



University of Southern Indiana

SCHOOL OF BUSINESS
UNIVERSITY OF
SOUTHERN INDIANA

Earned excellence.



The best business schools in the world.
The best accounting programs in the world.

USI
SCHOOL OF BUSINESS
STRATEGIC PLAN

Endorsed by the School of Business Faculty on
January 13, 2005

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Background Information

University of Southern Indiana

As a result of its continuous enrollment increases in the past ten years, the University of Southern Indiana is poised for a major transformation in the coming decade. The climate exists for future progress that could surpass that of the recent past. The University is a regionally responsive, comprehensive public university with a statewide focus for the state of Indiana. The University emphasizes interaction between faculty and students, encourages and supports applied research, and endeavors to be responsive to community needs.

The University of Southern Indiana has created an environment where teaching and learning are foremost in its mission and where the energy and dedication to purpose of faculty and staff have become a model for other universities. Among the state's baccalaureate institutions, the very productive faculty members found at USI are committed to continual improvement in teaching that has produced increasing quality of instruction and graduate preparedness. The University has been a creator of opportunity for thousands of students, many the first in their families to attend college.

The School of Business

The School of Business is also poised for a major transformation in the coming decade. The School received accreditation by the AACSB International (the Association to Advance Collegiate Schools of Business) in 1998, and its Accounting Programs received accreditation by the AACSB International in 2003. Undergraduate enrollment for the School has increased 8.4% in recent years (2000 – 2004), and full-time enrollment has increased 15.2% during the same time period. In addition, the School has seen an increase in enrollment in its Master of Business Administration (MBA) Program and has created a new Master of Science in Accountancy (MSA) Program. The School also offers Post-Baccalaureate Certificates in professional accountancy and computer information systems.

The School consists of four departments: Accounting and Business Law; Decision Sciences, Computer Information Systems, and Applied Computer Science; Economics and Finance; and Management, Marketing, and Business Communication. It has ten bachelor degree programs: Accounting & Professional Services, Applied Computer Science, Business Administration, Business Education, Computer Information Systems, E-Business, Economics, Finance, Management, and Marketing. The Business Administration major is interdisciplinary in nature.

