

**STRATEGIC COMMITMENTS  
FOR GROWTH TO DISTINCTION**

**Indiana University Southeast  
Strategic Plan 2005 - 2009**

**GOAL 1 – EDUCATIONAL EXCELLENCE:** IUS will offer students high-quality undergraduate and graduate education that is student centered, responsive to changing regional and societal needs, and based on high academic standards.

Because academic excellence is the hallmark of a top-tier institution, the first component of the Strategic Plan focuses on providing students with the highest caliber educational experience possible. IUS is committed to offering students an up-to-date, coherent general education program; rigorous curricula in the disciplines; opportunities for active learning as an important part of the education process; and well-integrated co-curricular activities that contribute to the intellectual and social growth of students. The campus's success at enhancing its traditional arts and sciences and professional programs will be gauged by compliance with well-known disciplinary standards, such as those established by the Modern Language Association (MLA) or the American Psychological Association (APA); accreditation by appropriate agencies; and national/regional rankings and standards, for example, ratings in *U.S News and World Report Guide*. Such external recognition, combined with solid assessment practices and systematic reviews of programming, will validate the high quality of the educational programming at IUS. Crucial to the continued vitality of the educational programming will be the cultivation of a support program for faculty and comprehensive academic and advising support for students.

**Strategic Objective 1.1:** IUS will implement a revised general education curriculum to foster students' acquisition of essential intellectual skills, breadth of knowledge, and attitudes appropriate for lifelong learning and informed citizenship.

**Strategic Objective 1.2:** IUS will implement systematic assessment of student learning in all its programs and will use the information derived from assessment to strengthen those programs. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know and understand and what they can do with the knowledge gained from their educational experiences; the process culminates when assessment results are used to improve student learning. Effective assessment programs entail the explicit identification of appropriate student learning outcomes and rigorous criteria for students' performance; the use of multiple measures for determining the extent to which those standards are being met; and processes for reviewing the results of those measures with the goal of improving student learning.

**Strategic Objective 1.3:** IUS will clearly articulate its standards and expectations for both prospective and current students. The ability of faculty to structure and maintain high-quality educational programs and the likelihood of student success in such programs are based in part upon clear understanding of the high standards and expectations that define and underpin excellence. Often standards are unarticulated, which impedes efforts to maintain consistent academic excellence across all programs and all disciplines. Faculty and students, both current and prospective, can benefit from the development of explicit statements of expectations and mutual responsibilities.

**Strategic Objective 1.4:** IUS will develop its academic offerings in response to regional needs (see 6.3.3) and in light of appropriate national and disciplinary standards.

**Strategic Objective 1.5:** IUS will implement an honors program or set of honors offerings to attract and retain high-achieving students and to enhance the recognition of the quality of the campus's offerings.

**Strategic Objective 1.6:** IUS will enhance the intellectual and cultural programming it offers and will increase the engagement of both the campus and the external communities in those programs (see 6.5.2 and 6.5.3).

**Strategic Objective 1.7:** IUS will support the ongoing intellectual and professional development of its faculty and staff (see 4.1 and 4.2).

**Strategic Objective 1.8:** IUS will increase its efforts to promote lifelong learning in the region.

**Strategic Objective 1.9:** IUS will systematically study ways to make more effective use of its resources in order to structure educational experiences that are responsive to the population it serves. It is evident that IUS is a “nontraditional” institution of higher education in many ways, especially in that it serves a regionally defined and restricted population, all of whom commute to the campus and many of whom take courses in an intermittent pattern. Yet IUS in many ways is still structured as a traditional college that operates primarily on a four-day class schedule for eight and a half months of the year. Identifying and implementing changes in this approach might enable IUS not only to serve its students more effectively but also to establish a strongly identifiable niche for itself.

**GOAL 2 – EFFECTIVE ENROLLMENT MANAGEMENT:** IUS will develop an up-to-date, data-driven enrollment management program, which will provide a sustainable enrollment base and enhance student retention and persistence to graduation.

