

**WHITE PAPER:
Working Group—University as a Public Institution**

For

ARKANSAS TECH UNIVERSITY

November 2015

General Charge:

Examine and understand the challenges and opportunities for Arkansas Tech University to develop and nurture a mutually supportive and beneficial connection with its stakeholder communities that include—but aren't limited to--the County, the State of Arkansas and the broader regional reach of the University.

In collaboration with

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Our working group, University as a Public Institution, has been investigating ATU's (Arkansas Tech University) relationship with the various communities (the River Valley, the Ozarks, Arkansas, the United States, and the world) in which it operates.¹ We recommend ATU consider 11 initiatives enhance these relationships and the "public goods" it provides.² ATU already provides a number of public services. That said, Tech can and should do more.

As a general overview, this white paper is organized into the following themes: Community Relations, Quality of Life, and Identity & Brand. Within these general themes, each section contains initiatives designed to enhance ATU's role as a provider of public goods; explains how these initiatives benefit stakeholders and/or the larger communities in which Tech operates; and provides information, data and/or examples of best practices from other intuitions.

Community Relations

This Community Relations section looks at how ATU can enhance its interactions with its surrounding communities, whether that entails spearheading economic development in the River Valley and Ozarks; adding infrastructure for facilitating community engagement, internships, and experiential learning opportunities in local businesses and community organizations; or more effectively communicating our interests to state government or improving its interactions with local government, businesses, community organizations, etc.

ATU form economic development partnerships with community and business leaders, as well as local government in the River Valley and Ozarks. For this, ATU needs an economic liaison as a permanent point of contact for community and economic stakeholders. The goal is two-fold, to facilitate economic development projects like the El Paso-Glenwood Avenue extension corridor and to recruit new businesses so more ATU graduates find gainful employment and are retained in the River Valley and Ozarks.

While the River Valley and Ozarks experienced gradual economic growth, neither has been robust in over 25 years. From the earliest collection of the data to today, the annual job growth in Pope County has been 1.375%.³ In 2013 the per capita incomes of Pope County (\$32,148) and Franklin County (\$32,267) remained about 12% below the state average (\$36,698).⁴ In Table 1 (Appendix B) it is apparent that the bulk of jobs are manufacturing and trade, transportation & utilities, as these jobs combine for over 40% of the industry employment in both regions. ATU graduates, particularly our best and brightest from our higher-skilled academic programs, have few options for employment in these regions that uses their degrees.

If we just look at the economic growth of the largest city for these two regions, Russellville consistently ranks 11th out of 18 cities tracked through the Arkansas Tech Business Index (ATBI). In Figure 1 (Appendix C), the economic growth of 8 Arkansas cities is tracked since 2009. Russellville underperforms when compared to these cities. The economic vitality of Russellville is persistently mediocre (an ATBI score of 100 is to perform as expected or average).⁵ What is it that these other 8 cities are doing to outperform Russellville? Studying these cities' successes is the type of work an ATU economic development team should initiate.

As the second largest employer in Pope County and the eleventh largest employer in Franklin County as well as the premier source of workforce development for both regions, ATU is well positioned to drive economic development.⁶ Scholarship notes that prosperous economic clusters are often formed around higher education. The level of prosperity within a regional economic environment is directly determined by the quality and level of participation of its

community members, discriminating consumers, competing businesses, capital resources and an active, research-capable higher education institution.⁷

ATU is that active, research-capable institution and needs to be a leader in these regions at identifying, targeting and recruiting new businesses to the region. Tech needs to forge the partnerships among stakeholders (like the Economic Alliance, chambers of commerce, private businesses, workforce development boards, local and state government officials, nonprofits, etc.) to achieve robust economic growth. The time to act is now, as the third largest employer for Russellville and Pope County—Arkansas Nuclear One which offers some of the highest salaries in the region—is scheduled to decommission in 20 years (unit one in 2034 and unit 2 in 2038). We need to be proactive, recruiting new business now to the River Valley to prepare for and counteract the loss of this important employer.

To oversee such activities, Tech needs an economic liaison as a primary and consistent point of contact to work first-hand with these economic stakeholders. This individual would spearhead a Tech team of faculty, staff and administration that actively support state, regional and community-based economic development efforts in the River Valley and Ozarks. To compete in our globally integrated, technology-driven world, we need economic and community partnerships that strengthen the attractiveness of these regions economically. We know the key economic criteria businesses use to select new locations. A 2015 survey of real estate executives revealed the top 10 most important criteria in order of importance for industry site selection. They are workforce skills, state and local tax schemes, transportation infrastructure, utility infrastructure, land/building prices and supply, ease of permitting and regulatory procedures, flexibility of incentive programs, right-to-work state, availability of incentives, and access to higher education resources.⁸ We also know economic developers look to higher education to collect data on the availability of training and degree programs. Led by its economic liaison, ATU needs to be this regional leader who partners with key economic and political stakeholders to identify and court new businesses. A few opportunities are already available, like securing the next state authorized veteran's facility or working with Saint Mary's Regional Hospital to fill new industry needs. The University of Central Arkansas (UCA) was a key force in attracting Hewlett Packard (HP) to Conway.⁹ Who can ATU court to the River Valley and Ozarks?

Additionally, Tech economic development team can learn from the Ozark campus on how to build these economic relationships and the value of them. ATU-Ozark routinely utilizes industry led advisory boards for their academic programs which provide industry insight into the needs each program must meet to satisfy job requirements. The Russellville campus needs to adapt this model and work with businesses and/or professional schools to create partnerships to facilitate the evaluation of our academic programs to ensure they meet twenty-first century expectations. An added benefit would be the economic liaison assisting our current Employer Relations Coordinator in networking and developing new employment and professional school pipelines for ATU graduates. In particular, the central goal of this economic development team led by our new economic liaison position is to create opportunities for the best and brightest Tech students to secure high paying jobs in the River Valley and Ozarks.

In the River Valley, Tech has already taken an important step in forging such partnerships with its role in the Uncommon Communities' Paint the River Valley program. We need to compliment such economic initiatives with new business recruitment—particularly that of high-tech industries, which currently are an untapped source for business growth in these regions. As a preliminary project, this economic team should focus on correcting an imbalance

between supply and unmet demand by undertaking the economic development of the El Paso and Glenwood extension (this road has yet to be constructed, see Appendix D) corridor. A 2012 economic impact analysis showed the financial impact of ATU students to be \$219 million, \$201.1 million in Pope, Yell and Johnson counties and another \$18.2 million in Franklin County.¹⁰ Yet, how much revenue is lost on weekends when Tech students go to Fort Smith, Fayetteville, and Conway. Students commented in their open forum that there must be more entertainment and nightlife options for them to stay in Russellville on weekends. ATU has a great opportunity to promote economic development by—to use President Bowen’s words—turning the El Paso/Glenwood extension corridor into a “Dickson street”. What restaurants, business, etc., can an ATU led economic coalition attract to Russellville to keep our students local on weekends? There is also a housing shortage in both Russellville and Ozark. What could such an economic development team working with stakeholders in the real estate industry do to increase the off-campus housing options of Tech students in these regions?