The Strategic Planning Process

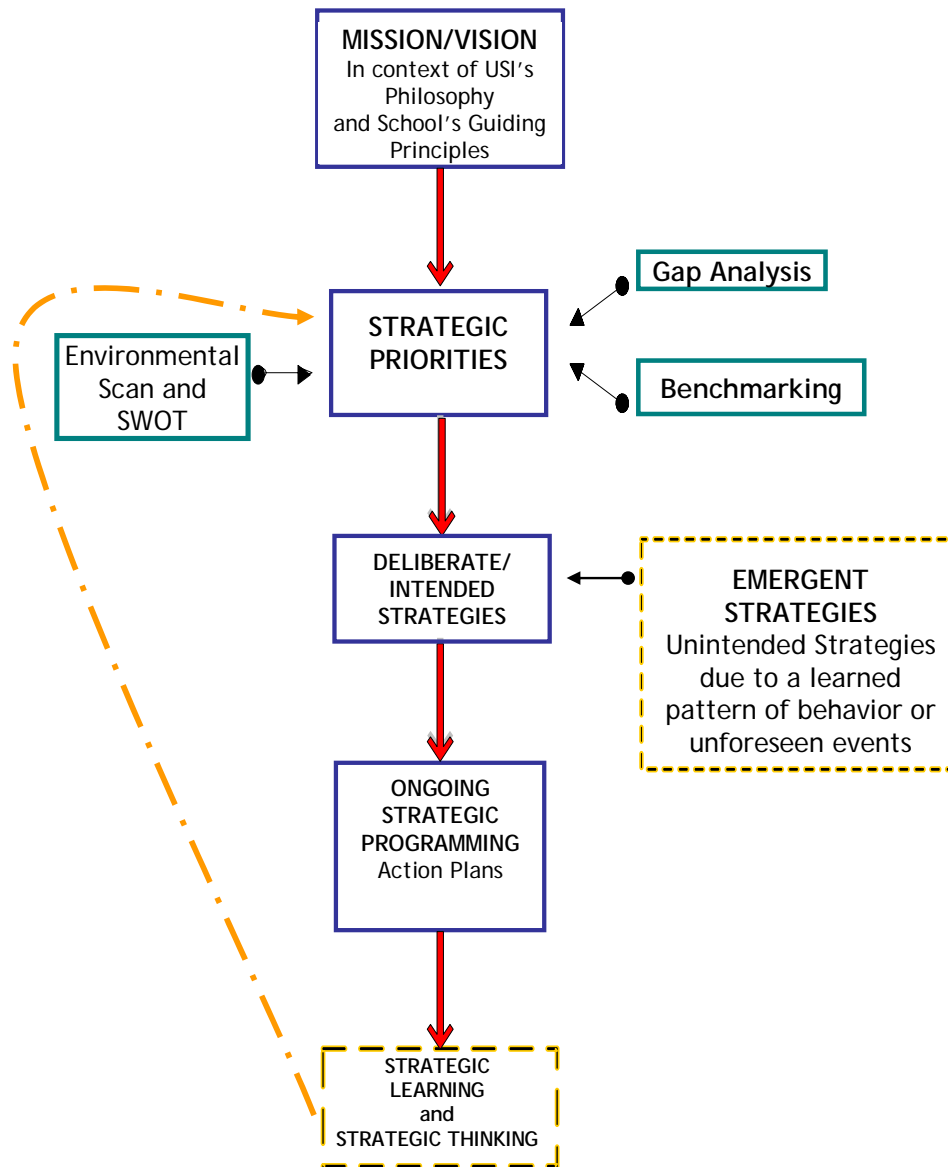
The Ad-hoc Committee on Strategic Planning was constituted in August 2004. As a starting point, members met with the Dean who shared information with the committee. Members also reviewed documents and information collected by the Strategic Planning Task Force from the prior year as well as the work on the School's Vision, Mission, and Guiding Principles. Early in the process, decisions were made regarding a strategic framework (Exhibit 1) that would guide the process as well as a timetable for work.

Subsequent activity generally consisted of an iterative process whereby analyses and ideas were developed by individuals, or groups of individuals, outside of committee meetings. Such work was then reviewed, evaluated, and revised (when necessary) within regularly scheduled meetings. Between August 23, 2004 and January 3, 2005, the Committee met seventeen times as a full committee, averaging approximately two hours per meeting. Feedback was solicited from the School of Business faculty, staff, undergraduate students, graduate students, and the Board of Advisors, generating excellent input from multiple sources. The feedback was reviewed, evaluated, and, where appropriate, incorporated into the Strategic Plan during the latter stages of the process.

The School of Business faculty sees the Strategic Plan as an evolving document. The plan in its current embodiment is a series of developmental stages. The strategic plan will be reviewed periodically.

Exhibit 1

Strategic Planning Framework:^{*} USI School of Business



^{*} Adapted from *A Strategic Planning Primer for Higher Education*, Alexandra L. Lerner, California State University, Northridge, 1999 (<http://www.des.calstate.edu/processmodel.html>)

A Distinctive Identity

The University of Southern Indiana distinguishes itself from other institutions in the region by providing a unique educational climate that adds value to the region’s educational options. As indicated in the table below, USI tends to align with the small, liberal arts college in terms of institutional emphasis and graduate education dimensions. However, USI is more closely aligned with large universities in terms of its selectivity and comprehensiveness. Thus, the present positioning of USI which includes “the best of both worlds” - a smaller, liberal arts college experience combined with larger university options and activities - provides a strategic foundation from which to build. Strategic planning for the School of Business will seek to further refine and develop the unique niche that the University presently holds.