Indiana University Southeast aspires to be and to be recognized as a top-tier regional university. Effective enrollment management will play a vital role in achieving this vision. For the purposes of the strategic planning process, enrollment management is defined as a “comprehensive, systematic process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students... an institution-wide process that embraces virtually every aspect of an institution’s function and culture” (M. Dolence in T. Huddleston, Integrating Strategic Enrollment Management, Snowmass Institute, 2003, p. 11). An effective enrollment management program will enable the University to plan and allocate resources accordingly. From the student perspective, effective enrollment management is evidenced by the seamless delivery of programs and services. The enrollment management program will utilize data that will assist campus leadership in determining the optimal institutional size for each stage of campus development and the resources necessary to support planned growth.

An effective enrollment management model involves an interdependence between internal university functions such as admissions, marketing, academic programming, student services, student engagement, financial aid, campus activities, etc., and external functions such as community and business education needs, community perceptions of the university, etc. A key to the success of these efforts will be a culture of shared responsibility for recruitment and retention among all faculty and staff. According to the American Association of Collegiate Registrars and Admissions Officers, enrollment management embraces all departments and functions in a comprehensive framework to best serve the student and hence the institution. The following strategic objectives and initiatives will enable IUS to achieve a sustained, competitive advantage in accordance with its educational mission and fiscal requirements:

**Strategic Objective 2.1:** IUS will determine its optimal size and student body academic profile for the next five years, including the mix of traditional and non-traditional students, undergraduate and graduate students, and the percentage of minority and international students.

**Strategic Objective 2.2:** IUS will develop a comprehensive recruitment plan that will attract potential students.

**Strategic Objective 2.3:** IUS will implement a coordinated retention plan that will engage students to persist to graduation.

**Strategic Objective 2.4:** IUS will employ diverse marketing and communications strategies that are aligned with its optimal size and academic profile (see 2.1 and 5.3).

**Strategic Objective 2.5:** IUS will strengthen its undergraduate and graduate academic advising programs.

**Strategic Objective 2.6:** IUS will strive to increase its transfer student enrollment for each of the next five years, based on its optimal size and desired enrollment mix (see 2.1 and 6.2.4).

**Strategic Objective 2.7:** IUS will review its financial aid policies and practices to ensure alignment with enrollment and retention goals.

**Strategic Objective 2.8:** IUS will actively pursue approval for the development of on-campus housing to improve recruitment, retention, and diversity (see 3.4.6 and 4.3.5).

**Strategic Objective 2.9:** IUS will focus attention on connecting graduates to the enrollment management efforts.

**Strategic Objective 2.10:** IUS will inspire a student-centered culture that encourages personal, career, and intellectual development. IUS will expand its co-curricular student activities to increase student engagement and complement the academic experience.

**Strategic Objective 2.11:** IUS will strengthen its athletic program, which will include an enhanced fitness center, an expanded intramurals program, and competitive intercollegiate sports, as a means of assisting recruitment and retention efforts.

**GOAL 3 – ENHANCED DIVERSITY:** IUS will strengthen and improve diversity in its programming, hiring, student recruitment, business practices, and outreach.

The mission statement of IUS notes its commitment to the "intellectual and social growth of students, to the cultural and economic well-being of Southern Indiana and the greater Louisville metropolitan region, and to the advancement of knowledge in the context of a global society." Creating a diverse campus in population, programming, and environment is essential to fulfilling this academic mission. Included in the definition of diversity are characteristics including age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, veteran status, and socio-economic status.

**Access to Higher Education:** *Indiana's Blueprint for Policy and Planning Development in Higher Education* notes that "higher education is a key component to a diverse, strong and growing economy for Indiana." It further states that those with bachelor's degrees will not only acquire nearly twice the lifetime earnings of high school graduates but that they tend to more fully contribute to their communities both financially and through involvement as citizens. Although Southern Indiana has a relatively small minority population, it remains significantly underserved, even though it is growing quickly, primarily through Hispanic immigration to the area. In addition, the urban population in Metro Louisville and surrounding counties has significant minority, immigrant, and adult populations that would benefit from increased access to college. IUS also has a large enrollment imbalance in gender because of fewer male students. The campus has made some improvement in minority student enrollment; however, this segment of the student body remains substantially lower in numbers than the various available underserved and diverse populations in this area. The entire community would benefit from rising college enrollment and graduation rates for these citizens.

