



Indiana University South Bend  
**STRATEGIC PLAN: 2014 - 2020**

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## BACKGROUND

Chancellor Allison asked the Campus Directions Committee (CDC) to develop a strategic plan during the fall semester 2013 as part of a university-wide strategic plan for 2020, the bicentennial of Indiana University. The IU South Bend plan contains: (1) a vision statement, (2) strategic objectives to achieve that vision, and (3) measurable goals. The CDC held 10 meetings and sought input iteratively, distributing drafts of earlier sections for comments via the campus Bulletin Board. Dr. Renée Curry, a strategic planning consultant, facilitated the efforts of the CDC.

As input to the Strategic Plan, a survey was completed by 222 respondents who shared their views on three questions: three essential elements of a vision statement, three-to-five essential strategies to achieve the vision, and two-to-three measurable goals for two of the strategies. These responses were analyzed and categorized by Gail McGuire, associate professor of sociology, and distributed to the campus via the Bulletin Board.



## VISION STATEMENT

To develop the Vision statement, members of the CDC reviewed the categorized responses to the first question on the survey: “Imagine IU South Bend in 2021. What are three essential elements of your vision for the campus?” A total of 576 responses were received and grouped into 24 categories. CDC members identified six elements from the survey responses that each considered “inspirational”. Through large and small group discussions, a draft vision statement was developed that included the elements considered most inspirational by the CDC. This draft was circulated to the campus for comment and suggested revisions were incorporated into the Vision statement below.

By 2020, Indiana University South Bend will be recognized as a premier regional, comprehensive master’s institution that is committed to exceptional teaching and scholarship, strong curricula and programs, and that values inquiry, creativity, and innovation at all levels. We will be a diverse, caring, and student-centered campus with a culture that inspires community engagement, good citizenship, and effective leadership.

## CAMPUS DIRECTIONS COMMITTEE (CDC)

Sue Anderson (CHS)

Ken Baierl (Public Affairs)

Vicki Bloom (LIB)

Hope Davis (EDUC)

Rob Ducoffe (BUSE) – Co-chair

Mark Fox (BUSE)

Kevin Gillen (ARTS)

Susan Jacobs (Bi-Weekly Staff Council)

Fran Lanciotti (Admin. & Financial Aff.)

John McIntosh (Academic Affairs)

Doug McMillen (CLAS)

David Ogden (ProStaff Council)

Paul Sharpe (UITS)

Karen White (Student Affairs)

Lyle Zynda (CLAS) – Co-chair

## STRATEGIC OBJECTIVES

To develop Strategic Objectives, members of the CDC reviewed 44 pages of categorized responses to the second question on the survey: “What are three-to-five essential strategies to achieve the ideal Vision?” Members considered the question, “What are the objectives that best support the new Vision?” A total of 76 objectives emerged from this preliminary process. Through large and small group discussions, identifying duplications, consolidation opportunities, and the most important objectives in each area of the Vision, the committee drafted nine objectives. These were circulated to the campus for comment and suggested revisions were incorporated into the Strategic Objectives below.



I. Improve student success via increased recruitment, retention, and graduation rates for all populations, increased merit- and need-based financial aid, and strengthened and more proactive advising



II. Become truly student-centered by enhancing and expanding student support and career services, particularly among underrepresented populations, increasing the flexibility of curricula and transferability, and expanding campus activities like athletics and clubs



III. Encourage vision, effectiveness, and innovation in programs and curricula



IV. Strengthen and expand scholarship and creative activity among both faculty and students (including faculty-student collaborations)



V. Build a culture of assessment, transparency, and continuous improvement across campus



VI. Increase high-impact educational practices including student research, learning communities, internships, service learning, international experiences, and other experiential learning opportunities



VII. Raise faculty and staff morale through increased compensation, professional and leadership development, promotion opportunities, and recognition



VIII. Advance diversity and open-mindedness and create a civil, welcoming and caring culture for all



IX. Foster engagement of all campus constituents with our community, increase the use and visibility of resources we provide, and strengthen our reputation by improving our advancement efforts and through superior strategic marketing

## **MEASURABLE GOALS**

To develop Measurable Goals, members of the CDC reviewed 33 pages of categorized responses to the third question on the survey: “What are two-to-three measurable goals for two of the strategies?” Dr. Curry led the CDC through a discussion of the nature and format of goal statements and then, through small and large group discussions, a total of 68 preliminary measurable goal statements were developed. Dr. Bini Tesfamariam and various individuals across campus supplied information and expert judgment to assist in establishing specific baselines and goal statements.