<u>Characteristic</u>	<u>Small, Liberal Arts College</u>	<u>Large State University</u>	<u>USI School of Business</u>
Institutional Emphasis	Undergrad./ Liberal Arts/ Gen. Ed.	Grad./Research Specialization	Closer alignment with Sm. Lib. Arts College
Campus Environment	Strong Student Support Services	Prolific Out-of-Class Activities	Alignment Straddles Both
Graduate Education	Limited # of Grad. Programs	Doctoral Programs	Closer alignment with Sm. Lib. Arts College
Enrollment/ Selectivity	Controlled/ Selective	Less Selective/ Dependent on Program	Closer alignment with Large St. University
Comprehensive-ness	Limited Range of Programs/ Courses	Broad Range of Programs/ Courses	Closer alignment with Large St. University
Student-Faculty Ratio	Low	High	Alignment Straddles Both
Funding	Endowments	State Support/ External Grants	Alignment Straddles Both weighted toward State support

Strengths, Weaknesses, Opportunities, and Threats

The first step in the strategic planning process was to conduct an assessment of the strengths, weaknesses, opportunities, and threats (SWOT) that could affect the School of Business. The following section addresses the findings of that assessment.

Strengths

- AACSB accreditation
- Dynamic growing institution
- Supportive community
- Value (\$) business education in the region
- Class environment (class size, personal contact)
- Qualified and dedicated faculty
- Cohesive learning environment
- Physical facilities & technology

Weaknesses

- Lack of unique niche (teaching, research, & service)
- Budget limitations for faculty development
- No discretionary endowments
- Limited learning outcomes assessment
- Small alumni base
- Space limitations (offices & classrooms)
- Increasing class sizes
- Development of organizational processes (e.g. planning)

Opportunities

- Quality growth of student body
- Develop external relations
- Growth of small business in area (opportunity to interface)
- Fund raising & grants
- Naming of school & facilities
- Establish distinct niche (teaching, research, & service)
- Partnering/synergy with other USI programs (e.g. Engineering)
- Embrace continuous improvement

Threats

- State budget limitations
- Competition with other schools, businesses, on-line programs
- Faculty turnover & shortage
- Potential tuition increases
- Decreasing tuition support by firms for students in Masters Programs

Vision Statement and Mission Statement

Vision Statement

Our vision is to provide a premier learning experience in business that emphasizes an entrepreneurial mindset which involves innovative thought and openness to new ideas.

Mission Statement

Our mission is to place the student at the center of our school's educational activities, both inside and outside the classroom. We are committed to offering a value-driven business education that provides personalized attention, enhances lifelong learning, values creativity and innovation, ensures an interactive learning experience, and nurtures social responsibility and integrity.

This, in part, will be accomplished by faculty who are actively engaged in research that will bring current and relevant knowledge to the curriculum. Consistent with our emphasis on teaching, our research will focus primarily on applied and pedagogical issues. In addition, the school embraces service that is responsive to the evolving needs of our stakeholders.

Guiding Principles

Consistent with our vision and mission statements, the School of Business is committed to offering a quality business education designed to provide student-centered learning, knowledge and lifelong learning, creativity and innovation, and engagement.

I. Student-Centered Learning

- A. Provide students with personalized attention inside and outside of the classroom.
- B. Build a cohesive learning community among students, faculty, alumni, and area businesses.
- C. Develop a learning environment that values diversity.

II. Knowledge and Lifelong Learning

- A. Provide a curriculum that reflects current and relevant knowledge and practices in business.
- B. Sustain a dynamic curriculum with ongoing revisions to support learning and scholarship.
- C. Develop competencies that enhance life-long learning.
- D. Encourage the professional development of members of the community.

III. Creativity and Innovation

- A. Foster an environment that values creativity and innovation.
- B. Foster an entrepreneurial mindset through calculated risk-taking.
- C. Provide a curriculum that incorporates and utilizes current business technology.

IV. Engagement

- A. Ensure an interactive/experiential learning experience.
- B. Be responsive to the needs of our communities.
- C. Support entrepreneurial spirit and initiatives in the business community.
- D. Nurture an environment that values social responsibility and integrity.

