

Building an Extraordinary University

Strategic Plans of Academic Units

September 2006

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**College of Arts and Sciences
Strategic Plan**

College of Arts and Sciences

Strategic Plan Overview, September 2006

Introduction

The strategic plan for the College of Arts and Sciences incorporates the ideas and programmatic needs of sixteen academic departments in the humanities, sciences, and social sciences.

Mission

The College of Arts and Sciences is the heart of undergraduate liberal arts education at USD, and the place where most students earn their degree. We believe liberal learning – steeped in tradition – is the most intellectually demanding and desirable way to prepare students for future careers and citizenship.

Related, we are the principal contributor to all of the university's signature programs: First-Year Experience, IdeA, Undergraduate Research, and Honors.

In addition to its undergraduate mission, Arts and Sciences also delivers terminal degrees in five fields (Biology, English, Communication Disorders, Computational Sciences, and Psychology); offers a wide range of master's degrees; hosts a half-dozen affiliated centers and research institutes, including two BOR designated Centers of Excellence.

Vision

Arts and Sciences should be: 1) a recognized leader in liberal arts education, consistent with our historic institutional mission, and with the first stated goal of the strategic plan; 2) a model of high-quality, targeted research and discovery that engages the community of scholars.

Accreditation

Unlike professional schools such as Business, Education, Law or Medicine, we do not have a single set of accreditation standards, or an accrediting body that transcends all of our academic operations; the U.S. Department of Education has the American Academy for Liberal Education (AALE) – which provides liberal arts accreditation - but it has to date accredited only a handful of institutions, most of which we would not consider our peers. We consciously dismissed pursuing AALE accreditation.

Specific programs in the College earn accreditation. Those successfully reaccredited in recent years include: Chemistry, Contemporary Media & Journalism, Communication Disorders, Master of Public Administration and Psychology (Clinical). It should be noted that accreditation in some departments can sometimes work against other departments vis-à-vis resources.

Lacking accreditation at the College level, we are grounded in the accomplishments of individual students and faculty. Toward that end, we have produced virtually all of the Truman, Fulbright, Rhodes, Goldwater, Jack Kent Cooke, NCAA Post-Graduate, NSF Post-Graduate, Gilman, Boren, and Udall Scholars in the history of USD, and we induct many of the “best and brightest” undergraduates into Phi Beta Kappa; we are home to most of the faculty who have won campus-wide awards for their teaching and research.

Arts & Sciences Goals/Actions

GOAL 1.1

Be recognized among the best liberal arts institutions in the country for undergraduate teaching and learning resulting in graduates who are citizens well-prepared to make a positive contribution to our world.

Strategy 1.1a Recruit, retain, and develop at all career stages a diverse faculty of teacher/scholar/citizens dedicated to great teaching and mentoring.

Action 1. Establish a specific budget line for faculty recruiting and a specific annual plan for start-up packages for anticipated vacancies, in consideration of the sizable annual recruiting task annually facing Arts and Sciences.

Strategy 1.1b Provide the resources and support necessary to fully implement and/or expand our signature programs: IdEA, Honors, and undergraduate research.

Action 1. Continue to play a leading role in the effective implementation of a dynamic set of “signature programs.”

Strategy 1.1c Examine, and revise as necessary, the undergraduate curriculum, within disciplines and general education, to ensure that learning outcomes are integrated and aligned with the goals and breadth of a liberal arts education.

Action 1. Participate in the University’s Math Task Force planning, and bear principal responsibility for implementing its recommendations, such as smaller class size, use of Math XL, and attendance policies.

Action 2. Work with the Graduate School on effective training of teaching assistants in order to improve undergraduate instruction in areas such as Mathematics, English, and Communication Studies.

Action 3. Implement the University’s Writing Initiative, including strengthening the role and visibility of the Writing Center.

Action 4. Consistent with the principal goal of the strategic plan, increase the quality and breadth of undergraduate liberal arts programming by strengthening specific majors:

American Indian Studies: Increase the number of majors in this new department by originating a greater array of substantive courses

Anthropology/Sociology: Strengthen these departments by hiring a third tenure-track sociologist to expand curricular offerings, and by addressing anticipated leadership and faculty changes

Communication Studies: Implement departmental plan to increase student engagement by infusing undergraduate research into the curriculum, and converting a current instructor line to a tenure-track position

Computer Science: Add one position to move to accreditation for the B.S. from the Computing Accreditation Council of the Accreditation Board for Engineering and Technology, and concomitantly strengthen offerings in bioinformatics and high-performance computing.