**I:** Improve student success via increased recruitment, retention, and graduation rates for all populations, increased merit- and need-based financial aid, and strengthened and more proactive advising

- i. Increase total number of undergraduate degrees earned, including Pell-eligible student degrees, 2.5 percent by 2016 and 5 percent by 2020
- ii. Increase student first-to-second year persistence among first-time, full-time freshmen from 63 percent to 66.5 percent by 2016 and to 70 percent by 2020
- iii. Increase on-time graduation (4-year) rates from 6 percent to 10 percent by 2016 and to 15 percent by 2020
- iv. Increase 6-year graduation rates for first-time, full-time freshmen from 23 percent to 30 percent by 2016 and to 35 percent by 2020
- v. Establish an advising structure to increase student success in the first year
- vi. Increase need-based and merit-based financial aid from private sources by 25 percent by 2016 and 50 percent by 2020
- vii. Fill student housing so there is surplus demand by 2015
- viii. Develop recruitment and financial aid strategies to attract, retain, and graduate non-resident and international students to support campus goals of academic excellence
- ix. Expand relationships with P-14 institutions and community groups to improve preparedness for university study and ease of enrollment at IU South Bend
- x. Meet an overall enrollment goal of 10,000 students by 2020



**II:** Become truly student-centered by enhancing and expanding student support and career services, particularly among underrepresented populations, increasing the flexibility of curricula and transferability, and expanding campus activities like athletics and clubs

- i. Increase the number of hours tutors, peer, and supplemental instructors are available by 10 percent from 12,000 to 13,200 hours (Fall and Spring semesters) by 2016
- ii. Increase use of tutoring services by 20 percent from 9,200 contacts to 11,040 contacts (Fall and Spring semesters) by 2016
- iii. Increase the number of tutors, peer, and supplemental instructors assigned to core and fundamental skills courses by 10 percent (Fall and Spring semesters) from 113 to 125 by 2016
- iv. Develop and begin implementation of a new strategy to grow online and hybrid courses and programs by 2016 to ensure IU South Bend better serves its diverse students and protects its enrollments from erosion due to competitive offerings of other campuses available through IU Online Course Connect
- v. Strengthen the career management function by increasing resources for students, assessing and reporting career outcomes across all academic units, and improving students' knowledge of how skills and interests relate to majors, jobs and careers
- vi. Institute bi-yearly survey of satisfaction with tutoring, financial aid, and career counseling services (baseline: NSSE data), improve satisfaction rates over time by 2 percent per year on average
- vii. Assess needs for class scheduling (time of day, weekends, MWF, etc.), availability, mode of instruction (hybrid, online, in-person); take appropriate action to improve availability
- viii. Create a committee to assess transferability impediments and make recommendations for easing and streamlining transfers by 2015
- ix. Take appropriate steps to remain active in NAIA and remain eligible for post-season play by 2015/16 by expanding beyond the minimum number of sports by 2019/20
- x. Increase attendance at athletic events by 8 percent annually from 6,201 in 2012



### III: Encourage vision, effectiveness, and innovation in programs and curricula

- i. Complete the academic master plan in 2014 to establish a template for making decisions about developing and funding new programs and creating protocols for setting and monitoring funding and support levels for existing programs
- ii. Conduct a gap analysis in 2014 of community and economic development needs for new programs, with the goal of implementing at least four new undergraduate and four new graduate degrees by 2018
- iii. Modify the first-year curriculum and co-curricular activities to improve student performance
- iv. Develop a campus-wide growth plan for the Honors Program that includes at least doubling enrollment from 60 to 120 by 2020 and ensuring it serves students from all schools and colleges on campus
- v. Increase scholarships for Honors students from \$35,000 (in 2014) to \$70,000 by 2016; and to \$140,000 by 2020
- vi. Assess and enhance diversity among Honors Program students
- vii. Evaluate and develop a campus-wide growth plan for graduate programs that includes expanding enrollment from 6 percent to 12 percent of overall campus enrollment by 2020
- viii. Increase the use of the Elkhart Center to capacity by 2018 including offering programs at this site designed to serve the Elkhart market
- ix. Prioritize renovation of existing facilities and align space assignment with academic priorities through a comprehensive space plan by 2014/15
- x. Ensure technology infrastructure to support innovation, scholarly and creative productivity, and high impact learning



#### **IV: Strengthen and expand scholarship and creative activity among both faculty and students (including faculty-student collaborations)**