Overall, the benefits from adoption of this initiative are multiple and significant. It will yield more attractive and prosperous regions for all living in these communities, while increasing the prospects for employment of ATU graduates. Then, a partnership between ATU campuses and various stakeholders in our surrounding communities enhances the shared social capital of all collaborators, which facilitates greater undertakings—more community and economic development projects—in the future.¹¹ It is imperative ATU facilitate university personnel working with the Economic Alliance, entrepreneurs, chambers of commerce, workforce development boards, and city officials to create new, lucrative business opportunities in the River Valley and Ozarks so more than mediocre economic growth is realized.

To enhance the academic and professional training of ATU students, while also having a positive impact on local businesses and our surrounding communities, ATU should have:

- 1) An experiential learning office or center to facilitate service learning.**
- 2) A community engagement office or center to facilitate community service.**
- 3) One or two faculty members from each academic department designated as liaisons to work with Norman Career Services in identifying and cultivating departmental ties to pertinent businesses and/or professional schools.**

Experiential Learning Office or Center

In the 1980s and 1990s, there was a revival in experiential learning. Often referred to today as service-learning, Deweyian experiential learning arguments of the 1920s gained traction again in the late twentieth century and remain a staple of 21st century educational practices.¹² It is increasingly common for students to take courses with experiential learning components and for universities and colleges to have experiential learning offices and centers to facilitate such courses. Tech needs such an office or center.

In a survey of ATU deans and department heads (see Appendix F), less than 8% of our departments claimed not to have some experiential learning opportunities through their programs. Then, 46% of departments across ATU’s campuses have internship components in their curriculum. Of those without internships in their programs, 44% say they would add internships to their curriculum if ATU had a central office facilitating them. Overall, deans and department heads observed that 75% of such activities only occur “sometimes” or “rarely”. While experiential educational activities are common at Tech, a center or office would increase the likelihood every Tech student experiences this educational best practice.

There are numerous reasons why ATU needs an experiential learning center. First, the center would facilitate more service learning and internship opportunities for Tech students. A recent Gallup-Purdue study of 30,000 college graduates shows the importance of such activities today. They recently found:

if graduates had an internship or job where they... apply what they were learning in the classroom, were actively involved in extracurricular activities and organizations, and worked on projects that took a semester or more to complete, their odds of being engaged at work doubled also. Feeling supported and having deep learning experiences means everything when it comes to long-term outcomes for college graduates.¹³

Simply put, such experiences positively shape students, make them more employable, and make them better employees. Just as important, a recent study finds employers desire college graduates who work well in teams, have experience applying what they have learned, and participate effectively in discussion that embodies ethical judgment and decisions-making.¹⁴ Experiential learning through course projects and internships develops these very skills.

Second, it benefits key stakeholders (students, local businesses, nonprofits and other community organizations). Most students go to college to improve their job prospects in the future. In fact, Tech participated in a 2015 study of registered student organizations (RSOs) across the US and found 20% of ATU's RSOs primary function is "to help students prepare for a career or internship" (see Table 7 in Appendix I).¹⁵ Yet, a recent study finds "the majority of students do not believe college adequately prepares them for employment."¹⁶ Students want more opportunities while in school to get first-hand, on-the-job training. A center for experiential learning can make this happen for more Tech students. But the benefits of experiential learning is also a two-way street. It is not just ATU and our students that benefit. We also provide a valuable resource for local businesses and nonprofits. We give these organizations an important source of discounted labor, as well as a first shot at our students as potential future employees.

Third, a center or office is needed to build the infrastructure needed for routine experiential learning programs. There needs to be a central point of contact for faculty interested in using such educational practices in their courses and programs, as well as for businesses and community organizations participating in such workforce training programs. Offering these type of experiences requires cultivation and maintenance of relationships that are difficult for faculty members already teaching full loads to do. More importantly, to protect the university legally there is training of faculty, students and community partners that needs to occur before students are put in internships and service learning programs outside the university.

In Appendix G, a table of current colleges and universities with experiential learning centers or offices is provided for further study. Based on this list, it appears a center with a staff of 3-5 employees would provide the needed infrastructure for facilitating greater experiential learning opportunities at Tech. A review of 46 colleges and universities in Arkansas uncovered no schools in the state with such a center; ATU would be the first. With a service-learning center, ATU will see increased internship opportunities, an increased marketability of ATU students because they have on-the-job experience and the skills desired by today's businesses, and ATU would increase its networking and social capital with community stakeholders.

Community Engagement Office or Center

ATU needs a center or office for community engagement. Such a center will be a one-stop-shop for community engagement and service opportunities at Tech; create a space for students to brainstorm community change/impact projects using the \$100 Solution;¹⁷ give a

physical space for both students, faculty, staff, and community partners to share and collaborate on ideas for community service and positive change; provide students with easy access to resources for service opportunities in the River Valley; and allow Tech to instill a culture of community service in our students that will make them leaders in their communities in the future.

In Appendix H, there are a list of colleges and universities with such centers for further study. From the 46 colleges and universities in Arkansas, 5 have such centers. All the major public universities (UA-Fayetteville, UALR, ASU-Jonesboro, and UCA) in the state have civic engagement centers. Like the experiential learning proposal, the staff size would need to be about 3-5 positions. The staff size can be supplemented by hiring student interns.

A successful center or office for community engagement needs a physical space on campus where students, faculty, staff, and community partners can meet and collaborate. It also requires office space for the Coordinator for Leadership & Service, as well as the potential to grow the staff with a director and assistant director positions. Staff and interns will work with students looking for service opportunities through Action Days, Service Drives, Alternative Break programs, and connecting students with community partners for volunteer opportunities. Such activities will uncover additional internship opportunities for Tech students.

Put simply, ATU needs such a center for bridge building between ATU and its surrounding communities. Such a center means increased collaboration between ATU and surrounding communities, greater resource sharing between ATU and surrounding communities, increased experiential learning opportunities to compliment class instruction, and instilling a habit of community involvement and leadership in ATU students that will make them leaders in their communities once upon graduation. It also would facilitate ATU participating in national programs like the American Democracy Project.¹⁸ A goal of this center should also be achieving the prestigious Carnegie Community Engagement classification.¹⁹ Finally, this center can be supported academically through the curriculum by creating a community engagement minor.²⁰

Department Liaison for Businesses and/or Professional Schools

Given ATU runs lean in faculty and staff, we need to be creative and seek more opportunities to collaborate and share resources in ways that best serve our students. One such opportunity for numerous ATU stakeholders to collaborate in service of ATU students is securing them internships while they are in school and creating job pipelines once they finish their degrees.

To promote such opportunities across ATU's campuses, Norman Career Services should work with each academic department and/or college to secure faculty members as business and professional school liaisons for the department or college. In exchange for service to ATU and its students, the faculty members will be given course relief. The goal is to secure internships for students while they are in the program and to create job pipelines upon degree completion.

A key resource in promoting industry and professional school alliances are alumni. These liaisons can use our alumni network to set up industry and professional school relationships. This will give alumni stronger ties to the university and offer them the opportunity to give back to their alma mater through internships and jobs. Alumni are an untapped asset at ATU.