**Preparation to Enter the Workforce:** Approximately 90% of IUS's students remain in the region and engage in professional activity in an area that spans rural, suburban, and urban environments which include populations with a breadth of economic, social, ethnic, racial, and religious backgrounds. Those entering health professions, business, industry, criminal justice, education, the arts, or other sectors of the workforce in the region, as well as students moving elsewhere for jobs or graduate school, will undoubtedly work with and serve a diversity of clientele. Current census information estimates that by 2050 approximately 47% of the national population will be minorities, and many of those minorities are choosing to live in rural as well as urban communities (Minority Business Development Agency of the U.S. Department of Commerce @ [www.MBDA.gov](http://www.MBDA.gov)). Awareness of varying cultural perspectives and language is vital to professional success and communal well-being, as is the ability to communicate and work effectively with persons of diverse age, ethnicity, disabilities, religion, gender, sexual orientation and socio-economic status. An undergraduate education should prepare students not only for the specific skills of their disciplines but also help develop them as successful practitioners in their fields when confronted with an ever-changing and increasingly diverse world.

**Education in the Context of a Global Society:** Interdependence in the global village is a reality. Modern technology has ensured that each person is affected by events around the world, whether through professional activities or as individuals dependent politically and financially on world events. Higher education needs to provide students with a foundation for understanding other societies and appreciating both the similarities and differences in world-view of diverse communities. Implicit in this task is providing a learning environment that gives campus community members an opportunity to interact with students, faculty, staff, and administrators of diverse ethnicity, faith, age, gender, socio-economic status, race, and sexual orientation. Such experience will enhance the knowledge acquired by working together and, in the case of students particularly, will provide mentors and role models in various professions that mirror a diverse population. Academic programming should include opportunities for broader and greater in-depth knowledge of and experiences with diverse societies in order to create a learning environment that prepares students for the world at large.

Improved diversity and equity at the University require: a) a commitment from all its constituencies, b) curricular and co-curricular alignment with these principles, c) a pluralistic and welcoming campus climate, and d) a consistent and steady effort to ensure increased diversity of students, faculty, staff, and administrators.

IUS's long-range goal is to become a model for the support of diversity in Southern Indiana; however, the campus recognizes that achieving this goal will probably require a timeframe longer than this current five-year planning effort. Consequently, the following strategic objectives and initiatives are geared towards establishing a foundation for continued improvement in diversity and equity that will extend beyond this plan. In order to be successful, IUS's diversity efforts will need to be embraced by the campus at large, energized by the leadership, and systematically assessed. The value of improved internationalization in the curriculum and the campus population as a facet of diversity is included in several of the objectives below. However, internationalization of the campus is a major undertaking which spans several strategic goals and merits careful consideration as a topic in its own right.

**Strategic Objective 3.1: Commitment** – Diversity and equity will be among the guiding principles of IUS and will be the responsibility of the entire campus community.

Such principles must be infused into all activities and programs of the campus and cannot be perceived as the responsibility of one person or office. Change will occur only if these principles are overtly championed by those in leadership positions, academic and non-academic. Evidence of progress in accomplishing the goals of diversity and equity in the light of available resources should be an important consideration in the overall evaluation of the campus leadership and those responsible for particular initiatives.

**Strategic Objective 3.2: Curriculum** - IUS will prepare students to function effectively in a culturally diverse community and a global society by infusing principles of diversity and equity throughout the curriculum.

To some extent, IUS's goal of strengthening diversity will be addressed by creating an overall environment that exposes students to "other voices" and requires functioning in a university community with tolerance to difference. However, successful learning will also require increased attention to diversity in academic programming.

**Strategic Objective 3.3: Climate** - IUS will improve the campus climate so that it reflects, respects, and is inviting for a diverse campus community, as well as the community at large.

IUS recognizes that establishing a critical mass of staff, students, and faculty from underrepresented groups is essential for creating a campus climate both accepting and welcoming. At all times the campus environment should reflect the high value IUS places on diversity, equity, and global awareness.

**Strategic Objective 3.4: Population** - IUS will become a model for diversity and equity in Southern Indiana by increasing the diversity of the campus community to at least that which reflects the population of our service area in appropriate proportions, including Southern Indiana and the Greater Metro Louisville region. We will create a pluralistic and equitable learning environment that prepares students for the world at large and reflects the values of diversity, equity, and global awareness professed by the campus.