Contemporary Media and Journalism: Continue to solidify staffing by hiring faculty into tenure-track positions, consistent with the standards for accreditation by the AEJMC. Complete curricular redesign, placing more emphasis on journalism. Upgrade video and audio equipment to provide students with state-of-the art training in electronic media.

Earth Sciences: Increase the number of majors in Earth Sciences by providing more field experiences to majors and an improved learning environment in laboratories; provide budget line for Earth Sciences labs.

Languages: Add permanent staffing adequate to offer regular courses and certifiable majors in Spanish, German, and French. Ensure that Lakota, Greek, and Latin continue to be offered. Regularly deliver Russian, and discontinue episodic offerings of other languages, such as Turkish and Arabic due to low student enrollment.

Physics: Given the possibility of a deep underground lab at Homestake, plan for developments such as an increase in interest in undergraduate physics.

Religious Studies: Regularize funding of at least one Religious Studies course per semester.

Women Studies: Continue building a revamped Women's Studies minor by strengthening annual programming.

GOAL 1.2

Strengthen graduate and professional programming to a breadth and rigor characteristic of Carnegie Research Universities with High Research Activity.

Strategy 1.2a Enhance doctoral-level programming in a deliberate manner.

- Action 1. Fully implement recently initiated Ph.D. programs in
Computational Science and Statistics
Doctorate of Audiology*
- Action 2. Initiate new Ph.D. programs from among the following:
Biology - Ecological and Evolutionary Genomics
Chemistry - Materials Chemistry (in association with the
2010 Center for Light-Activated Materials)
Political Science
Physics (contingent upon Homestake)*

Strategy 1.2b Add and strengthen other graduate and professional programming that is responsive to the needs of students, the state, and region.

- Action 1. Upon approval, implement:
Master's degree in Bioinformatics
Convert MA to MS in Chemistry
Add MS to the MA in Mathematics
Fully restore the MA in Contemporary Media & Journalism*

GOAL 1.3

Significantly increase student learning, retention, and graduation through the creation of a culturally and intellectually diverse environment that supports and engages all students through the integration of rich academic and social experiences.

Strategy 1.3a Implement collaboration between academic and student affairs that results in a diverse and vibrant learning environment, with special attention to the first two years of study.

- Action 1. Assist with implementation of the Academic Advising Task Force recommendations to improve advising for students.*

Strategy 1.3b Embrace diverse populations with special recognition to the Native American heritage of our state and region.

- Action 1. American Indian Studies will play a specific role in engaging students of Native American background.*
- Action 2. Investigate the possibility of summer programming for underrepresented and at-risk populations to improve retention and initial student success, in collaboration with Student Affairs.*

Goal 1.4

Recognizing the increasingly multi-campus nature of the University, and especially the growth in Sioux Falls, develop deliberate, ambitious, and responsive approaches to distance delivery that are consistent with the quality of a USD education.

Strategy 1.4a Finalize a five-year plan of programs to be offered at USDSU, at the HEC-WR, and at other distance locations, and develop and deliver those programs on schedule.

Action 1. Besides currently offered programs, develop and/or deliver undergraduate and graduate programs according to the five-year plan developed by Continuing Education, such as the Computer Science certificate, Leadership certificate, Public Manager certificate, B.A./B.S. in Political Science, MSAS specializations, and/or B.A./B.S. in Biology.

GOAL 2.1

Conduct competitive research and creative activity comparable to that at the smaller Carnegie Research Universities with High Research Activity institutions.

Strategy 2.1a Develop specific research and creative centers in a strategic manner.

Action 1. Research Centers:

Fully implement the Northern Plains Undergraduate Research Center (NPURC) in Chemistry.

Plan for the budget consequences and the transition in activities carried out by the DMHI and the Farber Center in light of budget restructuring.

Action 2. Implement the standards for external evaluation of scholarship outlined in the Expectations of the Faculty document.

Action 3. In recognition of the need to support a broad university research culture, and mindful of the particular difficulty of obtaining significant external funding in humanities and social science disciplines, provide appropriate levels of funding for professional engagement by all tenured and tenure-track faculty in the College.

