

# University of Southern Indiana



Pott College of Science and Engineering

## **Strategic Plan** 2008-2013





## From the dean

This is an exciting time to be affiliated with the Pott College of Science and Engineering. With an ever-growing vibrant and productive group of faculty, increasing enrollments, new academic programs, increased engagement activities, and outstanding students, the future looks bright!

This strategic plan represents the first formal planning document in the history of the Pott College of Science and Engineering. Developed by the faculty through a year-long process, this plan is a key component in determining the future of the Pott College. Over the next five years, this document will serve as a framework to guide us in achieving our vision of leadership in undergraduate science, technology, engineering, and mathematics (STEM) education. As a result, budget requests, internal and external engagement activities, fund raising, and decision-making will be made with the guidance of this “road map to success.”

Our commitment to achieving our vision and goals is, and will continue to be, evident in the many STEM recruitment efforts, STEM retention programs, K-16 professional development activities, and business, industry, and educational partnerships established. This document represents a road map for improving and sustaining these efforts and achieving success in our goals. Ideally, it serves as a starting point for the continued improvement of the USI Pott College of Science and Engineering.

Dr. Scott A. Gordon  
Dean  
Pott College of Science and Engineering



*Gordon*



## University of Southern Indiana

### By and for the community

Born of an ambitious dream by community leaders for public higher education, the University of Southern Indiana today is an agile institution responsive to the region in the development of academic programs and in promoting economic development.

USI began in 1965 in Evansville, Indiana, as a regional campus administered by Indiana State University.

During the initial 20 years the institution experienced enrollment growth and developed under an enthusiastic administration and faculty dedicated to teaching and service to the

community. Five buildings were constructed on a 300-acre permanent site on 1,400 acres of land held by Southern Indiana Higher Education (SIHE), Inc. for higher education needs. A community campaign secured close to \$1 million in gifts to purchase the SIHE acreage in 1967.

The institution started with 412 students and grew steadily to 4,025 students in 1985. In the next two decades, more dramatic growth continued as the separate state university of University of Southern Indiana grew to 10,000 students. The regional college-going attendance rose from 33 percent of public high school graduates in 1985 to 84 percent in 2005.

*The University in 1975*





Access to higher education is a goal USI has in common with the state of Indiana. The USI Board of Trustees and administration have stood firm on their commitment to keeping costs low while meeting the needs of students.

The University earned 10-year accreditation following a two-year self study and review in fall 2006 by the Higher Learning Commission of the North Central Association of Colleges and Schools. As part of the self study, focus groups of legislators, community leaders, faculty, staff, students, alumni, and trustees confirmed that institutional core values are intact and understood. USI is accessible and affordable. It is an institution that is flexible and willing to change. It is committed to providing students with a quality education and preparation for entering the workforce.

Two presidents have directed the growth of the University of Southern Indiana. Dr. David L. Rice served as chief executive officer from 1967 to 1994 and quarterbacked a game plan that saw a regional campus meld into a comprehensive public higher

education institution with several thousand alumni on a suburban campus.

President H. Ray Hoops is leading the second phase of institutional growth with four new buildings opening since 1999 and current construction of the new Business and Engineering Center that will contain space for the College of Business and laboratory and office space for the Department of Engineering of the Pott College of Science and Engineering. Through the Campaign for the Business and Engineering Center generous private donors contributed funding for programmatic needs for the building.

Along with the physical plant growth, enrollment surpassed 10,000 students and the number of full-time students made a notable 63 percent increase from 5,193 in 1994-95 to 8,465 in 2004-05.

Academic undergraduate offerings include 70 majors in five colleges and graduate programs in a variety of professional areas.