By creating a network of department liaisons, the capabilities of Norman Career Services (NCS) will be enhanced without the addition of numerous staff positions. NCS seeks to increase placement rates for ATU students. These liaisons from faculty will provide career services with key information on programming needs, as well as departmental contacts with businesses, professional schools, and alumni. Also, this initiative allows departments and colleges to tailor their business and professional school relations as they see fit. Thus, the initiative benefits

departments. As faculty research and contact industries and professional schools pertinent to their academic programs, the departments and colleges will gain a greater understanding of what employment needs and opportunities there are in their field, as well as how their curriculum is preparing or could better prepare students for it. In fact, departments and colleges would be able to work more closely with businesses and professional schools and tailor their curriculum to serve job placement of students. Faculty would gain connections with employers and produce internship and employment pipelines. Some models of such programs for further study are both Florida State University and Multimedia University.²¹

Finally, this benefits the businesses and professional schools with which we partner, as employers seek talented applicants. Our allied businesses will get free or discounted labor through internships and have an inside track at our best and brightest students upon graduation.

Academic departments and colleges at ATU seek out opportunities to share their expertise and collaborate with primary and secondary schools and teachers.

Education departments routinely collaborate with primary and secondary schools and ATU's education department is no exception. Tech's graduate and undergraduate programs routinely work with primary and secondary schools to determine employment needs, develop new educational programs, and for internship opportunities for education majors. However, most other academic disciplines do not pursue collaboration with primary and secondary schools and teachers. Higher education generally and ATU in particular are missing an important opportunity to improve the students we get before they arrive at our university as a result.

One exception is the college of Arts and Humanities, which has the K-12 initiative. Similar to the Kahn Academy for students, this ATU college has been providing requested content lectures to Arkansas schoolteachers.²² Essentially, Dr. Michael Tarver and Dr. Diane Gleason have recruited faculty in the Arts and Humanities to do 30 minute instructional videos on topics requested by primary and secondary instructors. These are not designed for classroom instruction for students (although they can be used in such ways), but are designed to enhance the content knowledge of teachers as they prepare lesson plans. The K-12 initiative also bring teachers onto the Tech campus every summer to provide similar content-oriented professional development opportunities. To date, the K-12 initiative has resulted in 208 vides and the distribution of over 2,000 DVDs to teachers in Arkansas. It now also makes the videos readily available through its webpage.²³ The question is: What other departments and colleges could provide similar professional development instruction to primary and secondary instructors?

To date, this program has not expanded to subjects beyond the Arts and Humanities College. This is great public relations. Undertaking such programs enhances the educational reputation of ATU, turns local area teachers into advocates for Tech and more likely to encourage students to attend our university, enhances ATU's social capital in the state, and improves the instruction of Arkansas primary and secondary students. ATU should grow the program and add staff to support the inclusion of lectures from all our Tech colleges and seek other such opportunities for support or primary and secondary education.

ATU enhance how it markets its interests to the state government. In addition to the team Tech has already assembled, Tech should hire a permanent, full-time government liaison.

Currently, ATU hires a lobbyist (Jeff Hogart) as needed as our government liaison. In addition a number of administrators, most notably President Bowen and ATU attorney Thomas

Pennington, spend numerous hours in Little Rock to ensure ATU's voice is heard. However, based on conversations with government officials it is apparent ATU can do more.

Foremost, government officials recommended ATU have a permanent, full-time contact person that is trustworthy and has in-depth knowledge of ATU and higher education. Tech needs a government liaison that is the "go to" person for questions on higher education and ATU; he/she needs to develop the reputation of being the first person to contact when such issues arise.

Of course, the government officials noted this person cannot adequately represent ATU alone. They also advised our liaison have a team of ATU staff, administration, faculty and students they can routinely draw on as needed to make Tech's interests known. In particular, we need to communicate more of the best kept secrets of ATU (e.g., that by percentage more of our students are Arkansans than any other public university in Arkansas or that we are 90th in the country at enhancing the social mobility of our students).²⁴ They also noted how all of the major public universities have a much more visible presence in Little Rock through U of A days, ASU days, etc. Little Rock has yet to see an ATU day. They also noted we do not have enough government officials, state commissions and departments, etc., on our campus. We need to not just be visible in Little Rock but also bring state stakeholders on our campus. The government officials noted Tech has the ties in Little Rock to be better represented, as numerous government officials are either ATU graduates or have family and friends here. We need to utilize these connections, cultivate them, and ensure Tech gets its fair shake from state government.

Quality of Life

ATU is an important public institution enhancing the quality of life in the River Valley and Ozarks. Foremost, ATU is an essential source of workforce development by career training of over 12,000 students (Appendix J). Tech is also an important employer in these regions, as it is the second largest employer in Pope County and eleventh largest in Franklin County.²⁵ In addition, a 2012 economic impact analysis showed ATU brings some \$219 million into the economies of Pope, Yell, Johnson and Franklin County.²⁶ That said, ATU's greatest impact is through how it improves the quality of life of our students. This has been recognized nationally, as a CollegeNet study of the impact of institutions of higher education on social mobility ranked ATU 90th in the US. This is the highest ranking of any school in the state, as no other Arkansas school made the top 250.²⁷ Similarly, in 2014 ATU was recognized nationally as the most underrated college in Arkansas because of its high quality education and high acceptance rate.²⁸

However, not all indicators are so positive. ATU recently participated in the Great Colleges to Work For survey (Appendix E). Most responses show scores in the "warrants attention" or "fair to mediocre" ranges. We need to participate in this survey again in 5-10 years. In the meantime, we need to undertake actions that move these scores to "good" or "very good to excellent." Below are some possible initiatives for improving the quality of life at ATU and in its surrounding communities.

ATU facilitate health and wellness of faculty, staff, students and administration, as well as its surrounding communities by maximizing access to its recreational facilities.

ATU's facilities are essential resources for both the River Valley and Ozarks. The university often opens its facilities to the community as well as its faculty, students and staff. Preference is given to academics and university needs, but Tech is an asset to the community whether it is community walkers in Tucker Coliseum during poor weather days or summer band camp for secondary age kids, culinary training for female youth or the Upward Bound program.

In Appendix M, there is a summary of the reservation of Tech facilities, primarily by faculty and staff. There are opportunities for encouraging greater use of ATU facilities by the community, but it is clear our facilities are being used extensively. Still, some ATU facilities are old and rundown and others have become less available to the community.²⁹

The one area of persistent frustration is ATU's health and wellness facilities. These criticisms come in two forms and are from multiple stakeholders. First, there is simply the decline in health and wellness facilities at ATU. Two major blows were the closing of ATU's pool and the removal of the track around the football field. This affected students, faculty, staff and the community. Arguably, it was the sudden closing of the pool that has caused the greatest recent loss in social capital for ATU with the River Valley community.³⁰

Secondly, there is the lack of access to the remaining health and wellness facilities (weight room and physical exercise facilities, basketball and racquetball courts, etc.). In the 21st century, most schools have 24 hour a day access to health and wellness facilities. In fact, at most colleges and universities throughout the nation one can go into the gym at noon and see faculty, staff and students coming together to play basketball, racquetball, etc. This does not happen at ATU. Tech is in desperate need of a recreational facility, but it also needs to maximize the availability of those we currently have. Priority for these facilities has to go to academics and athletics, but that still leaves a lot of opportunities for students, faculty, staff and the community to use them as well. This is an issue been repeatedly raised in the Faculty Senate and Student Government. It also came up in multiple open forums during the strategic planning process.