Action 4. Fully fund the South Dakota Review, as one of the few professional journals published out of USD.

Strategy 2.1b Develop a campus infrastructure, faculty development programs, and external relationships supportive of a competitive research environment.

Action 1. With the Vice-President for Research, develop a specific plan with goals, to contribute to doubling the University's external funding portfolio.

GOAL 2.2

Create a process and infrastructure to foster research aligned with South Dakota's 2010 Initiative for economic development.

Strategy 2.2a Put in place a process for protecting and commercializing intellectual property, and foster a campus culture that encourages commercialization of research.

Action 1. Computer Science will collaborate with Fine Arts to develop grant proposals that combine technology and design.

Action 2. Involve a newly hired physicist in the deep underground lab at Homestake.

Action 3. Fully support the 2010 Center for Research and Development of Light-Activated Materials (CRDLM) in Chemistry.

GOAL 3.1

Create and implement a university-wide integrated enrollment management process to recruit and retain approximately 11,000 students—an enrollment consistent with our flagship status and our Carnegie Research Universities with High Research Activity peers, and which reflects both increased selectivity and broader diversity.

Strategy 3.1a Implement an undergraduate enrollment management plan to optimize enrollment.

Action 1. Increase recruitment and retention, consistent with enrollment and staffing patterns in the college and taking advantage of externally driven opportunities.

Action 2. Double the number of first and second-year undergraduate students involved in student broadcast media.

Action 3. Boost Military Science/ROTC enrollments by shifting Military Science from the College of Arts and Sciences to Student Affairs.

Action 4. Boost Economics enrollments by encouraging more Arts & Sciences students to consider Economics as a major.

Action 5. Assist retention by having Communication Disorders screen at-risk students for learning disabilities, in cooperation with Disability Services.

Action 6. For each major in the college, develop a specific goal for the number of majors expected in the program by the end of this planning period.

GOAL 4.1

Ensure the University is portrayed appropriately and consistently to all key constituencies.

Strategy 4.1a Create a comprehensive, institution-wide, integrated marketing program that includes tactics to manage our relationships with such constituents as: academic programs, prospective and current students and their parents, current and prospective employees, alumni, high school guidance counselors, athletics, peer institutions, media, donors, the Board of Regents, legislators, local community third-party rating agencies, and prospective employers.

Action 1. With the Vice-President for Marketing, Enrollment, and Student Services, develop a comprehensive marketing plan for the College.

Action 2. Continue improvements to the A & S website, adding material on B.A./B.S., authors, and student success, to such recent additions as FAQ about liberal arts education, faculty profiles, student scholarships, faculty research, and Phi Beta Kappa.

GOAL 5.1

Ensure that adequate resources are in place to fund operations over the next five years.

Strategy 5.1a Identify the financial resources needed to implement strategic plan goals.

Action 1. With the Vice-President for Finance and Administration, develop a comprehensive financial plan for the unit.

Action 2. Work with the Vice-President for Research to set university policies for ensuring that start-up costs are spent out in a timely manner.

Action 3. Periodically examine the collection/expenditure of departmental fee accounts to ensure that dollars available are allocated for strategic purposes.

GOAL 5.2

Provide an attractive, welcoming physical campus with facilities, libraries, equipment, and other infrastructure that support institutional goals.

Strategy 5.21 Update the campus master plan.

Action 1. Develop a plan for the space needs of the science areas as it relates to expanding research activity.

Strategy 5.2b Maintain and operate the physical campus in support of strategic plan goals.

Action 1. Work with Facilities Management to execute renovations for American Indian Studies, English, Mathematics, and Political Science in Dakota Hall, and Psychology in the South Dakota Union.

GOAL 5.3

Provide the highest quality, most reliable, contemporary, cost-effective, and integrated technology-based services to support teaching, learning, research, creative activity, and the delivery of administrative services to the University community.

Strategy 5.3b Stabilize and improve core technology processes through the development of a quality improvement system, including structured solicitation of customer feedback for each of the following core processes:

Action 1. Support the conversion to Smart classrooms to assist pedagogical delivery.

Action 2. Continue to work with IT on allocation to faculty of new PCs to replace those that have outlived their life cycle, while also providing higher-end computers for new faculty who need them.