## Departments

Biology  
Chemistry  
Engineering  
Geology and Physics  
Mathematics

## Baccalaureate degree programs

Biology  
Biophysics  
Chemistry  
Engineering  
Geology  
Industrial Supervision  
Mathematics  
Mathematics Education  
Science Teaching

## Pre-professional programs

Pre-Medicine  
Pre-Veterinary  
Pre-Dentistry  
Pre-Podiatry  
Pre-Optometry  
Pre-Physician Assistant  
Pre-Osteopathy  
Pre-Medical Technology  
Pre-Physical Therapy  
Pre-Pharmacy  
Pre-Forestry

## Students

The Pott College of Science and Engineering enrolls approximately 875 students as majors in its academic programs.

## Faculty

The 110 faculty members are highly competent scientists, mathematicians, and engineers with advanced degrees in their disciplines.

# Pott College of Science and Engineering

## Curriculum and facilities

The Pott College of Science and Engineering is one of five academic colleges within the University structure. Enrolling approximately 875 undergraduate majors, the Pott College encompasses a variety of science, technology, engineering, and mathematics (STEM) disciplines including biology, chemistry, geology, engineering, mathematics, and physics as well as a variety of science teaching preparation areas. Science teaching areas include life sciences, chemistry/physical sciences, geology/earth-space sciences, physics, and mathematics. In all, the Pott College offers coursework leading to bachelor's degrees in eight areas.

In keeping with its philosophy that students learn science and engineering best by *doing* science and engineering, the Pott College offers most of its courses as laboratory intensive experiences. The Pott College encourages undergraduate research and provides numerous opportunities for students to engage in research experiences under the direction of faculty members. With more than 100 terminal

and advanced-degree faculty in the Pott College, a strong cohort of intellectual capital is present.

The Pott College facilities are considered among the best when compared to other primarily undergraduate institutions in Indiana. The Science Center, with approximately 150,000 square feet, houses classrooms and laboratories that serve the departments of biology, chemistry, mathematics, and geology and physics. The Science Center includes state-of-the-art faculty and student research laboratories, modern teaching laboratories, fully equipped "smart" classrooms/lecture halls, multiple computer labs, a rooftop teaching and research greenhouse, a large modern and technology-enhanced chemical distribution center, two indoor wells for groundwater monitoring, and a vibration-free column for laser studies.

The Department of Engineering is currently housed in the Technology Center. Constructed in 1975, it has undergone multiple renovations as a result of the rapidly growing student



population and development of the engineering program. At present, architects are completing the design of a new facility to house the engineering program and the College of Business. Funds for the new building were approved in 2007 by the Indiana General Assembly. This center will dedicate approximately 45,000 square feet to engineering classrooms and computer, research, and teaching laboratories. The facility will include laboratories for optics, vibrations, power and machines, communications, surveying, biomechanics, fluid mechanics, materials testing, soils testing, computer-assisted design (CAD), environmental engineering, and heat/thermodynamics. An engineering design center on the ground floor will be a focal point for student innovation, entrepreneurship, and senior projects. Groundbreaking is planned for summer 2008.

Both the Science Center and the Technology Center are equipped with modern scientific equipment and instrumentation. With continued support from private gifts through the USI Foundation, the Pott College is able to purchase on a continual basis the latest scientific instrumentation and technology and replace out-of-date equipment.

## Robert H. and Elaine H. Pott

A rigorous and dynamic curriculum guides teaching and learning in the Pott College. Inspired by its namesakes, Robert H. and Elaine H. Pott, the college initiates and promotes scientific inquiry, discovery, and engagement.

A native of Wisconsin, Robert Pott was an engineer, inventor, and entrepreneur. He and his wife Elaine, a native of South Bend, Indiana, moved to Evansville in the 1920s when he became plant superintendent of Vulcan Plow Works.

Pott was largely self educated. His most noted invention was the impact wrench, a tool he developed and patented. Marketed as the Ingersoll-Rand Pott Impact Wrench, it was revolutionary for its ability to remove nuts and bolts previously removable only by chiseling or burning with a torch. The wrench quickly became popular for use by railroad shops, shipyards, oil refineries, automobile manufacturers, government and military applications, and other heavy industry. Over the years, the tool has been modified and improved, and current versions continue to be important fixtures in many industries throughout the world.