The point is that there is minimal availability of ATU recreational facilities for faculty, staff, students and surrounding community members to exercise and maintain healthy lifestyles. With Arkansas being the fourth most obese state in the US with a 33% obesity rate (Appendix K), ATU needs to be a leader in promoting health through access to its recreational facilities.³¹

ATU explore a university-wide “going Green and Gold” environmental plan.

ATU has had sporadic, student run environmental programs. The problem is these programs often lived and died with these programs. Tech needs to explore what would be a feasible environmental program for the university across all its campuses. The options of what this entails range from as simple as a formal recycling program to ATU being a regional leader in the new “green economy” and environmental conservation movement by becoming a completely green campus with zero carbon footprint.³² The latter entails the campuses receiving all electricity from wind and/or solar power sources or purchased with renewable energy certificates and all university vehicles run on biodiesel fuel.³³

Some have proposed how a carbon-neutral initiative could be combined with the academic curriculum on all three of our campuses by utilizing existing programs and creating new emphasis areas in Engineering, Natural and Physical Sciences, Parks and Rec, and Agriculture. Further, the Ozark campus could create programs training solar and wind generator technicians and the ATCC could introduce students to LEED certification.³⁴ This initiative would also generate innovative work study and internship opportunities. A good model of a university that has gone green is the University of Central Oklahoma. There are significant costs up-front, but carbon-neutral policies have been shown to produce a significant long-term savings.³⁵ This initiative is easily marketed using our trademark colors (Green and Gold) and it would leverage our Tech name. It would also provide a great ethical example for our students.

ATU hire at least 12 more full-time public safety officers and seek accreditation as well as routine third-party review of its Public Safety Department.

Campus safety is a priority; however, the number of full-time public safety officers for both the Russellville and Ozark campuses is inadequate. The ATU Public Safety Department (PSD) has a staff of 18 employees on the Russellville campus (14 full-time public safety officers, a director, a Campus Emergency Manager, and two administrative assistants) and one at Ozark. Comparable Arkansas universities have larger public safety forces. UCA employs 29 full-time officers, UALR employs 32, and ASU-Jonesboro 24. UCA, UALR, and ASU-Jonesboro also have a 24 hour dispatch/communication center on their campuses while ATU does not.

Currently, the Russellville campus public safety officers' duties include not only patrolling the Russellville campus, but also Morton Hall located behind St. Mary's Medical Center and ATCC at the Russellville High School. At least ten additional full-time officers are needed to adequately staff Russellville and 2 additional officers are needed for ATU-Ozark. Also, the ATU Russellville campus needs and is getting a new public safety building. It will provide much needed office space for its officers and the Emergency Manager and include an Emergency Operations Center and Dispatch/Communication Center. A building manager program for campus emergencies is also being implemented by the Emergency Manager, Heath Whorton. In addition, he is rolling out campus preparedness trainings for the university and surrounding community as well. Collaboration with Russellville police is now commonplace. All of this is to say that public safety is taking great strides to provide a secure and safe campus.

The missing piece, which will be contingent on a new public safety building with an emergency call center and the hiring of additional manpower, is achieving accreditation. Accreditation and routine third-party review of PSDs is the "gold standard" for colleges and universities. Tech has two accreditation options. Over 1200 colleges and universities have obtained IACLEA accreditation.³⁶ Alternatively, the Arkansas Chiefs of Police Association offers ALEAP (Arkansas Law Enforcement Accreditation Program). Tech PSD needs accreditation through one of these options in 5 years and periodic third-party review thereafter.

Identity & Brand

Over the last two decades, ATU has dramatically grown and changed. In this time, the number of programs we offer has doubled (from 60 to 128), the size of the faculty (181 to 364) and staff (238 to 556) have doubled, and the student body has almost tripled (from 4705 to 1202). In addition, Tech now offers everything from certificates to associates degrees to bachelors degrees to a doctorate in education (see Appendix J).

More importantly, we have a number of accomplishments to be proud of and share. After 17 straight years of record enrollment, ATU now attracts the second largest freshman class in Arkansas every year while maintaining the second highest graduation rate in the state (although it is well below the national average). ATU's accolades are piling up as well. Tech has the 10th fastest growing graduate school in the country, improve the social mobility of our students more than any other school in Arkansas and 90th in the country, as well as a Nursing program ranked 12th for "Best Nursing Schools: Best in the Eastern Region."³⁷

ATU is a respected institution of higher education in the US and is poised to be *the* premiere mid-sized public institution of higher education in the state of Arkansas. However, Tech needs to better share its best kept secrets. As one example, how many know the Behavioral Science Department at ATU has undertaken over 20 community service projects in the last few years that range from an annual Red Flag Campaign to working with the Women's Battered

Shelter program to providing the ROOST Seed Bank and doing food drives to a Guinness record setting bone marrow drive or even a River Valley Meth Project recognized by the President of the United States with a Distinguished Service award?³⁸ What have other Tech departments been doing that also goes relatively unnoticed? ATU needs to reflect on who we now are given our exceptional growth, as well as what extensive public service our various departments and colleges provide across all our campuses. The initiatives below encourage Tech to do just that and use that information to build its identity and brand.

Hire a third party to study communication on and across the ATU campuses.

During the 2015 ATU strategic planning investigations, a common theme emerged in meetings—communication issues at ATU across all its campuses. This problem appears to cut across all areas: informational, procedural, events, plans, progress, changes and other messages needed to keep the Tech population informed and knowledgeable. Below is a summary of the types and amount of communication at ATU and a call to evaluate the effectiveness of them.

In 2015, ATU participated in the Greatest Colleges to Work For survey. Results indicated that Faculty (50%) and Non-Exempt Staff (54%) believe communication at ATU “warrants attention” (see Appendix E). During discussions with students, faculty, staff and administration during the open forums and working group meetings, we have inquired if the problem is a lack of communication or an issue of its effectiveness. Bad, none and ineffective communications have been common comments throughout these discussions.

First, ATU does not have a central communication mechanism. Neither the Faculty Handbook, the Student Handbook, nor the Staff Handbook have any information on an official method of university communication.³⁹ The Russellville campus under Regulations and Procedures in the 2015-2016 Academic Catalog states, “All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent through the United States mail or to your official Tech e-mail address.”⁴⁰ As for the Ozark Campus, under Regulations and Procedures in the 2015-2016 Academic Catalog it states “All students must give prompt attention to communications from faculty and staff members of Arkansas Tech University-Ozark campus. OneTech is the official University communication to students, however, students may be contacted by other means as necessary.”⁴¹ The 2015-2016 Graduate Catalog does not list any specific information concerning communications.⁴²

According to Ken Wester, Director Office of Information Systems (OIS), standard practice is ATU e-mail is the official means of communication. E-mail was accessed by students through the OneTech Portal, but in Spring 2015 ATU switched to Office365 mail. Now most ATU stakeholders no longer routinely visit the OneTech Portal where most communications are posted. This may be a contributing factor to the communications problem. Less people now review the University Announcements on OneTech.