**School of Business
Strategic Plan**

School of Business

Strategic Plan Overview, September 2006

Introduction

Our overriding vision is to be recognized as among the best small, publicly funded business schools in the country. Key measurements of success in achieving the vision are: (1) become prominent as educator of an integrated business curriculum (we call it “Enterprise Wide Learning” or “EWL”), (2) increase our enrollment by 20% while increasing our price and increasing our academic standards, (3) become a regionally prominent accounting program, (4) become a prominent educator of long term care managers, (5) become prominent in South Dakota’s business community, and (6) finish in the top 15% of the ETS Exit Exam every semester.

Mission

“We are a community of scholars and practitioners committed to superior undergraduate and graduate business programs accredited by AACSB International. We emphasize excellence in teaching, promote intellectual exchange and development, and advocate continuous learning reflecting a dynamic global environment. Our services deliver value to our students, the university, business disciplines, and society.”

Vision

Be recognized as among the best, small, publicly funded business schools in the country.

School Goals and Actions

Foundational to the achievement of our mission and vision:

- Retain AACSB Accreditation.
- Build a new building – raise \$16 million.
- Invest more in academic innovation – obtain permission to charge Differential Fee as proposed to BOR without any corresponding decreases of internal budget allocations. “Vision without wherewithal leads to despair”, Demming.
- Obtain at least one of the remaining two unfilled positions promised in the APR.
- As a campus we insist on an objective and rigorous annual evaluation and P&T process.

A summary of the School’s key actions and success measurements, as they relate to the USD 2006-2010 Strategic Plan, include the following:

GOAL 1.1

Be recognized among the best liberal arts institutions in the country for undergraduate teaching and learning resulting in graduates who are citizens well-prepared to make a positive contribution to our world.

Strategy 1.1a Recruit, retain, and develop at all career stages a diverse faculty of teacher/scholar/citizens dedicated to great teaching and mentoring.

Action 1. Insist that only “high/exceeds” performance in teaching as against our Faculty Expectation Guidelines which give considerable weight given to student evaluations be sufficient for P&T. Insist upon rigor and grading reality. 57% of faculty in “High Range” Goal.

Strategy 1.1c Examine, and revise as necessary, the undergraduate curriculum, within disciplines and general education, to ensure that learning outcomes are integrated and aligned with the goals and breadth of a liberal arts education.

Action 1. Administer ETS Exit Exam each semester to assess our students’ learning versus a national norm. Move to a minimum score as graduation requirement. Top 15% Goal.

Action 2. Implement internal writing assessment process. Continuous Improvement Goal.

Action 3. Administer accounting employer survey annually. Top 5 in Region Goal.

Action 4. Move to 4 year curriculum with a required freshman class of no more than 35 students per section that compels each student to actually engage in enterprise. Retention of Freshman to Sophomore business majors at 5% better than non-business average at the U., i.e. a Top FYE.

Action 5. Make use of student groups to recruit heavily in freshman classes. Increase Participation in Student Groups by 20-40%.

Action 6. Spend up to \$100,000 of Differential Fee on student group achievement. Increase Participation in Student Groups by 20-50%.

Action 7. Spend up to \$100,000 of Differential Fee on developing more/better internships in the state/region. Everyone who Wants a High Quality Internship Gets One Goal.

Action 8. Require an E-Portfolio of business work product across the 4 year curriculum. Build Resumes from Day One Goal.

Action 9. Spend up to \$180,000 of Differential Fee to develop faculty and programs in Enterprise Wide Learning at undergrad level. Goal – Become Guest Speakers at Conferences and Other Campuses.

GOAL 1.2

Strengthen graduate and professional programming to a breadth and rigor characteristic of Carnegie Research Universities with High Research Activity.

Strategy 1.2a Enhance doctoral-level programming in a deliberate manner.

Action 1. Spend up to \$70,000 of Differential Fee annually to develop and market the best, national, on-line, graduate level long term care management program. Enrollment of 250 Annually Goal.

Action 2. Spend up to \$20,000 of Differential Fee annually to market already sound graduate accounting program such that regional accounting firms rate our graduates in top 5.

GOAL 1.3

Significantly increase student learning, retention, and graduation through the creation of a culturally and intellectually diverse environment that supports and engages all students through the integration of rich academic and social experiences.

Strategy 1.3b Embrace diverse populations with special recognition to the Native American heritage of our state and region.

Action 1. Expand EAI to achieve headcount and profit goals.