Fascinated by scientific and technological advancements, Pott was an early enthusiast in the field of high-fidelity music. He enjoyed acoustical speakers and an electric organ in his home long before they were commonplace. The water-cooled



Robert H. Pott

air-conditioning system he developed for his home in the early '40s was one of the first in Evansville. He even engineered the system to recycle the water used to irrigate his lawn.

A horticulturist, Pott grew orchids in his backyard greenhouse and created an automatic climate control system of the type later adapted for use in commercial greenhouses. He was also a shrewd businessman, owning the first Grade A dairy farm in southern Indiana and providing early financial assistance to expand Dale Sales Company in Evansville.

The Potts established the Robert H. and Elaine H. Pott Foundation in 1963 to benefit education institutions in Indiana and Wisconsin that have engineering programs. He died in 1964 and she died in 1974. In 1998, during *Campaign USI* the Pott Foundation contributed \$2 million toward the development of the college of science and engineering. At that time, the gift was the largest in USI Foundation history. In recognition of this generous gift, the college bears the Pott name. Income from the endowment provides funds for student scholarships, scientific equipment purchases, and professional development and educational support of students and faculty in the college.



## Significant events for the Pott College

### Science Center

The Science Center, the first classroom building constructed on campus, opened in 1969. A multi-million dollar renovation with funding appropriated by the state legislature and a \$1.2 million grant from the National Science Foundation was completed in 1999. A substantial portion of the budget was used to upgrade the heating, ventilating, and air conditioning system to accommodate the demands of modern science teaching, research, and research training. Electrical and plumbing systems also were improved. Funds from the NSF grant were used specifically for the research and research training space. From 1988 to 1998 when the renovation began, the number of credit hours which students took in the college increased 65 percent.

### Torrington Wing of Science Center

Generous benefactor W. Paul Torrington, a scientist and executive at Mead Johnson & Company in Evansville before his retirement, contributed major gifts to benefit USI students in the sciences. Opened in 2003, the Torrington Wing of the Science Center has classrooms, research laboratories, offices, computer labs, a tutoring arena, a rooftop greenhouse, an indoor well for groundwater monitoring, an OSHA-compliant chemical storeroom, a professional development center, an atrium, and the 150-seat Couch/Renner lecture hall.

In 1941, Torrington installed a pilot plant at Mead Johnson for a process he patented. He joined the Evansville company as assistant to the president the following year and eventually became executive vice president and vice chairman of the board of directors. He managed virtually every part of the company's operations over his 30-year affiliation and continued as a consultant and member of the board following his retirement in 1973. A world traveler, he was active in the community as a director and vice president of the Evansville-Vanderburgh County Building Authority, a board member of the Indiana Manufacturer's Association, and a member of the St. Mary's Medical Center Advisory Board. To assist USI students majoring in medical and scientific fields, he created the W. Paul and Mildred Torrington Endowed Presidential Scholarship in memory of his late wife.



W. Paul Torrington



### Engineering degree

In May 2002, the Indiana Commission for Higher Education approved degree-granting authority for the University of Southern Indiana to offer the Bachelor of Science in Engineering (BSE) degree. The University began offering this program in fall 2002. The program has seen unprecedented growth and now enrolls approximately 300 engineering majors.

In August 2007, the bachelor's degree program in engineering received accreditation from the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), the recognized accreditation body for college and university programs in engineering, applied science, computing, and technology. The accreditation is retroactive from October 1, 2004.