Still, ATU uses numerous methods for communicating information. There is the ATU website with Calendar Info and University News.⁴³ There is ArkansasTechNews.com, which provides stories on ATU academics, athletics, alumni, Ozark campus, ATCC or the community.⁴⁴ Also, there is the *ArkaTech* newspaper published weekly during the semester. A student run paper, it is free at all Russellville campus buildings and online.⁴⁵ Additional information outlets are the University Academic Broadcast System for cable channels 2, 6 and 97 and the radio station KXRJ-FM (91.9 MHz). These broadcasting services are provided by the Department of Speech, Theater and Journalism.⁴⁶ Also, Student Services has communication systems specifically for students through its pages (Campus Life, Residence Life, The Link and

Jerry Cares).⁴⁷ Then, ATU uses social media. University Relations sends information out through Facebook, Twitter, YouTube, InstaGram, Flickr, and Google+. Additionally, communications are sent out through individual departments. These communications feed through ATU's vice presidents for approval and are sent to University Relations for distribution. Primarily, the OneTech Portal Announcements and e-mail features are used for such communications. Departments also send out information on their own through social media sites specific to their departments. Many have printed or e-mail departmental brochures as well. OIS also uses its website along with e-mail and/or texting subscription services to report emergencies, systems outages and maintenance issues that affect ATU operations.⁴⁸

The point is not a lack of communication but may be an ineffectiveness in the methods or types of communication. What is needed is a third party, an outside consulting firm, to analyze Tech communication processes and identify communication inefficiencies. ATU then needs to publicize the results of this review, use it to establish new communication policies and integrate them into the appropriate handbooks.⁴⁹

ATU develop and launch a campaign to increase its identity and brand by:

- 1. Revising the university mission statement.**
- 2. Developing a 21st century identity for the university.**
- 3. Launching a new marketing blitz based on the results of this identity development.**

Mission

According to the Joint Information Systems Committee (Jisc), there are five basic characteristics of a good mission statement. It should be succinct, memorable, unique, realistic and current.⁵⁰ As it stands, the ATU Mission is:

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.⁵¹

In strategic planning meetings, comments about the ATU mission have been along the lines of:

- ATU has a mission statement? Where is it? Is it on the website?
- It seems a bit generic, like something you could read for any university?
- Not a mission statement that is easy to assess? Too general.
- Does not capture what stakeholders say about Tech, that it is like a family.
- This mission does not adequately cover all Tech is today or all the campuses it now has.

While the ATU mission statement is succinct, such comments suggest Tech's current mission is not memorable or unique. Also, it makes claims like promoting "life-long learning" that are particularly difficult to assess. Then, nowhere does the mission capture what stakeholders vocalize as the value and niche of this university. We then conclude to be a "diverse community of leaders." Given the common understanding of diversity today as demographic diversity, ATU has enhanced its diversity but is yet to fully achieve this claim.⁵²

Tech has not revisited its mission since 2006-2007 and then only made minor revisions. Think about how we have changed in this short time. At that time, the Ozark campus had just been added. It would quickly see tremendous growth. Since then, Tech has added the ATCC campus. Over the last decade, ATU has seen our student population almost double, our faculty grow by over 100 new positions and our staff by over 200. We also have dramatically increased

online delivery of courses from 7% to over 14% of Tech's overall course offerings (see Appendix J). Tech is overdue for revisiting its mission, identity and brand.

Simply put, there are good reasons for ATU to revise its mission. ATU should also take a page from ATU-Ozark and adopt a more mission-centered approach. At Ozark, the mission is well publicized in its buildings; the faculty, staff, administration and students know the mission and live it; and as a result their sense of being one family is even more pronounced than on the Russellville campus. ATU needs a mission that captures what our niche is, that is memorable and becomes a way of life for all stakeholders. In fact, through conversations with members of the ATU community it becomes quickly clear we are generally on the same page when it comes to what Tech is and why it is special; we just need a mission that reflects it.

Identity

At the Brand and Identity open forum of the strategic planning process, an important and productive conversation occurred. This was not the first time concerns have been raised about our identity and brand, but the discussion needs to continue and be molded into a brand and identity marketing campaign that announces Tech as the premier mid-sized school of higher education in the state of Arkansas.

First, it is helpful to sketch out some of the challenges ATU faces. One is the lack of a definitive symbol for Tech. We have the Wonder Boys and the Golden Suns as mascots, neither of which have physical representations like the razorback, the red wolf, or the bear. Then, many confuse Jerry, our ambassador, as our mascot.⁵³ In addition, there is the fact we were a small school of a couple thousand students but are now a mid-sized university. Yet we still compete with smaller schools (Harding, Ouachita Baptist and Henderson State) in Division II. Tech is now the size of ASU-Jonesboro, UALR and UCA, who are all Division I.

While these issues present challenges for ATU's identity and the competitiveness of our brand against other Arkansas schools—particularly the Division I schools, there is a more fundamental issue to be addressed. Tech needs to identify its niche in the state. Once this is worked out, ATU needs to launch a marketing campaign to make our niche and brand recognizable and valued in every Arkansas home. This is where the open forum discussion was particularly valuable, as it suggested a number of possibilities. These possibilities are not mutually exclusive but can be used in tandem.

Possibility 1: The Tech Experience

One possibility is to better articulate what it is that key stakeholders already identify with Tech, our care and personalized touch. In conversations with faculty, staff and students at any of the Tech campuses it becomes apparent that what is special about ATU is the care faculty, staff and administration have for our students and their success. Often, people vocalize the Tech experience is one of being family. At the open forum, the Admissions Office talked about how in recruitment the message is Tech is “wonderful” and you are treated like a family and not just a number. ATU must preserve this reputation, but we need to explore how this can be effectively integrated into our mission, identity and brand. More importantly, is this enough? Saying we are “wonderful” may be acceptable recruitment rhetoric, but we need to be more than this.

Possibility 2: Be Arkansas' “Tech” School

Another possibility is we follow the model of Texas Tech, Louisiana Tech, or Georgia Tech and be the “Tech” school for our state. ATU certainly has some academic programs that would justify us claiming the mantle of *the* Tech school in Arkansas. ATU has a highly

respected electrical engineering program, more STEM majors than any other school in Arkansas, and exemplary programs for medical profession training (including the 12th best nursing program in the eastern region).⁵⁴ We also are adding a new major in Game and Interactive Media Design, which is the first of its kind in Arkansas. We could use these types of programs to leverage our Tech identity. The one caveat is that marketing ourselves as the *Tech* school in Arkansas must not displace that we are a full university with an extensive liberal arts program. Our *Tech* education is a liberal arts one.

Possibility 3: Follow the Harvard Motto Model

An intriguing third option, especially given the mascot identity crisis, is that we follow the model of a school like Harvard. Like ATU, Harvard's mascot is a person, John Harvard. Thus, their athletics program is nicknamed Harvard Crimson, a color. Thus, their identity and reputation is really captured in their motto: *veritas* or truth. Can Tech find a word or phrase to build its identity around. This probably needs to be something more than being "wonderful."

