

GLOSSARY OF TERMS USED IN THE STRATEGIC PLAN

Academic Master Plan: Long-range plan developed by office of Academic Affairs to schedule and monitor the development of academic programs, program assessment, review, and accreditation

Action Steps: Strategies recommended in the *Strategic Plan* to reach campus goals over the next five years

Ambassadors: Students selected to serve as campus representatives in program development, mentoring, student support, and community events

Assessment: The systematic evaluation of student learning and program effectiveness, with particular attention to student outcomes

Associate Faculty: The title recommended by the IU Board of Trustees in 1992-3 to designate part-time faculty

Benchmark: An activity, statistic, or outcome which demonstrates progress toward achievement of strategic goals

Carnegie Foundation: The Carnegie Foundation for the Advancement of Teaching, which establishes the categories of American institutions of Higher Education, and sponsors activities and publications which advance teaching and learning at the college level

Community Links: A program established in 1997 to promote partnership and internship activities between IU South Bend and the wider community

Comprehensive University: A Carnegie designation of higher education institutions which offer a broad array of undergraduate Bachelor's degree programs and a substantial number and range of advanced (generally Master's) degrees

Core 40: The state of Indiana's recommended secondary school curriculum, considered the minimum preparatory courses to be taken in high school by students intending to attend colleges or universities.

Direct Advising: Policy instituted in 2002 through the office of Academic Affairs to promote and encourage greater faculty involvement in student advising services

Distance Education: Educational courses and programs delivered across campus boundaries, frequently through electronic vehicles (visual and/or internet). (Can also refer to correspondence courses.)

Diversity: The *Strategic Plan* defines "diversity" as "the variety created in any society by different social locations, different points of view, and different ways of making sense out of the world. It includes but is not limited to Race, ethnicity, culture, gender, sexual orientation, age, (dis)ability, religion, social class, and status as a first-generation college student. Most important, diversity includes all of us."

Engagement: Active involvement in activities to promote learning, service, and civic responsibility

General Education: The common curriculum which forms the foundation of learning within any academic and professional major, promoting a general range of fundamental literacies, fields of knowledge, and essential skills requisite for personal development, civic competency and career success.

Goals: The major strategic objectives for the next five years as outlined under the six priorities in the *strategic Plan*.

Graduation Rate: The percentage of full-time beginning students (based upon their year of entry into the university) completing a degree program within the accepted federal guideline of 150% of program length (1.5 years for certificates, 3 years for associates, and 6 years for baccalaureates)

Grantsmanship: The skills, experience, and understanding of the process by which institutions and individuals develop successful proposals for internal and external fiscal support for innovative activities.

Holistic Academic Advising: A student advising model that engages and benefits from the expertise and energies of the campus as a whole (i.e., faculty, staff, peers), and serves all constituencies. It helps students formulate academic and career goals, feel fuller membership in the academic community, and become successful learners. It helps faculty broaden their vision beyond their own disciplines and stay in closer touch with shifts in the nature of the student body and the campus as a whole. It creates a collaborative and aspirational campus culture (described by Harvard's Richard Light in his provocative recent book, *Making The Most out of College, 2001*).

Institutional Research: The systematic collection and analysis of institutional data to determine program trends, progress toward the achievement of goals, and answers to key educational questions essential to the institutional future.

K-16: A term applied to the academic "continuum" created through a partnership between precollegiate and collegiate institutions and programs.

Learning Center: A concept as well as a physical reality, an initiative which promotes student success through the coordination of resources and services which promote collegiate access and success.

Marketing: Defined in the *Strategic Plan* as "managing relationships with key audiences," this term also refers to a series of coordinated strategies to heighten the recognition of IU South Bend resources and achievements.

Mentoring: Provision of support services and guidance by an experienced practitioner to a less-experienced person seeking to locate resources, master new skills and expand current knowledge and status.

Metrics: Statistical measures of progress; related to "benchmarks" and synonymous with "performance indicators."

Michiana: A commonly used term for the geographical interstate region including north-central Indiana and south-central Michigan.

Mission: The essential purposes, ambitions, and intentions of an organization or organization.

National Survey of Student Engagement: A standardized survey created in 2001 to measure undergraduate's academic and civic connections developed in the course of college study against institutional goals and national norms. .

Peer Mentors: Experienced students trained to assist faculty and staff at orientation and transition to college, who offer experienced students in getting acclimated to IU South Bend, and in registering for courses.

Performance Indicators: Key measures to analyze to determine institutional success, generally in relation to peer institutions.

Priorities: In the *Strategic Plan*, these represent the key institutional values identified and endorsed by the Academic Senate and used as the organizing principles during development of recommendations.

Responsibility: The designation of specific campus units or individuals charged with implementation of "action steps" outlined in the *Strategic Plan*.

Retention Rate: In the *IU Fact Book*: "retention" is defined as persistence rates to the second year for beginning students who were enrolled as full-time students in the fall.

Scholarship of Engagement: A concept derived from Ernest Boyer's *Scholarship Reconsidered*, to identify systematic reflection and analysis of programs that promote intentional service and civic responsibility among faculty, staff, and students.

Scholarship of Teaching: Originally coined by Ernest Boyer to characterize one of four aspects of faculty scholarship (Discovery,

Teaching, Application, and Integration), the phrase has become a short form of the Scholarship of Teaching and Learning (SOTL) reflective data-based programs to improve and reward teaching excellence.

Seed Money: An investment to support planning and pilot program efforts intended to lead to expanded activities and resources.

Service Learning: A form of experiential pedagogy which focuses on theory-based practice, generally requiring field work, research, and assessment shared by community partners.

Signature: In strategic planning, a capsule or summary which epitomizes the character of an institution.

"Stay at IUSB": A special Student Support Service to alert student not meeting minimal standards of performance and attendance.

Vision Statement: A brief declaration of an institution's aspirations for the future.

Acronyms Used in Plan

ARC: The Academic Resource Center at IU South Bend, providing student academic support services and instructional programs

ASPIRE: An informational program to encourage IU South Bend undergraduates to pursue future graduate and professional education

CDC: The Campus Directions Committee, established by the Faculty senate in 1996 to review and monitor strategic planning at IU South Bend.

FACET: Indiana University's teaching academy, the Faculty Colloquium for Excellence in Teaching, founded in 1989 (hosted by IU South Bend from 1993-2001)

FTE: Full-time equivalency

IHEC: Indiana Higher Education Commission

IR: Institutional Research

IT: Information Technologies

ITSC: Ivy Tech State College

NCA/HLC: North Central Association/ Higher Learning Commission

NSSE: The National Survey of Student Engagement

PAUA: The office of Public Affairs and University Advancement

SAC: IU South Bend's Student Activities Center

SGA: Student Government Association

SMART: "Student-Mentor Academic Research Teams": IU South Bend's undergraduate research program

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SOTL: The Scholarship of Teaching and Learning, a national teaching initiative sponsored by the Carnegie Corporation for the Advancement of Teaching and the American Association for Higher Education

UCET: IU South Bend's University Center for Excellence in Teaching

WGoD: Working Group on Diversity, established by the Office of Academic Affairs in 2002-3