## USI STEM Education Center

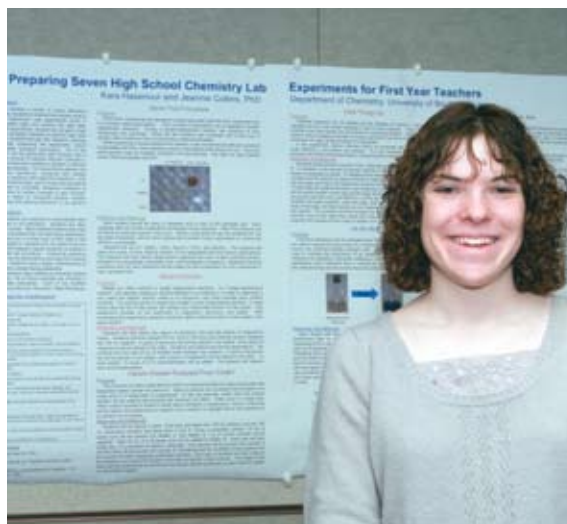
From an expressed concern about the supply of future engineers and scientists, a statewide consortium was awarded a \$3.4 million support grant from Lilly Endowment in May 2007.

The University of Southern Indiana was named the lead institution for southwestern Indiana in this statewide consortium to improve STEM education. The grant will support creation of a Science, Technology, Engineering, and Mathematics (STEM) Education Center at USI dedicated to measurably improving K-16 student achievement in the STEM disciplines by focusing on increased learning opportunities and professional development for STEM teachers.

The creation of formal relationships between K-12 STEM teachers and USI is another goal of the STEM Center. The center will offer outreach including professional development for science and math teachers, continuing education and graduate courses in science, math, and technology, and a content-rich and interactive Web site for students, teachers, parents, and policymakers.

Plans also include creating a traveling laboratory that will take science to schools. In addition, the center will focus on the relationship of STEM studies as an important factor in regional workforce development.

Over the next several years, the STEM Education Center will seek corporate and private partnerships at a variety of sponsor levels for many of the activities.



## Pott Foundation Science and Engineering Fair

In 2006, the Pott College began hosting the Pott Foundation Tri-State Science and Engineering Fair, which draws hundreds of potential young scientists and engineers from throughout southwest Indiana. The event for middle school and high school students is held each spring on the University campus. Students in a 75-mile radius of campus are eligible to participate. The fair offers students an opportunity to display their research and receive recognition for their work. It also serves as a qualifier for the state and international science and engineering fair. Renewable USI scholarships, computers, cash awards, and plaques, are presented to winners.

## PLUSS Program

In 2007, the college developed and implemented a program to provide selected students opportunities to strengthen their foundational knowledge prior to enrolling in courses that lead to a major in academic programs offered by the Pott College. This program, Pathways Leading to Undergraduate Success in the Sciences (PLUSS), allows students to follow individualized paths to achieve success in earning their degrees. The goal of PLUS is to increase student retention and degree completion through individualized advising, frequent meetings with faculty mentors, and an organized support structure.

## Newsletter

*The Periodic Review*, a newsletter for alumni and friends, is published twice a year to keep individuals informed about progress and personalities in the college. Publication of the newsletter began in 2007.



## Introduction to Strategic Plan

In spring 2006, faculty and administrators of the Pott College of Science and Engineering, through self-analysis, began development of a strategic plan, the college's first formal planning document. The plan will be a guide the college uses to move toward important college goals.

### Findings of self-assessment

The strategic planning team included the dean, associate dean, assistant dean, and department chairs.

The team's first step was to look at key indicators to assess where the college stands and to compare the college to benchmark institutions.

The team studied the following key indicators: enrollment, acceptance rate, student/faculty ratio, graduation rate, administration, science programs offered, science faculty teaching load, lab contact credit, SAT scores, percentage of full-time faculty, and *U.S. News and World Report* rankings.