- i. Conduct a multi-year campus-wide audit of faculty scholarship and creative activity beginning in 2014 to establish baselines and begin to track and then grow the quality and frequency of publications, presentations, patents, works or projects in progress, exhibits or performances, and grants and grant proposals
- ii. Beginning in 2014, establish a repository of this information that relies on annual reporting via the Faculty Annual Report process
- iii. Conduct a multi-year campus-wide audit of student research and creative activity including student-faculty collaborations to establish baselines and begin to track and then grow the quality and frequency of publications, presentations, patents, works or projects in progress, exhibits or performances, and grants and grant proposals
- iv. Grow an electronic archive of student research and creative activity
- v. Increase support for faculty and student scholarship and creative activity by steadily increasing funding for:
  - a. Travel to academic conferences from \$180,000 in 2014
  - b. Graduate and undergraduate student research from the three-year (2011-2013) rolling annual average of: \$20,621 in the SMART Program
  - c. IU South Bend and IU internal research grants from the three-year (2011-2013) rolling annual average of: \$245,191
  - d. External grants from the three-year (2011-2013) rolling annual average of: \$737,401
  - e. Holding conferences and meetings on campus
  - f. Library resources to support scholarship and creative activities
- vi. Evaluate promotion, tenure, and reappointment standards to determine if changes would spur additional scholarship and creative activity



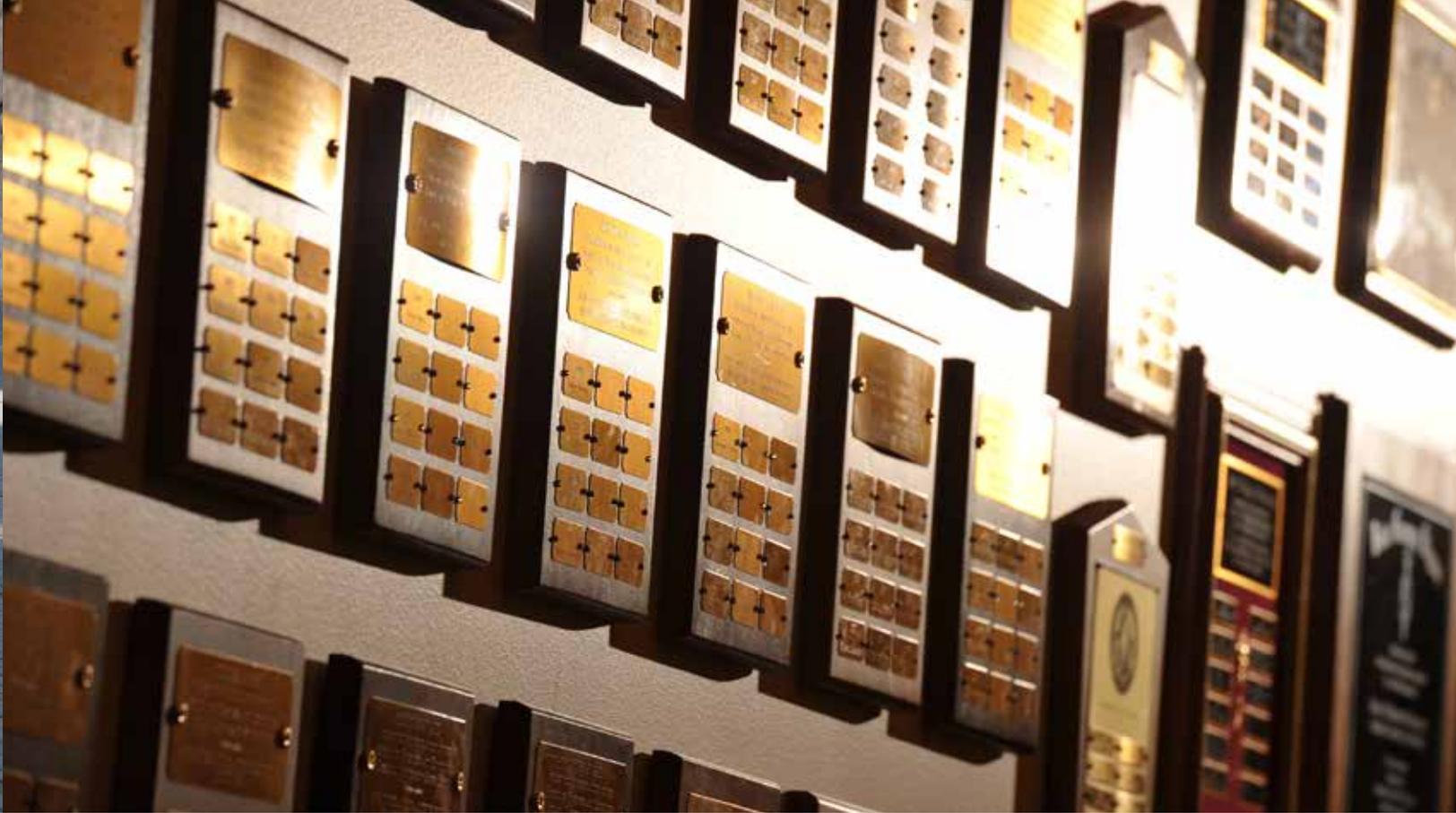
**V:** Build a culture of assessment, transparency, and continuous improvement across campus