Strategic Priorities

Consistent with our SWOT analysis, vision and mission statements, and guiding principles, the School of Business has developed the following strategic priorities, strategies, and initiatives:

- A. **Enhance Development And Integration of Effective Teaching** (Addresses Guiding Principles IIA, IIB, IIIA, IIIB, IIIC, IVA, faculty strengths)

Strategies:

1. **Identify the incidence of “best practices” in pedagogical development within the School of Business (Teaching, Learning Assessment and Curriculum Committee)**

Initiatives:

1. Review syllabi for evidence of current use of best practices in pedagogical development (i.e. beyond use of lecture and testing) (Spring 2005)
2. Review recent faculty annual reports (last five years) for evidence of attempted pedagogical innovations (Spring 2005)

2. **Provide opportunities and incentives for the development of innovative and effective pedagogy (Teaching, Learning Assessment and Curriculum Committee)**

Initiatives:

1. Survey faculty for interest in learning use of specific pedagogies (Spring 2005)
2. Develop and conduct workshops for faculty in use of specific pedagogies of high interest (2005-2006)

3. **Disseminate information within the school on best practices in pedagogical development and associated results (Teaching, Learning Assessment and Curriculum Committee)**

Initiatives:

1. Review annual reports for evidence of best practices in pedagogical development (starting Spring 2007)
2. Provide annual report to faculty on best practices in pedagogical development and associated results (every spring, starting Spring 2007)

- B. **Develop Learning Outcomes Assessment Capabilities** (Addresses Guiding Principles IIA, IIB, IIC, IIIB, IIIC, faculty strengths, learning outcomes assessment weakness)

Strategies:

1. Develop faculty assessment capabilities with respect to learning outcomes (Teaching, Learning Assessment and Curriculum Committee)

Initiatives:

1. Sponsor outcomes assessment workshops for School of Business faculty (2005-2006)
2. Support faculty from each department to attend future assessment conferences (2007-2009)

2. Develop an assessment plan for the School of Business for the core and each program (major) (Teaching, Learning Assessment and Curriculum Committee, 2005-2006)

Initiatives:

1. Identify specific outcomes (knowledge & skills) that all School of Business students will develop (Spring 2005)
2. Develop assessment procedures for identified school-level outcomes (Fall 2005)
3. Identify specific outcomes (knowledge & skills) that students within each program (major) will develop (Spring 2005)
4. Develop assessment procedures for identified program-level outcomes (Fall 2005)

3. Track pedagogical innovations and their impact on learning outcomes (Teaching, Learning Assessment and Curriculum Committee; Faculty & Student Affairs Committee)

Initiatives:

1. Encourage and support faculty to link outcomes assessment to the use of pedagogical innovation (Teaching, Learning Assessment and Curriculum Committee, 2006-2007)
2. Revise the annual evaluation process to include the reporting of pedagogical innovation tied to learning outcomes (Faculty & Student Affairs Committee, 2006-2007)

C. Explore/Develop Distinct Niches for the School (Addresses Guiding Principles IB, IIB, IVB, IVC, weaknesses and threats, opportunities)

Strategies:

1. Explore distinct niche opportunities for the School (New Task Force, 2005-2006)

Initiatives:

1. Investigate the possible creation of an Entrepreneurship program in the School of Business
 - a. Explore and document the need for a potential Entrepreneurship Program among area businesses
 - b. Determine the level of support for a potential Entrepreneurship Program among the School Faculty

- c. Determine the level of interest in a potential Entrepreneurship Program among current and potential USI students
- 2. Examine possible partnerships with the Engineering Program at USI
 - a. Select a faculty member to serve as a liaison with the Engineering Program
 - b. Identify possible synergies between the two programs (Business and Engineering)

2. Explore distinct niches in teaching (Teaching, Learning Assessment and Curriculum Committee; Faculty & Student Affairs Committee; External Relations Coordinator)

Initiatives:

- 1. Determine possible niche(s) in teaching with reference to desired student competencies (Teaching, Learning Assessment and Curriculum Committee; Faculty & Student Affairs Committee)
 - a. Identify existing strengths in teaching (2006-2007)
 - b. Evaluate 'recognition potential' associated with major learning outcomes (2007-2008)
 - c. Identify and rank feasible niches in teaching given resources and constraints (2006-2007)
- 2. Develop focused approach for gaining recognition in teaching niche(s) (External Relations Coordinator, 2007-2008)
 - a. Conduct an audit of existing links that can provide visibility to the School's teaching distinctiveness (e.g., affiliations to organizations; recognition of contributions)
 - b. Identify the most effective avenues for promoting teaching niche(s)
 - c. Provide support to faculty to disseminate pedagogical innovations
 - d. Develop a teaching resource area on the School's webpage that disseminates our contributions in this area
 - e. Increase participation with regard to Requests For Proposals (RFPs) related to Instruction and Learning Outcomes (e.g. University, Company, State, Federal Government, Foundations)
 - f. Identify opportunities and implement steps to attract high-achievement students (e.g. Presidential Scholars, Honors students) to the school (Faculty & Student Affairs Committee, 2005-2006)

3. Explore distinct niches in research (Faculty & Student Affairs Committee, 2006-2007)

Initiatives:

- 1. Identify possible niches in scholarship based on resources and focus of School
 - a. Identify existing strengths in scholarship
 - b. Assess and rank feasible niches in scholarship given resources and constraints
- 2. Identify the most effective avenues for increasing the visibility of student and faculty scholarship (e.g. web sites that share working papers – submissions to Social Science Research)
 - a. Provide support to faculty to disseminate scholarship
 - b. Explore the possibility of creating a journal in an area of expertise
- 3. Increase the number of publications in niche area(s)
 - a. Develop a research resource area on the School's webpage that would be useful to colleagues (e.g. suggestions for using national datasets)
 - b. Increase participation with regard to Requests For Proposals (RFPs) related to research projects (e.g. University, Company, State, Federal Government, and Foundations)
 - c. Increase the number of graduate student publications

4. Explore distinct niches in service (Faculty & Student Affairs Committee; External Relations Coordinator)

Initiatives:

1. Determine the effective use of service activities by faculty, staff, and students (Faculty & Student Affairs Committee)
 - a. Identify needs in the School's service area (2005-2006)
 - b. Investigate strengths in the service activity of faculty, staff, and students (2005-2006)
 - c. Based on the results, match the strengths of faculty, staff, and students with needs in the School's service area (2006-2007)
 - d. Explore student participation in internships and cooperative education. (2006-2007)
2. Identify the most effective avenues for increasing the visibility of service and engagement activities (e.g. activities with the different types of media – number of press conferences, etc.) (External Relations Coordinator)
 - a. Develop an engagement and service resource area on the School's webpage that would be useful to various community constituents (2006-2007)
 - b. Create an annual report highlighting School service activities (2006-2007)
 - c. Track community use of existing School provided resources (e.g., Factbook, Experts Guide) (2006-2007, on-going)
3. Increase the number of service activities in niche area(s) (Faculty & Student Affairs Committee, 2006-2007)
 - a. Increase student involvement in service-learning projects (undergraduate and graduate)
 - b. Increase participation with regard to Requests For Proposals (RFPs) related to engagement and service projects (University, Company, State, regional, and local organizations)
 - c. Increase participation in USI's Speaker's Bureau

D. Advance External Relations Capability (Addresses Guiding Principles IA, IB, IID, IVA, IVB, IVC, IVD, strengths, opportunities, and supports Strategic Priorities)

Strategies:

1. Develop framework for disseminating information about the accomplishments of the school's students, faculty, staff, and alumni (External Relations Coordinator)

Initiatives:

1. Review the process for notification via local media (paper, student newspaper, television, radio) of noteworthy faculty accomplishments (research, presentations, awards) (2005-2006)
2. Utilize University Notes more effectively with department chairs reporting publications, presentations, awards and other noteworthy faculty accomplishments (2005-2006)
3. Highlight achievements and accomplishments on School's webpage (2005-2006)
4. Develop process for notification of hometown newspapers with student and alumni information (e.g., Dean's list, etc.) (2006-2007)
5. Promote avenues for building relationships with the community (e.g. community use of School resources etc.) (2006-2007)