Actually, President Bowen has been talking to students about "grit" and it has been worked into Tech 1001 courses. Others have suggested mottos like "perseverance" or "tenacity." Some have suggested we adopt as our motto "Technacity" or the Latin version of tenacity, *tenacitate*. We also have reasons and traditions to support mottos like "Fight on" (an athletic slogan) or "Do right!" (an ethic from one of our bulletins from the 1920s).⁵⁵ Some combination of the above ideas could be used, like "Do right... Fight on!" The former makes a great academic motto, the latter an athletic one, and combined a bridge of the two.

Possibility 4: The Arkansas School

A fourth possibility is ATU market itself as *the* public university for Arkansans (see Appendix L). Tech students are overwhelmingly from Arkansas as 2014 saw over 92% of our students pay in-state tuition (Appendix J). This approach would likely play well in the General Assembly, but this approach has some drawbacks as well. Foremost, one of our goals over the last few years has been diversity. By marketing ourselves as the school for Arkansans, ATU is not likely to diversify our student body greatly. To date, much of our gains in diversity racially and ethnically have been by recruitment outside Arkansas. Can we continue to diversify our student body if we embrace being known as the Arkansas school, primarily only recruiting here? Can we continue our unprecedented growth with primarily recruiting in Arkansas?

Marketing Blitz

Once ATU solidifies its identity, the next step in this initiative is rebranding and marketing. A rebranding of Tech is necessary. Some have suggested a reduction in the number of logos currently provided.⁵⁶ Others feel the Tech logos do not adequately address our identity. The academic cupola and the athletic Tech swoosh do not capture what Tech is. On a positive note, Jerry certainly provided more identification with Tech among younger generations.

Still, the more important point is to make the identity and brand recognizable in every household. Past campaigns have Techified Russellville. We need to expand this to the River Valley, Ozarks and the whole state. Most Arkansas schools have razorback days. Where are our Tech days in local area schools, daycares, and work places in the River Valley and Ozark? We also need Tech days in Little Rock. When are the green and gold days for the university?

To develop the Tech brand and create a 21st century marketing plan, a good place to start is the "50 Best Branding Ideas" article from University Business.⁵⁷ Some important steps have already been taken, like rejuvenating the ATU-Russellville Chamber of Commerce alliance of

Tech Connect. Then, there is the Tech Traditions Keeper program, although this needs to be expanded to include a student run Traditions Committee that identifies more traditions and promotes more student participation in the program. ATU is over a hundred years old and has a rich history of traditions. What can Tech do to make this a more central feature of our brand?⁵⁸

Finally, Tech has struggled to have our brand compete with other Arkansas schools athletically despite an exceptional Division II program. Kristy Bayer assembled data on similarly sized Division II schools with popular athletic brands. The striking difference is the investment these schools have put into their athletic marketing staff. The average number of staff positions for these schools is 7.67. ATU has 3 (see Appendix N). Tech may be efficient doing more with less, but the price is our brand struggles to compete with other schools in state.

ATU add NCAA sponsored women's soccer by 2020 and afterwards explore adding NCAA sponsored men's soccer and other sports (e.g., track and field).

ATU should add women's soccer as an NCAA sponsored sport by 2020. It is one of the most highly sponsored NCAA sports with 91.4% of membership schools sponsoring soccer.⁵⁹ By adding the funding, coaching staff, facilities, and budget to support a women's soccer program, we align ourselves well with the worldwide growing popularity of the sport.

More importantly, the popularity of soccer is pronounced at ATU and the River Valley. The desire to add soccer as an NCAA sponsored sport at ATU has been voiced repeatedly in student meetings, as well as our strategic planning open forums. Currently, our Campus Recreation program sponsors men's soccer, women's soccer, and co-ed soccer. Similarly, there is an interest in soccer in the River Valley Community. There is high participation in youth and travel soccer programs and the surrounding girl's and boy's high school soccer programs have also had great success at the state level. For example, this past year both the women's and men's Russellville High School teams won their state championships.

Also, soccer sponsorship would promote diversity at ATU. Intercollegiate soccer rosters have a large number of participants. The average women's squad size is 25.8 players.⁶⁰ While we may not use enrollment as a motivator for adding the sport, women's (and later men's) soccer would increase student enrollment, bringing in additional student revenue, above and beyond the 9.9 maximum equivalencies provided. Being a global sport, a quality soccer program will attract players, coaches, staff and students from around the world to ATU. In fact, in conversations with Hispanic members of the ATU community it was voluntarily suggested the addition of soccer would help in recruitment of this demographic to ATU.

Yet, adding soccer is necessary not only because ATU stakeholders want it. There is a practical need for it. The Great American Conference (GAC) sponsors men's and women's soccer. Since the inception of the GAC, women's soccer has conducted a conference championship and in 2015 men's sports added one. Then, in 2015 women's soccer became an automatic qualifier for the NCAA soccer tournament, as seven teams are now sponsored in it. Women's soccer is now a qualifying sport in the end of the year All-Sports Trophy.⁶¹ Without sponsoring women's soccer, ATU gets a zero in this sport category, which makes it unlikely our women's program will win the All-Sports Trophy. This will occur in the near future for men's soccer as well. There are currently four men's soccer programs in the GAC, but when it gets six sponsoring institutions our men's sports program will be likewise penalized. Also, it should be noted that since the GAC sponsors both men's and women's soccer the teams will have geographically close games. The student-athletes will miss minimal class time and the financial hardship of travel costs (transportation, hotel, meals, etc.) will be comparable to our other sports.

Within the constraints of Title IX, ATU should explore adding other sports based on 1) trends in other GAC athletic departments or 2) demands by Tech's student body. If another athletic sport becomes an automatic qualifier in the GAC, we need to consider adding it. Alternatively, if a demand for a sport emerges within our university, we should explore adding the sport. For example, African Americans at Tech have requested track and field.

ATU explore the adoption of university wide honor code that gives students (working with faculty, staff and the administration) responsibility for academic integrity.

In 2014, Amber Appleby conducted a survey of 100 students on the Russellville campus assessing the occurrence of academic dishonesty. She found "20% have cheated on a test once or twice since coming to college, and 15% have cheated on a test more than five times." As for plagiarism, 10% admitted to plagiarizing once or twice and 5% of doing it more than 5 times. The most troubling finding was the tendency to cheat in online courses. One student even reported "Online tests are supposed to be cheated on." Although a small sample size, findings that 1 in 5 ATU students have cheated and 3 in 20 do it repeatedly suggests ATU needs to be more proactive in promoting academic integrity. Worse, students believe cheating is expected online. This problem is going to grow as Tech offers more and more coursework online.

An honor code is the most effective way to address academic dishonesty at ATU. In strategic planning forums students and faculty raised the idea of an honor code for ATU. Tech would be the sole public institution in Arkansas and only the second after Lyon College (a private liberal arts college) to have an honor code.⁶² Institutions with an honor code typically have lower rates of cheating, up to one-third less, than schools without such a code.⁶³ Reducing cheating is only achieved when students have the expectation academic integrity is highly valued on campus and all stakeholders—students, faculty, staff, administrators, and even the board of trustees—are held to a similar and consistent standard. Student pride in a culture of academic integrity leads to more personal accountability which engenders faculty trust.