These are among some of the key findings of the self-assessment:

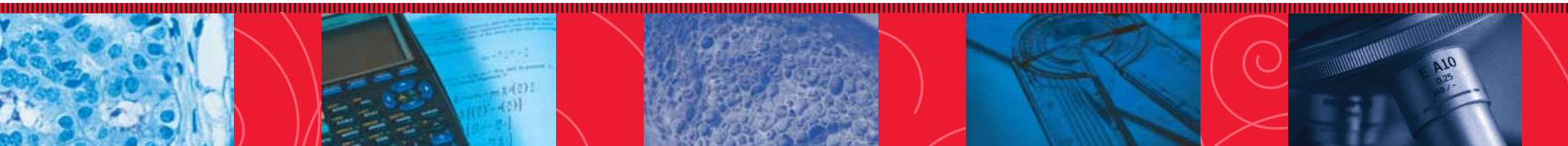
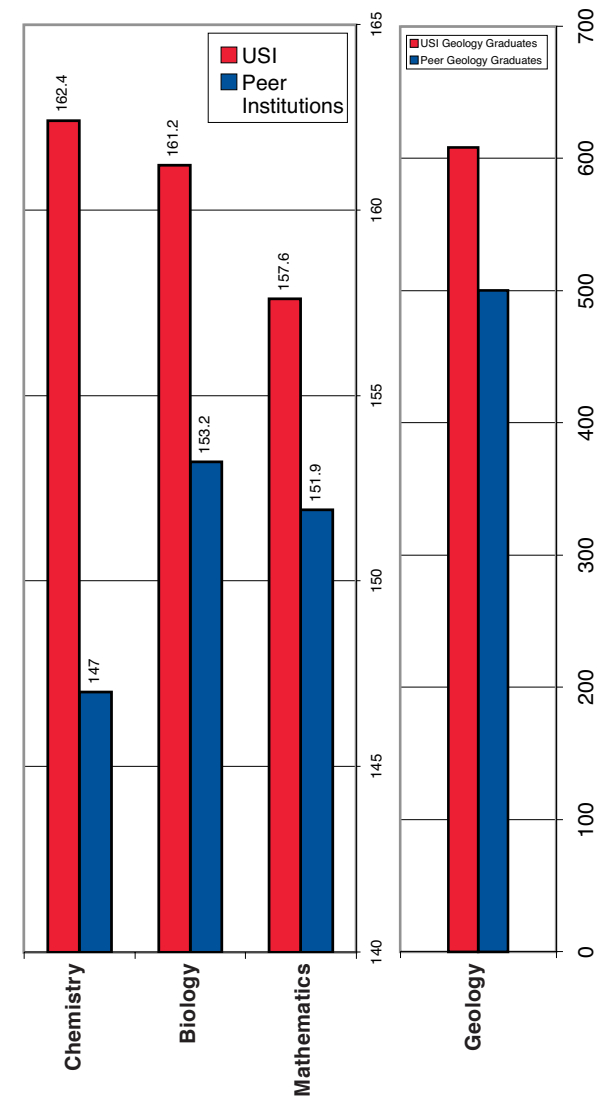
- From 1995-2000, enrollment in credit hours offered by the Pott College mirrored the growth in enrollment in credit hours at large in the University. The Pott College credit hours grew by 32 percent and the University's overall by 33 percent.



From 2000-05, the growth in enrollment in credit hours offered by the Pott College outpaced the enrollment growth in credit hours of the University at large. The Pott College credit hours grew by 24 percent and the University's overall by 15 percent. Thus, a greater percentage of the University's students are enrolling in STEM courses.

- From 1994-2005, average SAT (Scholastic Achievement Test) scores for incoming freshmen majoring in STEM areas were higher than average SAT scores for entering freshmen in the University at large. This indicates that Pott College majors are better prepared academically than USI students at large.
- From 2001-05, the number of STEM majors increased by 22 percent. There was no significant increase in the number of graduates during the same time period. Thus, many students who enroll as STEM majors are not completing degrees in STEM disciplines.
- Students who graduate from STEM programs at USI perform at a higher level than students at peer institutions as evidenced by comparison of major field test scores.