**GOAL 4 – STRENGTHENED RESOURCES:** IUS will strengthen, increase, and leverage its resource base to support current operations and future growth, high-quality programming, faculty and staff excellence, and high-caliber facilities and equipment.

IUS has experienced a significant amount of growth over the last several years, and yet resources have neither kept pace nor been realigned to reflect this growth. The state appropriation per full-time-equivalent student is one of the lowest of all four-year higher education institutions in the state, campus facilities are aging without adequate funding for deferred and ongoing maintenance, and although the recent capital campaign was successful, there is a need for a long-term fundraising strategy.

The quality of academic and co-curricular programs, the success of our enrollment management efforts, and our positive image in the community depend on highly qualified faculty and staff; adequate, well-maintained, safe, and accessible physical spaces (including classrooms; laboratories; studios; social, recreational, and study spaces; and potentially housing); a technological infrastructure capable of supporting teaching, research, and administrative operations; financial assistance programs that ensure affordable access; and multiple, reliable funding sources (including state support, tuition and fee revenues, philanthropic support, and other revenue-producing activities) to maintain the quality of existing programs and enable the university to meet changing student and community demands and expectations.

Of these issues, those associated with recruitment and retention of high-quality faculty members and staff are crucial to reaching the University’s aspirations. Continuous improvement requires developing programs, policies, and practices that maximize/leverage our human resource potential through effective workforce development programs, increased training and coaching, and performance evaluations.

IUS must establish a successful long-range financial plan that supports the goals in the Strategic Plan by aligning resources with institutional priorities and creating financial flexibility. Best practices in higher education finance and planning should be reviewed, evaluated, and implemented to optimize resource planning. Recognizing that IUS cannot be “all things to all people,” it is important that our resources are in alignment with the Strategic Plan to accomplish the institution’s long-term objectives.

**Strategic Objective 4.1:** IUS will develop a long-term professional and support staff development plan that will maximize the institution’s human resource potential. It should encompass the recruitment, employment, retention, and development of its professional and support staff (see 1.7, 2.10.1, and 6.7.3).

**Strategic Objective 4.2:** IUS will develop a long-term faculty development plan that will maximize its potential. It should encompass the recruitment, employment, retention, and development of its faculty (see 1.7, 2.10.1, and 6.7.3).

**Strategic Objective 4.3:** IUS will evaluate existing infrastructure needs and improve and fully utilize its physical infrastructure to allow the campus to achieve its academic mission and goals.

**Strategic Objective 4.4:** IUS will develop its technological infrastructure to meet the needs and priorities of the campus and maintain a state-of-the-art technological environment.

**Strategic Objective 4.5:** IUS will increase its external funding through the creation and implementation of a long-term, comprehensive development plan which will meet the needs and priorities of the campus (see 2.7.3).

**Strategic Objective 4.6:** IUS will coordinate activities through the Office of Governmental Relations at IU to further its interests with the Indiana General Assembly, the executive branch of the state of Indiana, and the federal government.

**Strategic Objective 4.7:** IUS will develop a long-range financial planning strategy to support institutional priorities as defined in the Strategic Plan (see 7.7).

**GOAL 5 – BETTER IMAGE:** IUS will define and enhance its image and raise its profile as a regional leader and resource center through strategic marketing and public relations.

The importance of image is underscored in the IUS vision statement, which makes clear that not only will IUS *become* a top-tier regional university but also that it will be *recognized* as such. Perception is crucial. A sustained, comprehensive, and strategic marketing and public relations program is needed to improve awareness of IUS in the region and to protect, enhance, and promote its reputation. The program should encompass such elements as marketing and advertising, media relations, government relations, speakers' bureaus, and sponsorship of educational, cultural, business, and civic events on campus. It will achieve the following:

- Support and promote the campus Mission and Vision
- Create a clear, consistent, and positive image of IUS throughout the community
- Identify and address specific target audiences and stakeholders
- Develop and promulgate key message points
- Support the marketing needs of the various schools and departments
- Include specific, achievable, and measurable goals

Such a program will help IUS gain the recognition it seeks as a top-tier institution in regional and national publications, such as the *U.S. News & World Report Guide*. In turn, that external recognition will positively impact the other strategic goals.

