available at other campuses the size of IUK.

The range of degree programs offered at IUK is another strength of the campus. IUK enables students to earn an associate degree in a variety of fields, including Business, Nursing, General Studies, Labor Studies, Criminal Justice and Arts and Sciences. The Purdue University School of Technology at Kokomo offers other associate degrees in technical fields. An associate degree can be an important goal for part-time students and individuals who are the first in their family to attend college. Importantly, each of the associate degrees at IUK articulates with a baccalaureate program on the campus. Students who earn an associate degree do not have to transfer elsewhere to continue toward a bachelor's degree, and students whose initial goal is a bachelor's degree can reach their goal at IUK. The campus also offers master's degrees in elementary education and in business administration. Each of these programs permits working professionals to continue their education. Regardless of the program at IUK, students benefit from small classes. Most introductory general education classes have fewer than 40 students in them, and in some areas the maximum enrollment per section is 25 or fewer. Upper level courses in the majors vary in size by discipline but rarely exceed 40 and are often much smaller. The small class size provides an opportunity for instructors and students to know each other and to work together.

Resident, full-time faculty teach a majority of the classes at IUK. Evening classes are an important part of the class schedule at IUK, and resident faculty teach a significant portion of the evening classes. Many of the part-time faculty at IUK are practicing professionals who bring important insights into the classroom in fields such as Nursing, Criminal Justice and Education. Other part-time faculty hold terminal degrees in their fields; some teach full-time at nearby colleges and universities. IUK faculty are actively involved in the scholarship of teaching. Many have participated in conferences and workshops examining new approaches to

teaching and understanding the ways in which students learn. IUK faculty are also active in research and creative activity. They have successfully engaged undergraduates in their research efforts, most obviously in URSI, the Undergraduate Research Summer Institute.

IUK is an active partner with local school systems, business, labor, and civic groups throughout the region. The campus assists state efforts to increase the number of Indiana high school graduates who go on to college by serving as a Twenty-First Century Scholars Program support site. IUK acts as a cultural center for its service area through programs presented in Havens Auditorium and Kresge Auditorium and shows presented in its gallery. The IUK Library is used extensively by area school students and people in business and industry as well as IUK's students and faculty.

### **INSTITUTIONAL PRESSURES**

Like all institutions of higher education, IUK must deal with internal and external pressures created by a rapidly changing environment. The campus must adapt to changing conditions when resources are not expanding and expectations are increasing. It needs to ask if traditional administrative and governance structures can respond to new challenges in a timely fashion.

As a regional campus, IUK struggles with its mission of combining access and success, of providing for more individuals a means not merely to taste higher education but to earn a degree. Each year, IUK has a number of bright, well-prepared, highly motivated students who succeed and move on to productive careers and to professional and graduate programs. The campus needs to increase its efforts to make IUK the first choice of college for more of these talented students in area high schools, and of their parents and counselors. Other IUK students are underprepared academically, lack clear goals and motivation, and do not place education high on their list of priorities. IUK must serve these individuals as well with programs that engage them in their own education and help them develop attitudes and behaviors that will contribute to their success both in higher education and in their careers.

Student retention and graduation rates are only two of the measures increasingly being used to assess institutions of higher education by accrediting agencies, government entities and the general public. The calls to assess nearly every aspect of higher education, from the learning of students in the classroom to the efficient use of fiscal resources, require new approaches to teaching, the use of faculty and staff time and administrative structures.

All of us live in a diverse society that interacts in a multitude of ways with the rest of the world's peoples. IUK must prepare its students to function successfully in American society and in a global environment. Students need to see American and global diversity mirrored in IUK's students, faculty, and staff. They need to come to understand their own culture by comparing it and contrasting it to other cultures of the world.

Technology is helping to make the world smaller and to make new approaches to teaching and learning possible. However, variety and rapid changes in technology create their own pressure on institutions of higher education, including IUK. The challenge is to provide faculty and students with technological hardware and training initially and then to maintain the currency of the hardware and the training over time.

IUK must make difficult decisions about technology and the allocation of resources to support the uses of technology.

*Indiana University Kokomo is accredited by the North Central Association of Colleges and Schools and is an Affirmative Action/Equal Opportunity institution.*