## University of Southern Indiana Recent Major Field Test Results





### Benchmark institutions

In the self-analysis, the team compared the USI Pott College programs to comparable programs at six benchmark institutions:

- Carleton College in Northfield, Minnesota
- Grand Valley State University in Grand Rapids, Michigan
- Murray State University in Murray, Kentucky
- Shippensburg University in Shippensburg, Pennsylvania
- Truman State University in Kirksville, Missouri
- University of Wisconsin-Stevens Point in Stevens Point, Wisconsin.

### Faculty involvement

While the strategic planning team studied key indicators and gathered data about benchmark institutions, faculty in each department of the Pott College analyzed the strengths, weaknesses, opportunities, and threats (SWOT) of the college. The findings of the faculty in the SWOT analysis along with the self-assessment and benchmark study have led to the formation of the following mission, vision, and goals for the college.

- The Pott College relies on a large number of instructors, both full-time and part-time, as opposed to tenure-track faculty at the level of assistant professor, associate professor, and professor.
- The average credit-hour load for faculty in the Pott College is 12.8 hours. In fall 2005, 26 full-time faculty members were teaching an overload.

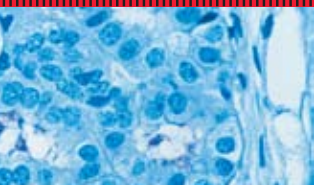


## Mission

The mission of the University of Southern Indiana Pott College of Science and Engineering is to provide a rigorous and diverse undergraduate education in science, engineering, and mathematics by developing analytical, problem-solving, and communication skills that prepare students for careers and post-graduate pursuits. The college promotes student and faculty interaction in state-of-the-art facilities and provides opportunities for students to participate in undergraduate research and scientific discovery.

## Vision

The Pott College of Science and Engineering strives to be a leader in undergraduate STEM (Science, Technology, Engineering, and Mathematics) education.





### Goals, strategies, and metrics

To accomplish the vision of leadership in undergraduate STEM education, a series of goals with targeted strategies have been identified. These goals embrace core principles that are essential to the Pott College. Our goals are ambitious but attainable given the history of outstanding achievements within the college. The vision of faculty and staff in developing our goals will assure a robust and unified approach for increased success.

The key to our success is exemplified in the interconnected goals established through the strategic planning process. Through **excellence in students, excellence in learning, and excellence in faculty**, the vision and mission of the Pott College will be solidified. The increased excellence in these areas will forge the **expansion of academic programs** and development of **campus and community partnerships** for years to come.



## Excellence in students

Recruiting and retaining outstanding students is of paramount importance for the Pott College. We are committed to developing a comprehensive recruitment and retention plan to attract top high school students throughout the region who have an interest in STEM areas. Strong recruitment practices will enhance our scholarly community and increase student diversity, student learning opportunities, and business and industry partnerships.

A key component of this goal is to provide financial support that allows students to concentrate on academic goals. With the support of scholarships and awards, students have less need to work while attending college and more opportunity to participate in extra- and co-curricular academic activities (workshops, presentations, study groups, research, etc.) that enhance their education. We want to substantially increase the amount of scholarship support to achieve this goal.



### GOAL 1: The Pott College of Science and Engineering will attract students with a higher academic preparedness.

#### Strategies

##### One- to two-year strategies

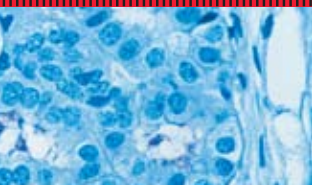
- Provide input to the Office of Admission and USI Foundation on the selection of scholarship recipients.
- Develop an effective college recruiting program in the Tri-State region.
  - Forge strong relationships with science and mathematics teachers at area schools.
  - Engage Pott College students and graduates to recruit within their communities.
  - Obtain a list of highly qualified students in Tri-State high schools.

##### Five-year strategies

- Distribute STEM scholarships annually from private gifts to the USI Foundation.
- Raise the visibility of the college as a viable choice for science and engineering.

#### Metrics

- Incoming freshman students will have an average SAT score above 1100.
- An endowment will be established for scholarships to students majoring in STEM areas.