**Strategic Objective 5.1:** IUS will conduct an assessment to establish baseline data on how the campus is perceived by various constituencies and periodically update the data to gauge progress.

**Strategic Objective 5.2:** IUS will develop a marketing/communications/public relations campaign that involves both internal (faculty, staff, and students) and external (alumni, community and business leaders, and other interested citizens) constituencies. The purpose is to create a coherent, consistent message and develop an awareness of and support for that message.

**Strategic Objective 5.3:** IUS will develop a comprehensive, long-term marketing and advertising campaign to create a consistent, positive image of the campus (see 2.4).

**Strategic Objective 5.4:** IUS will develop a comprehensive, proactive media relations strategy.

**Strategic Objective 5.5:** IUS will expand the Speakers Bureau (see 6.3.5) and develop a program which recruits and trains students (including current Ambassadors), faculty, and staff to make presentations to the community and to groups visiting the campus (see 2.9.4).

**Strategic Objective 5.6:** IUS will increase the number of educational, cultural, business, and civic events held on campus (see 6.1).

**GOAL 6 – STRONGER COMMUNITY RELATIONS:** IUS will enhance its relations with the various communities it serves.

Added to the University's primary academic mission is the responsibility to apply and extend knowledge through mutually beneficial partnerships with a host of communities. Our external communities include prospective students and their families; local, regional, and state governments; business; industry; healthcare providers; P-12 schools; two-year and four-year higher education institutions; media; public interest groups; and civic, cultural, and community-based organizations. In addition to these, IUS recognizes and supports internal communities which include students, faculty, staff, alumni, members of the Board of Advisors, and the IU family, each of which plays an important role.

Many University faculty, staff, and students have already embraced service to society through volunteerism, internships, and service learning projects. IUS supports these activities through programs such as the Applied Research Center, the Regional Economic Development Resource Center, the Internship Program, and the Volunteer Center. Through grants, contracts, formal and informal agreements, professional consultations, technical assistance, conferences, workshops, seminars, and other avenues, the University provides an ever-increasing number of services to its communities.

The University also recognizes the need to develop more cooperative endeavors and partnerships with its communities. At the same time, there is a critical need in the region and the state for the University to actively engage its resources toward the renewal and improvement of the quality of life in the region. To meet this responsibility, IUS commits to the following objectives:

**Strategic Objective 6.1:** IUS will develop a campus mechanism to coordinate, improve, expand, and focus community engagement activities (see 5.6).

**Strategic Objective 6.2:** IUS will review, improve, and expand engagement activities with regional P-12 school communities and the two-year and four-year higher education institutions.

**Strategic Objective 6.3:** IUS will collaborate with the Southern Indiana and Louisville metropolitan area leadership to promote industry and business partnerships that increase educational opportunities and improve economic conditions in the region.

**Strategic Objective 6.4:** In collaboration with the IU Office of Government Relations, IUS will strengthen existing relationships and establish new partnerships with local, regional, and state government.

**Strategic Objective 6.5:** IUS will broaden existing relationships and establish new partnerships with non-profit cultural organizations in the region.

**Strategic Objective 6.6:** IUS will broaden existing relationships and establish new partnerships with non-profit civic and social support organizations in the region (see 5.5).

**Strategic Objective 6.7:** IUS will expand and strengthen engagement activities within and among the internal campus communities of students, faculty, staff, and constituents at other Indiana University campuses.

**Strategic Objective 6.8:** IUS will use its resources and potential to build cooperative partnerships that advance the future growth, well-being, and development of the Southern Indiana and Louisville metropolitan area.

**Strategic Objective 6.9:** IUS will expand its relationships with its alumni to increase their involvement with the University (see 2.9).

**GOAL 7 - ONGOING STRATEGIC PLANNING:** IUS will develop a system for well-coordinated, ongoing strategic planning that integrates resource allocation, accountability, and planning at all levels.