Action 2. Fund international learning similar to “German Arrangement” (U makes \$ on the program) such that 10% of our faculty teach internationally annually and 60 students learn internationally annually.

Action 3. Recruit female faculty. Goal is to get to at least 50%.

Action 4. Each semester have at least one faculty member teach financial literacy on the reservations through the Sitting Bull College/State Extension Office Plan.

Goal 1.4

Recognizing the increasingly multi-campus nature of the University, and especially the growth in Sioux Falls, develop deliberate, ambitious, and responsive approaches to distance delivery that are consistent with the quality of a USD education.

Strategy 1.4a Finalize a five-year plan of programs to be offered at USDSU, at the HEC-WR, and at other distance locations, and develop and deliver those programs on schedule.

- Action 1. Convert MBA Statewide/Rapid City/Ellsworth/Sioux City to On-Line only. Migrate from DDN and FtoF to on-line. Goal-become one of a small number of on-line, AACSB accredited providers of an MBA to the Air Force. Goal – help lead Air Force to centralize on-line higher education in an administrative center at Ellsworth allowing us to discontinue DDN or FtoF in Rapid City.*
- Action 2. Must learn how to better develop and sell programs in Sioux Falls and On-Line. Goal - Average class size in Distance Classes Equal to On-Campus.*
- Action 3. On-Line Long Term Care Management at 250 per year.*

GOAL 2.1

Conduct competitive research and creative activity comparable to that at the smaller Carnegie Research Universities with High Research Activity institutions.

Strategy 2.1a Develop specific research and creative centers in a strategic manner.

- Action 1. Do sufficient academic research that exceeds AACSB accreditation standards by offering balanced workloads and grad student and travel support sufficient to reasonably assure that every faculty member could perform at “high/exceeds” as against our Faculty Expectations Guidelines. 70% of Faculty at “High/Exceeds” Goal.*
- Action 2. Increase revenue generated for discretionary spending at the B-School from applied research, contracts, and institutes/centers from current \$50,000 to \$150,000. EAI and BDI are examples of potential contributors. Currently under consideration are E-MBA, other Executive Ed programs, and a Health Information Management Center.*

Strategy 2.1b Develop a campus infrastructure, faculty development programs, and external relationships supportive of a competitive research environment.

- Action 1. With the Vice-President for Research, develop a specific plan with goals, to contribute to doubling the University’s external funding portfolio.*

GOAL 2.2

Create a process and infrastructure to foster research aligned with South Dakota’s 2010 Initiative for economic development.

Strategy 2.2a Put in place a process for protecting and commercializing intellectual property, and foster a campus culture that encourages commercialization of research.

- Action 1. Develop the SBDC to be recognized by survey as one of Top 3 economic development organizations in the state.*
- Action 2. Help “commercialize” in Vermillion via the SBDC.*
- Action 3. Help find funding for someone to be 100% responsible for commercialization on campus.*

GOAL 3.1

Create and implement a university-wide integrated enrollment management process to recruit and retain approximately 11,000 students—an enrollment consistent with our flagship status and our Carnegie Research Universities with High Research Activity peers, and which reflects both increased selectivity and broader diversity.

Strategy 3.1a Implement an undergraduate enrollment management plan to optimize enrollment.

- Action 1. Differential Fee proposal pledges 30% growth in enrollment. Must fund the 5 year investment period before all the revenue from the increased student enrollment pours into our budget.*
- Action 2. Engage the business community in the state/region for brand building purposes begets students:*
 - 1. State Chamber Activities*
 - 2. YBA.*
 - 3. Accounting Camp*
 - 4. Executive Ed*
 - 5. EAI*
 - 6. Internship Development*
 - 7. SBDC*
 - 8. Economics/Financial Literacy K-12*
- Action 3. Make better use of the fact that the top 15% in ETS is a marketing Tool.*
- Action 4. Retention – 100% of Freshmen in FYE Intro to Business Class and immediately immersed in enterprise.*

GOAL 4.1

Ensure the University is portrayed appropriately and consistently to all key constituencies.

Strategy 4.1a Create a comprehensive, institution-wide, integrated marketing program that enhances the University’s relationships with all constituents.

- Action 1. With the Vice-President for Marketing, Enrollment, and Student Services, develop a comprehensive marketing plan for the School.*

GOAL 5.1

Ensure that adequate resources are in place to fund operations over the next five years.