2. Develop an active alumni base (External Relations Coordinator)

Initiatives:

1. Improve current alumni database (2005-2006)
2. Expand existing newsletter with personal and professional alumni information and alumni contributions (2006-2007)
3. Explore and develop alumni activities involving faculty (2006-2007)

3. Explore increased engagement of advisory boards and groups (External Relations Coordinator)

Initiatives:

1. Review roles and functions of current advisory boards (2005-2006)
2. Evaluate potential for other advisory groups (2005-2006)

4. Identify and pursue likely sources of external funding and establish growth targets (External Relations Coordinator; Dean's Office)

Initiatives:

1. Prepare alumni profile with emphasis on funding potential/capability (Spring 2006)
2. Set targets for alumni giving (2006-2007)
3. Prepare list of potential local donors (Spring 2006)
4. Set targets and steps for funds to be requested from local donors based on resource needs identified in the other strategic priorities (2006-2007)
5. Prepare list of potential private sector non-local donors (Spring 2006)
6. Set targets and steps for fund requests to be submitted from non-local donors based on identified resource needs not met from regular budget process (2006-2007)
7. Develop a list of possible government funding sources (Spring 2006)
8. Set targets and steps for funds to be requested from the public sector (grants) (2006-2007)
9. Review results annually (2007-2008)

E. Enhance Student-Centered Learning (Addresses Guiding Principles IA, IB, IC, IIC, IVA, strengths)

Strategies:

1. Promote awareness among students of their responsibility in the learning process (Faculty and Student Affairs Committee; Graduate Committee)

Initiatives:

1. Help students identify their responsibilities in the learning process (2005-2006)
2. Develop and implement a program to address student responsibility in the learning process (2006-2007)

2. Increase student involvement in learning through reflection (self-assessment) (Teaching, Learning Assessment and Curriculum Committee)

Initiatives:

1. Identify any student self assessment tools/methods being used in classroom (graduate & undergraduate) (2005-2006)
2. Develop student self-assessment activity across curriculum (e.g. students self-interpret the Strong Interest inventory before seeing advisor) (2006-2007)

3. Identify opportunities for student-faculty connections outside the classroom (Faculty and Student Affairs; Graduate Committee)

Initiatives:

1. Encourage student and faculty participation in living learning communities program (Faculty and Student Affairs, 2005-2006)
2. Increase student participation in clubs and organizations (Faculty and Student Affairs, 2006-2007)
3. Explore additional opportunities for student-faculty connections outside the classroom (both committees, 2006-2007)
4. Encourage student participation in scholarship (e.g., RISC Program etc.)

F. Cultivate an Efficient and Effective Organizational Support System (Addresses Guiding Principles IB, IIB, IIIA, IVA, weaknesses)

Strategies:

1. Identify organizational inefficiencies (Strategic Planning Committee, 2005)

Initiatives:

1. Identify existing information flows and gaps in the School of Business
2. Conduct process analysis to identify critical organizational challenges
3. Combine results from the previous two steps and prioritize list of informational and organizational challenges
4. Align faculty expertise with organizational challenges wherever appropriate

2. Improve organizational effectiveness (Strategic Planning Committee; Staff)

Initiatives:

1. Prepare an annual action plan for the School of Business at the beginning of each school year (Strategic Planning Committee, 2006-2007, on-going)
2. Prepare and make accessible a School of Business Calendar of major events for each forthcoming year (Staff,2005-2006)
3. Evaluate current School of Business programs with reference to quality growth (student/faculty ratios, class sizes for major required courses, class sizes for major electives) (Strategic Planning Committee, 2006-2007, on-going)
 - a. Use this information as input for planning faculty hiring priorities
 - b. Explore GPA requirements for majors or minimum grade standards in prerequisite courses

3. Ensure active school involvement in the budgeting and design phases of the new building (Strategic Planning Committee, 2005-2006)

Initiatives:

1. Survey the current and future facility needs of all stakeholders of the school
2. Serve as a liaison between the school and the university from the beginning stage of master planning