While IUS has engaged in important strategic planning efforts in the past, there is a need for an ongoing planning format and mechanism that encourages comprehensiveness, broad-based participation, use of assessment data, and clear linkages to the budget. In its 1999 report for continuing accreditation at IUS, the North Central Association evaluation team expressed its concern that “The process for planning across the institution is not clearly integrated and systematic,” nor is there a “campus wide systematic process for assessing student academic achievement and institutional effectiveness.” The NCA reviewers who conducted a focused visit on general education and assessment in 2002 commented that at IUS “a ‘culture of evidence’ has not yet emerged in which assessment findings are consistently and routinely used to improve student learning.” They also noted that “a need exists for the institution to ensure linkage of assessment outcomes to long-range strategic planning and resource allocation for the purpose of improving student learning.” In fact, such programming needs to be developed campuswide and include all units beyond those specifically related to student learning for the University’s benefit as a whole. The development of a clear, easy-to-use format for annual review of progress towards long-range strategic goals is essential for accountability across campus and for appropriate responsiveness to changing situations and factors which will influence IUS’s success.

**Strategic Objective 7.1:** IUS will create a format and process for long-range strategic planning that will be used at regular intervals (every 5-6 years) for a continuous and consistent cycle of institutional planning (see 4.7.2). The timing of successive long-range strategic planning will be coordinated with the state biennial budget cycle for optimum effect.

**Strategic Objective 7.2:** IUS will choose a process and format for year-to-year breakouts of long-range strategic planning initiatives including mechanisms for determining who will be responsible for initiatives, how progress will be measured, and how reporting will be done.

**Strategic Objective 7.3:** IUS will more fully develop a planning process at the school, department, and unit levels that ties in with overall institutional planning and institutional priorities.

**Strategic Objective 7.4:** IUS will develop processes to improve campus communication among administrative offices, schools, individual units, and the local community in an effort to achieve higher stakeholder involvement and ownership of ongoing strategic planning and continuous improvement initiatives.

**Strategic Objective 7.5:** IUS will ensure current organizational structures are designed and positioned to contribute meaningfully to institutional planning through a periodic review process.

**Strategic Objective 7.6:** IUS will establish campuswide assessment programming to provide data for strategic planning and institutional demonstration of effectiveness as recommended by ICHE.

**Strategic Objective 7.7:** IUS will effectively tie planning to the budget (see 4.7).

## Community Contributors to the Indiana University Southeast Strategic Plan

Americanna Community Center	Goal 3
Barbour, Channell	Louisville Metro Government, Goal 6
Bear, Bryan	Senior Marketing and Public Relations Specialist, Clark Memorial Hospital, Goal 5
Bernson, Kathy	Vice President of Public Relations, Greater Louisville Convention & Visitors Bureau, Goal 5
Bridgewater, Barbara	Metro United Way, Goal 5
Brooks, Dr. Dennis	Superintendent, New Albany/Floyd County Consolidated School Corporation, Goal 6
Clark, Neyland G.	Superintendent, South Harrison Community School Corporation, Goal 6
Coomes, Dr. Paul	Professor of Economics at University of Louisville and National City Research Fellow
Craig, Ron	Chief Executive Officer, Bradford Realty, Goal 4
Crase, Dr. John	New Albany Physician, Goal 6
Crump, Dr. Claudia	Emeritus Faculty - Education, Goal 6
Fields, Tom	Edward Jones Investments, Goal 2
Finn, Jerry	Executive Director, Caesars Riverboat Casino Foundation, Goals 4 and 6
Fitzloff, Greg	President, Southern Indiana Chamber of Commerce, Goals 3 and 6
Flanery, Kevin	Executive Director of the Regional Leadership Coalition, Goal 7
Freiberger, Sandy	Purdue Programs, Goal 2
Gardner, Sam	Superintendent, Clarksville Community School Corporation, Goal 7
Garmon, Charles	Southern Indiana Chamber of Commerce Board of Directors, Chairman of Southern Indiana 2020, Goal 7
Garner, James	Mayor of New Albany, Goals 4 and 7
Grossman, Andrea	Executive Director, Arts Council of Southern Indiana, Goal 6
Hammersmith, Kevin	District Manager, Cinergy/PSI, Goal 7
Handy, Dr. Ty	Chancellor, Ivy Tech-Sellersburg, Goals 2 and 6
Hanson, Bryant	President & CEO, Floyd Memorial Hospital & Health Services, Goal 6
Hartstern, John	Sr. Vice President of Donor Relations, Community Foundation of Southern Indiana, Goal 6
Hazzard, Aaron	Vice President, Chief Operating Officer, Jewish Hospital, Goal 6
Heishman, Dennis	President, Old National Bank, Louisville Region, Goal 4