## Excellence in learning

Higher education institutions nationwide face the challenge of educating students from diverse economic, educational, social, religious, and ethnic backgrounds. At USI, entering students come from many different backgrounds but tend to be most diverse in academic preparedness. The Pott College is committed to providing a wide array of programs to assist teaching and learning for all students — from those entering less prepared to those with high academic credentials.

Through the development of academic opportunities for all students as well as increased emphasis on sound advising, we aim to enhance the teaching and learning process, improve graduation rates, and provide a positive educational experience. Through such endeavors, the Pott College will stay a leader in undergraduate STEM education.

**GOAL 2: The Pott College of Science and Engineering will retain and graduate an increased number of highly prepared students each year, thereby favorably impacting the graduation rate within the college.**

### Strategies

#### One- to two-year strategies

- Develop a bridge program including “bridge advisors” within the college for under-prepared students.
- Provide assistance to ensure that more students are successful with the existing rigor of programs.
  - Establish a student mentoring program.
  - Educate potential majors about the opportunities and challenges of our programs.
  - Create “high-powered” advising for students.

#### Five-year strategies

- Establish threshold requirements for a student to be accepted as a major in science and engineering programs. Create “pre-science” and “pre-engineering” designations for under-prepared students.
- Appropriately track and support nontraditional students.
- Ensure that qualified students are retained in the college.

### Metrics

- The Pott College of Science and Engineering will increase the number of STEM majors to at least 1,200.
- The graduation rate within the college will increase.
- The Pott College of Science and Engineering will maintain the quality of its graduates as measured by scores on Major Field Tests and Fundamentals of Engineering exams.



## Excellence in faculty

The foundation for strong academic programs is the quality of the faculty. The Pott College has more than 110 full- and part-time faculty with advanced degrees from some of the most prestigious colleges and universities around the world. Our faculty have exceptionally strong teaching and/or research abilities and backgrounds. Their reputation and accomplishments are noteworthy. We strive not only to maintain but to increase our success in recruiting and retaining the finest faculty.

Through the development of a healthy endowment fund, we will attract faculty into esteemed endowed professor and/or chairperson positions and establish an unparalleled faculty support system. In addition, we strive to adjust faculty loads to support increased professional development, engagement, and research efforts. Through such activities, we will hire many of our first-choice faculty candidates.



### GOAL 3: The Pott College of Science and Engineering will recruit and retain a faculty of high academic stature.

#### Strategies

##### One- to two-year strategies

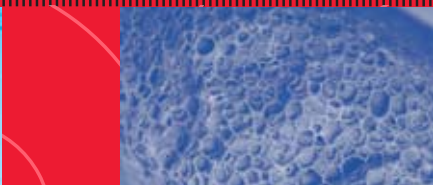
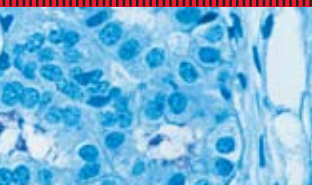
- Promote Evansville more effectively to recruited faculty.
- Assist new faculty partners in finding good employment in the region.
- Enumerate the favorable aspects of Evansville.
- Provide candidates with Evansville viewbooks and magazines.
- Offer a better compensation package to recruited faculty.
- Creatively reduce teaching loads.
- Establish monetary awards for excellence in teaching, scholarship, service, and advising.

##### Five-year strategies

- Streamline and expedite the University recruitment and appointment process.
- Increase the diversity of the faculty and develop networks for diverse faculty in the regional community.
- Acclimate and integrate new faculty into the college family.
- Recognize faculty for their accomplishments.
- Highly publicize faculty accomplishments in USI publications.

#### Metrics

- The Pott College of Science and Engineering will have an institutional endowment to provide support.
- The Pott College of Science and Engineering will recruit at least 50 percent of the college's first-choice candidates for faculty positions.
- The average teaching load for tenure-line faculty will be 10 hours per semester.