Put simply, an honor code raises the level of awareness of academic integrity on campus. It involves the adoption of a shared set of values and becomes a source of pride on campus. Each member of the community holds themselves voluntarily to that shared standard when it becomes instilled in the university culture. Under a true honor code, as opposed to an academic integrity policy, the primary responsibility for adjudicating the code belongs to students (graduate and undergraduate). Elements of a modified honor code (more suitable to a university like ATU) include significant student involvement in designing the code, a recognized pledge, a centralized body for reporting and maintaining records, strict penalties including transcript notation and a strong educational rather than simply punitive process.⁶⁴ A first step in moving forward on this kind of initiative would be to partner with the International Center for Academic Integrity, as well as use its *Academic Integrity Assessment Guide* to evaluate the current status of academic integrity among the stakeholders of the ATU community.⁶⁵

In short, an honor code offers the following to ATU:

- 1) There is a common standard across courses and campuses of academic dishonesty for students, faculty, staff and administration.
- 2) Concerns by faculty that students continue to violate academic honesty standards beyond their individual classes would be alleviated with a central clearing house.
- 3) Employers would put more stock in ATU graduates for being *ethical* skilled workers.

In fact, ATU's history offers a foundation for an honor code. In in the late 1920s, the student government had the simple mantra of "Do right."⁶⁶ Tech should revive this ethical tradition.

¹ For the working group's charge, see Appendix A.

² "Public good" is a concept originating from the discipline of economics. The economist generally seen as developing this concept is Paul A. Samuelson, although he used the term "collective consumption good." Samuelson describes public goods as items or services "which all enjoy in common in the sense that each individual's consumption of such a good leads to no subtractions from any other individual's consumption of that good." Today, economists dub this quality as non-rivalry. In addition, public goods are non-excludable goods, meaning one person's consumption of the good cannot prevent others from consuming it. Some pertinent examples for higher education are knowledge, public infrastructure and public literacy. See Paul A. Samuelson, "The Public Theory of Public Expenditure," *Review of Economics and Statistics* 36, no. 4 (1954).

³ Calculated by Dr. March Fusaro, professor of economics at ATU from raw data provided by the Bureau of Labor Statistics, "Local Area Unemployment Statistics," United States Department of Labor, <http://www.bls.gov/lau/>.

⁴ Statistics obtained from the Research Division of the Arkansas Economic Development Commission (AEDC). Table 1 is also recreated from data provided by the AEDC

⁵ Graph produced by Dr. Marc Fusaro. For more on the ATBI, see his Russellville economic performance white paper: Marc Fusaro, "An Analysis of the Russellville Economy: 2009 to 2015 Using Atbi Data," College of Business (Arkansas Tech University, June 2015).

⁶ "Largest Employers for Pope County," (Arkansas Economic Development Commission, May 2015); "Largest Employers for Franklin County," (April 2015).

⁷ Michael E. Porter, *Competitive Advantage* (New York, NY: Free Press, 2004).

⁸ Mark Arend, "Peach State Three-Peat: Georgia Builds on Its Strengths," *Site Selection Magazine*, Nov. 2015 2015.

⁹ See also the recent success of Conway with three other high-tech businesses at Roby Brock, "Three Tech Companies Locating in Downtown Conway, Creating 140 New Jobs," *Talk Business & Politics*, 1/29/2015 2015.

¹⁰ Sam Strasner, "Atu's Local Impact \$219 Million," *Courier* 2012. See also the impact for 2009 at Elizabeth Sharp, "Economic Study: Arkansas Tech Makes \$187.8 Million Impact," *Arkansas Online*, April 9, 2009 2009.

¹¹ For more on the importance and benefits of increased social capital, see Robert Putnam, "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* 6, no. 1 (1995); Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton, NJ: Princeton University Press, 1993).

¹² I discuss generally the role of experiential learning in the US as I tell the history of civic education in the US, see Michael T. Rogers, "A Meta-History of Formal Civic Education: An Episodic History to Be Repeated?," in *Civic Education in the 21st Century: A Multidimensional Inquiry*, ed. Michael T. Rogers and Donald M. Gooch (Lanham: Lexington Books, 2015). For an introduction to the history of service-learning, see the National Service-Learning Clearinghouse, "History of Service-Learning in Higher Education," (Learn and Serve America, January 2008); Timothy K. Stanton, Jr. Dwight E. Giles, and Nadinne I. Cruz, *Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice and Future* (San Francisco: Jossey-Bass, 1999).

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- ¹³ "Great Jobs, Great Lives: The 2014 Gallup-Purdue Index Report," (2014), 6, see also 9.
- ¹⁴ "Falling Short? College Learning and Career Success," (2015).
- ¹⁵ The average for RSOs of all universities and colleges is higher, at 26.6%. See Elizabeth A. Bennion and J. Cherie Strachan, "Consortium for Inter-Campus Sotl Research National Survey of Student Leaders: Arkansas Tech University Report," (2015).
- ¹⁶ Caralee Adams, "Students Say College Is Not Preparing Them for Job Market," *Education Week* (2015).
- ¹⁷ See <http://the100dollarsolution.org/>.
- ¹⁸ For more information on the American Democracy Project, see 2015, "Aascu's American Democracy Project: Preparing Informed, Engaged Citizens for Our Democracy," American Association of State Colleges and Universities, <https://adpaascu.wordpress.com/>.
- ¹⁹ For information of the Carnegie Community Engagement classification and how to apply, see "Carnegie Community Engagement Classification," New England Resource Center for Higher Education, http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92.
- ²⁰ Timothy Meinke, "Learning Objectives and Outcomes of an Interdisciplinary Minor in Civic Engagement," in *Teaching Civic Engagement: From Student to Active Citizen*, ed. Alison Rios Millett McCartney, Elizabeth A. Bennion, and Dick Simpson (Washington, D.C.: American Political Science Association, 2013).
- ²¹ For Florida State's program, see <https://www.higheredjobs.com/details.cfm?JobCode=176099511>. For Multimedia University's program, see <http://fob.mmu.edu.my/industry-advisor/>.
- ²² For more on the Kahn Academy, see "Kahn Academy," [KahnAcademcy.org, https://www.khanacademy.org/](https://www.khanacademy.org/).
- ²³ See "The K-12 Initiative," Arkansas Tech University, <http://www.atu.edu/humanities/k12.php>.
- ²⁴ See Appendix L for a comparison of Arkansas universities by percentage of Arkansans in the student body. For the study of social mobility, see "2015 Social Mobility Index: Opportunity through Us Higher Education," CollegeNet, <http://www.socialmobilityindex.org/>.
- ²⁵ The Arkansas Economic Development Commission list ATU as the second largest employer in Pope County behind ConAgra Foods, Inc. Both are given an employee code of H, meaning they employ between 1,000 and 2,499 employees, see "Largest Employers for Pope County." In Franklin County, ATU has an employee code of C, employing between 50-99 people, see "Largest Employers for Franklin County." ATU is authorized by the Arkansas General Assembly to employ up to 1,670 employees across its campuses, see "An Act to Make an Appropriation for Personal Services and Operating Expenses for the Arkansas Tech Univeraty for the Fiscal Year Ending June 30, 2016," (Little Rock: Arkansas General Assembly, January 2015).
- ²⁶ Strasner, "Atu's Local Impact \$219 Million."
- ²⁷ Next from Arkansas is the University of Central Arkansas at 286. See "2015 Social Mobility Index: Opportunity through Us Higher Education."
- ²⁸ Peter Jacobs, "The Most Underrated College in Every State," Business Insider, <http://www.businessinsider.com/underrated-college-in-every-state-2014-4>.
- ²⁹ For example, RHS built a Center for Performing Arts partially to address the declining quality of ATU's Witherspoon auditorium and theatre facility and now the city of Russellville is doing the same thing with the closing of the ATU pool.
- ³⁰ The pool was closed suddenly and in the midst of the Russellville High School's swimming season. RHS was dependent on ATU's pool for practice and meets and suddenly had no facility

to train at in the winter 2011. See Whitney Snipes, "Tech to Close Pool, Displaces Russellville High Swim Team," *Couriernews.com* 2011.