Hill, Baron	United States Representative, Goal 6
Hispanic Connection of Southern Indiana	Goal 3
Jarm, Timothy	President, Clark Memorial Hospital, Goals 3 and 4
Kanning, Cindy	Corporate Communications Consultant, Goals 5 and 6
Koetter, Jack	Chief Executive Officer, The Koetter Group, Goal 4
Koetter, Randy	President, Koetter Woodworking, Goal 7
Kopp, Richard	Purdue Programs, Goal 2
Lavelle, Gary	NAACP, Goal 6
Leffler, Denny	Independence Bank, Goal 6
Lindley, Tom	Jeffersonville Evening News, Goal 5
Louisville International and Cultural House	Goal 3
Ludden, Michael F.	President & Chief Executive Officer, L. Thorn Company, Inc., Goals 4 and 7
McGuirk, Laura	New Albany High School Counselor, Goal 5
McKulick, Ron	Executive Director, Southern Seven Workforce Investment Board, Inc., Goal 6
Miles, Jerrol	Retired Vice President, National City Bank, Goal 3
Minority Student Language Program, New Albany/ Floyd County Schools	Goal 3
Morris, Steve	Principal, Clarksville High School, Goal 1
Napier, Randy	Southern Indiana Rehab, Goal 3
Naville, Michael	Managing Partner, Lorch & Naville, LLC, Goal 6
Neuner, Kathy	Vice President of Nursing, Clark Memorial Hospital, Goal 3
Newberry, Dr. Anthony	President, Jefferson Community College, Goal 2
Peterson, Dick	Certified Public Accountant, Goal 6
Ragland, Jack	President, Southern Indiana Economic Development Council, Goal 1
Richmond, Ben	President & Chief Executive Officer, Louisville Urban League, Goal 2
Riehm, Joan	Deputy Mayor, Metro Louisville Government, Goals 1 and 4
Risk, Larry	Executive Director, Wilson Education Center, Goal 6
Rohr, Dr. Thomas W.	Superintendent, Greater Clark County Schools, Goal 6
Shireman, Mark	President, Shireman Construction Company, Goal 1
Sipes, Connie	State Senator, Goal 4
Smith, Larry	Southern Baptist Seminary, Goal 6
Southern Indiana High School Guidance Counselors	Goal 2
Voelker, Darrell	President, Harrison County Chamber of Commerce, Goal 5
Waiz, Rob	Mayor of Jeffersonville, Goal 7
Wayne, Jerry	Executive Director of Sales and Marketing, Galt House Hotel & Suites, Goal 4

Wegmon, David

Associate Vice President for Health Sciences, University of  
Louisville, Goal 1

White, Dustin

Regional Economic Development Office - Dept. of  
Commerce, Goal 6

## **MEMBERS OF THE STRATEGIC PLANNING STEERING COMMITTEE**

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Michael P. Bosc – University Advancement

Ruth C. Garvey-Nix – Student Affairs

Lawrence R. Mand – Information Technology

Stephen J. Taksar – Administrative Affairs

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Susan P. Moffett – Arts & Letters

Gloria J. Murray – Education

Bahman Nassim – Natural Sciences

Clifford L. Staten – Social Sciences

Lillian E. Yeager – Nursing

C. Martin Rosen - Library

### **School Representatives:**

Joanna Goldstein – Arts & Letters

Stephanie Bower – Social Sciences

Brenda Hackett – Nursing

Magdalena Herdoiza-Estevez & Teesue H. Fields – Education

Joseph E. Hollingsworth – Natural Sciences

Paul H. Pittman – Business

### **Staff Representatives:**

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Kirk W. Klaphaak – IT-Computer Services

Dona G. McLeod – University Division

Lee E. Staton – Media Services

Paula K. Sylvester – Administrative Affairs

### **Community Representative:**

Jerry A. Wayne, Executive Director of Sales & Marketing

Galt House Hotel & Suites

### **Student Representative:**

Lowell K. DePoy

Shawn Humes

### **Ex-officio:**

Mary Anne Baker, Institutional Research

### **Administrative Support**

Donna Harvey, University Advancement