Strategy 5.1a Identify the financial resources needed to implement strategic plan goals.

Action 1. With the Vice-President for Finance and Administration, develop a comprehensive financial plan for the unit.

GOAL 5.2

Provide an attractive, welcoming physical campus with facilities, libraries, equipment, and other infrastructure that support institutional goals.

Strategy 5.2a Update the campus master plan.

Action 1. Build New School - \$16 million.

GOAL 5.3

Provide the highest quality, most reliable, contemporary, cost-effective, and integrated technology-based services to support teaching, learning, research, creative activity, and the delivery of administrative services to the University community.

Strategy 5.3a Establish a technology master plan.

Action 1. Shift from DDN delivery to internet delivery.

**School of Education
Strategic Plan**

School of Education

Strategic Plan Overview, September 2006

Introduction

The five-year strategic plan for the School of Education is composed of background information, the School mission and vision and the goals for the Divisions of Curriculum and Instruction, Counseling and Psychology in Education, Educational Administration, Health, Physical Education and Recreation, and Technology for Education and Training. The purpose of this overview is to summarize the Division goals as part of the School vision and to provide better understanding of the School of Education at USD.

Background

Courses in teacher preparation have been taught at USD since 1888. A formal Education Department was created for teacher education in 1907 and the School of Education was established in 1927. The School has been continuously accredited by NCATE since 1956, most recently in 2004. Following are a few facts about the faculty and students.

Faculty Strengths—Based on data gathered from the most recent NCATE Accreditation cycle for the 52 faculty with doctoral degrees, their productivity documented on vita from 1996-2004 included: 22 books, 31 chapters in books, 56 as reviewers or editors of journals, 54 national offices or committees, 88 state offices or committees, 175 articles in national refereed journals, 328 national/international presentations, 194 consultancies to schools, agencies or institutions, 2 Belbas Larson Teaching Award recipients, and 1 Carnegie teaching award.

School of Education Impact on Education in SD—Graduate programs in the School of Education strongly impact the state of South Dakota providing 35% of doctoral trained education faculty at other Regental institutions, 52% of the certified superintendents, 36% of the elementary principals, 40% of the secondary principals, and offering the only School Psychology program in the state. In addition, 75% of the Reading Recovery Teacher Leaders in a 5-state region were trained at USD and serve 30,000 students, 2,000 in SD annually. About 40 new undergraduate students sign teaching contracts in SD each year. Our Professional Development Centers educate about 25 mentors and new teachers each year toward successful teaching careers and graduate degrees.

Undergraduate Student Performance—98-100% of all teacher education graduates in 2004 - 2006 scored at or above the state cut-off scores for the national pedagogy exam (PLT), and the content exams in elementary education, special education, and physical education. In 2005, two of the special education graduates had perfect scores on the content exam. Teacher education student performance on the 64 hr general education core and the Arts & Science content courses are slightly higher than other USD students taking the same courses (3.0 vs. 2.9).

Mission

The School of Education prepares professional educators by developing their reflective decision-making and leadership skills through a systematic integration of theory and research in collaboration with professional practices and experiences. The mission is continually being refined and up-dated in order to be current and to educate professionals who will be responsive to

the needs of all learners. The School reaffirms its primary focus of excellence in teaching, research, and service.

Vision

The School of Education has adopted a theme “Reflective Decision Making + Leadership” which exemplifies the vision and conceptual framework of the School. It connotes the complexity and interrelated nature of the School of Education model for teaching and learning and provides direction for the curriculum, instruction, practices, experiences, and assessment for all initial and advanced professional education programs.

School Goals and Actions

To achieve the mission and vision referred to above, it is necessary for the School of Education to continue to establish itself as a place of high quality with programs distinctive from others in the state and region. While attaining continuous NCATE accreditation and separate program accreditation for some of its other professional programs demonstrates an efficient use of available resources, it does not speak to the development of new program initiatives or other creative innovations. In order for the School of Education to achieve the goals outlined in the plans and attract the necessary faculty and students, additional resources from the strategic planning process will be necessary over the next five years.

A summary of the key School and Division initiatives and actions, as they relate to the University Strategic Plan, include the following:

GOAL 1.1

Be recognized among the best liberal arts institutions in the country for undergraduate teaching and learning resulting in graduates who are citizens well-prepared to make a positive contribution to our world.