- i. Ensure that all academic and administrative units have established missions, program goals, learning objectives and measurement metrics and implement evaluation procedures for new and existing academic programs and administrative units by 2020
- ii. Establish procedures to monitor program and curricular improvements associated with learning and administrative assessment efforts by 2020
- iii. Implement the Vision 2020 Program and provide \$100,000 per year in strategic seed funding for Program-related development of assessment projects
- iv. Ensure organizational alignment with strategic priorities through a comprehensive review of administrative structure by 2015



**VI:** Increase high-impact educational practices including student research, learning communities, internships, service learning, international experiences, and other experiential learning opportunities

- i. Conduct a campus-wide audit of high-impact educational practices relying primarily on the Faculty Annual Report with additional sources such as Career Services as needed to establish baselines and then track where and how often they are used
- ii. Create a campus-wide system for tracking and reporting the number of students engaged in internships, service learning, international experiences, etc. in 2015
- iii. Establish a first-year curricular and co-curricular program that includes a first-year seminar taken by all freshmen by 2016
- iv. Ensure that one-third or more of our incoming freshmen-level students will be involved in linked classes or learning communities by 2020
- v. Increase the number of courses that incorporate high-impact practices by 50 percent by 2020
- vi. Increase the number of students who participate in such activities by 25 percent by 2020
- vii. Double the number of students studying abroad from the average of 54 per year between 2009-2013 to 110 by 2020



**VII:** Raise faculty and staff morale through increased compensation, professional and leadership development, promotion opportunities, and recognition

- i. As progress toward achieving enrollment, retention, and graduation goals is made, raise faculty and staff salaries so that they attain at least the mean of other regional campuses by 2020
- ii. Institute an annual job satisfaction survey for faculty and staff, and improve satisfaction rates over time by 2 percent per year on average
- iii. Develop a plan for growing opportunities for staff, increasing the number of options and pathways available to staff for promotion, merit pay, and professional development
- iv. Create a system of merit awards for staff who contribute to student success or the achievement of their unit's goals, including awards that increase base salary
- v. Attain the Chronicle of Higher Education "Great Place to Work" list



**VIII:** Advance diversity and open-mindedness and create a civil, welcoming and caring culture for all. In 2014, appoint a Diversity Leadership Committee reporting to the Chancellor and charged with the responsibility to develop and assure implementation of a 10-year diversity plan to

- i. Improve recruitment and support of diverse populations so our student body is broadly representative of the pool of candidates for admission in our region
- ii. Strengthen efforts to recruit and retain diverse faculty and staff
- iii. Ensure our web site, marketing, and publications promote diversity and communicate with all campus populations
- iv. Increase the number of programs and activities in which students, faculty and staff engage in diverse groups
- v. Enhance orientations, mentoring, and other opportunities for new administrators, faculty and staff to meet, interact, and learn from other people in similar positions
- vi. Expand relationships with P-14 institutions that serve diverse populations to increase campus diversity
- vii. Provide educational opportunities and professional development for faculty and staff about culturally responsive teaching practices, working with diverse students, and promoting awareness of diversity issues (e.g., race, gender, class, SES) and civility
- viii. Encourage the overall health of our students, faculty, staff, and community through targeted efforts focused on health and healthy living (e.g., nutrition, exercise, sustainability, physical and emotional health)



**IX:** Foster engagement of all campus constituents with our community, increase the use and visibility of resources we provide, and strengthen our reputation by improving our advancement efforts and through superior strategic marketing

- i. Institute a periodic community-wide survey to establish baseline measures and track IU South Bend's reputation beginning in 2014
- ii. Institute a periodic campus-wide audit of engagement activities to establish baselines and track campus levels and in each unit beginning in 2014
- iii. Develop a methodology to evaluate campus and community impacts from engagement activities by 2015
- iv. Develop a campus-wide engagement-building plan by mid-2015 that includes the activities of the academic centers such as the Center for a Sustainable Future, the American Democracy Project, and the Civil Rights Heritage Center
- v. Review and update the strategic marketing plan in 2014 and ensure additional funds are available to support planned activities
- vi. Develop and achieve or surpass an advancement campaign goal by 2020



**INDIANA UNIVERSITY  
SOUTH BEND**

What matters. Where it matters.