³¹ Erin Brodwin, "Here Are the Fattest States in America," *Business Insider* 2015.

³² "Green Economy," United Nations Environment Programme,
<http://www.unep.org/greeneconomy/>.

³³ "Green Power Partnership," United States Environmental Protection Agency,
<http://www3.epa.gov/greenpower/gpmarket/rec.htm>.

³⁴ "Choose Which Leed Rating System Best Suits Your Project," US Green Building Council,
<http://www.usgbc.org/certification>.

³⁵ "Sustainability," University of Central Oklahoma,
<http://www.uco.edu/administration/green/sustainability/index.asp>.

³⁶ IACLEA, "Accreditation Program," The International Association of Campus Law Enforcement Administrators,
<http://www.iaclea.org/Visitors/professionaldevelopment/accreditation/index.cfm>.

³⁷ "Campus Talk: Arkansas Tech Ranked among Fastest-Growing Universities," *Talk Business and Politics* 2015; "Arkansas Tech Sets Enrollment Record," *ArkansasTechNews.com*, 09/10/2015 2015; "2015 Social Mobility Index: Opportunity through Us Higher Education."; "Tech Listed among Top Nursing Programs," *ArkansasTechNews.com* 2015.

³⁸ Data provided by Dr. Sean Huss, associate professor of sociology in the Behavioral Science Department.

³⁹ See "Faculty Handbook." (Arkansas Tech University, 2015),
<http://www.atu.edu/academics/docs/entirefacultyhandbook2015.pdf>; "Student Handbook." (Arkansas Tech University, 2015),
http://issuu.com/arkansastechuniversity/docs/studenthandbook-2015_final-revised_; "Staff Handbook." (Arkansas Tech University, 2015), <http://www.atu.edu/hr/docs/staffhandbook2.pdf>.

⁴⁰ "Undergraduate Catalog," ed. Arkansas Tech University (Arkansas Tech University, 2015-2016).

⁴¹ "Ozark Campus Catalog," ed. Arkansas Tech University (Arkansas Tech University, 2015-2016).

⁴² "Graduate Catalog," ed. Arkansas Tech University (Arkansas Tech University, 2015-2016).

⁴³ "Arkansas Tech University," Arkansas Tech University, <http://www.atu.edu/>.

⁴⁴ "Arkansastechnews.Com," Arkansas Tech University, <http://www.arkansastechnews.com/>.

⁴⁵ See <http://arkatechnews.com/>.

⁴⁶ For more information on these, see their websites <https://www.atu.edu/broadcast/radio.php> and <https://www.atu.edu/broadcast/television.php>.

⁴⁷ See <http://www.atu.edu/studentsservices.php>.

⁴⁸ See <http://ois.atu.edu>.

⁴⁹ It sounds like this communication problem is not unique to ATU. ACUTA (The Association for College & University Technology Advancement) is offering a track on "Communication Services Delivery Strategies." The description of the track opens, "Despite the differences between institutional size, location, structure, and culture, a common theme echoed by many higher-education IT professionals is the struggle to effectively deliver services." See ACUTA, "2016 Acuta Winter Seminar," The Associative for College & University Technology Advancement,

<https://www.acuta.org/Core/Events/eventdetails.aspx?iKey=WS16&TemplateType=A>.

⁵⁰ Jisc is a public body in the United Kingdom whose role is to support higher education. For their advice on a quality mission statement, see "The Characteristics of a Good Mission Statement," Jisc InfoNet, <http://www.jiscinfonet.ac.uk/infokits/mission-vision-values/mission-statement/good-mission/>.

⁵¹ "About Arkansas Tech," Arkansas Tech University, <http://www.atu.edu/about.php>.

⁵² Over 92% of our students are Arkansas and predominantly Caucasian. Likewise, our faculty is not particularly diverse. As Appendix B and other demographic reports on ATU show, diversity is a place where there is a lot of room for growth at ATU.

⁵³ This is partly intentional, at least for the Wonder Boys, as it is based on a former ATU student, John Tucker. One suggestion worth considering is putting a statue on campus of John Tucker to celebrate the original wonder boy.

⁵⁴ "Tech Listed among Top Nursing Programs."

⁵⁵ "Arkansas Polytechnic College Bulletin," (1928-1929).

⁵⁶ To see the logos currently trademarked by ATU, see "Logos," Arkansas Tech University, <http://www.atu.edu/urelations/logos.php>.

⁵⁷ "50 Best Branding Ideas: How Colleges and Universities Are Successfully Creating and Communicating Their Brands," *University Business* 2015, no. 11/22/2015 (2015), <http://www.universitybusiness.com/article/50-best-branding-ideas>.

⁵⁸ Dr. Tom DeBlack, professor of history, recommends the creation of a Tech historian position. His recent update of the history of Arkansas Tech (almost 600 pages) is in the publishing stages but should be a great resource for a Tech Traditions Committee. Also, in strategic planning open forms other activities worth considering are a monument on campus to ATU veterans, a statue of John Tucker, or a monument to Tech's first African American students.

⁵⁹ Gary Grown, "Ncaa Women's Sports Inventory," (NCAA, 2015).

⁶⁰ Ibid.

⁶¹ Six is the minimum to count in the All-Sports standings and to become automatic qualifier.

⁶² University of Arkansas-Fayetteville has an Academic Integrity Initiative, but it is faculty-led making it yet another externally imposed regulation on students and for students alone.

⁶³ Donald L. McCabe, Linda Klebe Treviño, and Kenneth D. Butterfield, "Honor Codes and Other Contextual Influences on Academic Integrity: A Republication and Extension to Modified Honor Code Settings," *Research in Higher Education* 43, no. 3 (2002); Donald McCabe and Gary Pavela, "Some Good News About Academic Integrity," *Change* 32, no. 5 (2010).

⁶⁴ McCabe, Treviño, and Butterfield, "Honor Codes and Other Contextual Influences on Academic Integrity: A Republication and Extension to Modified Honor Code Settings."; McCabe and Pavela, "Some Good News About Academic Integrity."

⁶⁵ "Academic Integrity Assessment Guide," International Center for Academic Integrity, <http://www.academicintegrity.org/icai/resources-1.php>.

⁶⁶ "Arkansas Polytechnic College Bulletin."