## Expansion of academic programs

USI is a regionally responsive, needs-driven, comprehensive public university. Through various college advisory boards, surveys, and the President's Task Force on Workforce and Economic Development, the University seeks information about regional needs and explores new programs. Campus committees and statewide governing bodies carefully review proposed programs following thorough analysis of program need, curriculum design, and potential enrollment.

The Pott College will develop new programs in a variety of areas to meet student demand and regional workforce needs. Within the time frame of this strategic plan, the Pott College will be developing new programs in biochemistry,

environmental science, engineering physics, and advanced manufacturing. The college will work with the College of Business to develop a strong computer science degree as well as combined business and engineering programs. In addition, the Pott College will explore new tracks and concentration areas within current majors.

The development of new programs will expand educational opportunities and attract students who otherwise may not have considered attending USI. Expanding the array of high-quality programs will enhance the college's STEM leadership role.

### GOAL 4: The Pott College of Science and Engineering will increase the array of programs offered within the college.

#### Strategies

##### One- to two-year strategies

- Ensure solid grounding of the proposed biochemistry, environmental science, and advanced manufacturing technology degrees.
- Complete the transfer of the applied computer science program (now offered by the College of Business) to a major in computer science (to be offered by the Pott College's Department of Engineering).
- Complete a survey of the STEM program needs in the Tri-State region.

##### Five-year strategies

- Build strong cases for new science and engineering programs
  - Complete a cost analysis for proposed new programs.
  - Gain the support of the University Curriculum Committee for new programs. Develop the curriculum for new programs, creating reassigned time for faculty who do so.
- Explore creative options (i.e., tracks) for adding vital concentrations in academic programs.

#### Metrics

- The Pott College of Science and Engineering will develop five new academic programs.



## Campus and community partnerships

Strong campus and community relations will expand the educational experiences of our students, improve faculty interaction, and provide new professional development, teaching, and research opportunities for faculty. In addition, campus and community ties will increase awareness of Pott College programs and aid recruitment efforts. Breaking down disciplinary silos and developing interdisciplinary programs will benefit our students, faculty, University, and region.

The Pott College also will develop and implement a strong STEM education/resource center to further enhance educational opportunities for high school students and professional development activities for teachers. The center is consistent with leadership in STEM education. It will further influence how science is taught, the number of students choosing to pursue science careers, and the value the region places on a strong STEM education.



### GOAL 5: The Pott College of Science and Engineering will develop campus and community partnerships to enhance the learning opportunities for students within the college.

#### Strategies

##### One- to two-year strategies

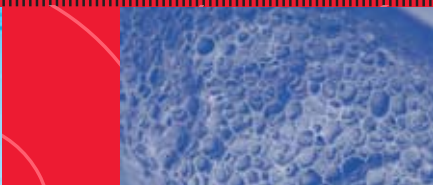
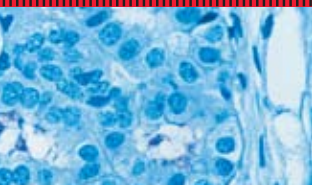
- Improve relationship-building in the community.
  - Establish a College Advisory Board.
  - Create external communications for community partners and alumni.
  - Identify faculty/staff within the college to manage co-ops, internships, and community partnerships.

##### Five-year strategies

- Identify faculty/staff to assume responsibility for logistics and planning when developing engagement activities, thereby enabling other faculty to focus solely on the consulting, research, or reason for engagement.
- Map out potential partnerships with other colleges and departments of the University, identifying faculty/staff within the college to seek and manage such partnerships.

#### Metrics

- The Pott College of Science and Engineering will have a minimum of 50 percent of its students engaged in campus and community partnerships.
- The Pott College of Science and Engineering will develop and maintain at least 20 annual STEM outreach projects.
- The Pott College of Science and Engineering will establish at least 100 relationships with industry and businesses in the region.





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