Strategy 1.1b Provide the resources and support necessary to fully implement and/or expand our signature programs: IdEA, Honors, and undergraduate research.

Action 1. Further increase participation in IdEA and Honors Programs from the School of Education.

Strategy 1.1c Examine, and revise as necessary, the undergraduate curriculum, within disciplines and general education, to ensure that learning outcomes are integrated and aligned with the goals and breadth of a liberal arts education.

Action 1. Enhance the quality of the teacher education programs.

Action 2. Develop and implement a minor in Technology for Education and Training.

Action 3. Enhance the quality and standing of programs in HPER.

Action 4. Complete and implement undergraduate teacher education program alignments across campus.

Action 5. Further develop and implement the Sioux Falls Lab School Partnership Programs (USD, SDSU, & DSU).

GOAL 1.2

Strengthen graduate and professional programming to a breadth and rigor characteristic of Carnegie Research Universities with High Research Activity.

Strategy 1.2a Enhance doctoral-level programming in a deliberate manner.

Action 1. Further develop and implement Ph.D./Ed.D.'s in Education (Ph.D. in Education/Ed. Leadership, Ph.D. in School Psychology)

Action 2. Develop and implement a graduate degree in counseling or mental health for possible delivery to Sioux Falls (master's) and Rapid City (doctoral) markets

Action 3. Expand the Professional Development Center Program in Sioux Falls and the Region

Action 4. Redesign TET graduate degrees into approved specializations increasing research productivity

GOAL 1.3

Significantly increase student learning, retention, and graduation through the creation of a culturally and intellectually diverse environment that supports and engages all students through the integration of rich academic and social experiences.

Strategy 1.3a Implement collaboration between academic and student affairs that results in a diverse and vibrant learning environment, with special attention to the first two years of study.

Action 1. Implement programs to enhance integration of diversity with Native American focus

Goal 1.4

Recognizing the increasingly multi-campus nature of the University, and especially the growth in Sioux Falls, develop deliberate, ambitious, and responsive approaches to distance delivery that are consistent with the quality of a USD education.

Strategy 1.4a Finalize a five-year plan of programs to be offered at USDSU, at the HEC-WR, and at other distance locations, and develop and deliver those programs on schedule.

Action 1. Develop and deliver online M.A. programs in the Division of C&I

Action 2. Successfully complete and initiate Ed.D. cohorts in Sioux Falls and Rapid City markets

Action 3. Develop and implement a joint Masters in Counseling Degree in Sioux Falls with SDSU

GOAL 2.1

Conduct competitive research and creative activity comparable to that at the smaller Carnegie Research Universities with High Research Activity institutions.

Strategy 2.1a Develop specific research and creative centers in a strategic manner.

Action 1. Expand the research activity within the SOE with particular focus on junior faculty

Action 2. Expand the use of the Center for Wellness as a research lab

Strategy 2.1b Develop a campus infrastructure, faculty development programs, and external relationships supportive of a competitive research environment.

Action 1. With the Vice-President for Research, develop a specific plan with goals, to contribute to doubling the University's external funding portfolio.

GOAL 2.2

Create a process and infrastructure to foster research aligned with South Dakota's 2010 Initiative for economic development.

Strategy 2.2a Put in place a process for protecting and commercializing intellectual property, and foster a campus culture that encourages commercialization of research.

Action 1. Continue to develop and implement a Learning Solutions Assessment and Intervention Center

Action 2. Develop and implement a Clinical Center for Diagnosis, Intervention, and Research for Children, Families, and Schools in Sioux Falls

GOAL 3.1

Create and implement a university-wide integrated enrollment management process to recruit and retain approximately 11,000 students—an enrollment consistent with our flagship status and our Carnegie Research Universities with High Research Activity peers, and which reflects both increased selectivity and broader diversity.

Strategy 3.1a Implement an undergraduate enrollment management plan to optimize enrollment.

Action 1. Increase undergraduate majors in teacher education at the rate of 20 students per year

Strategy 3.1b Implement an enrollment management plan for graduate and professional programs to optimize enrollment.

Action 1. Increase graduate student numbers 20 students per year

GOAL 4.1

Ensure the University is portrayed appropriately and consistently to all key constituencies.

Strategy 4.1a Create a comprehensive, institution-wide, integrated marketing program that enhances the University's relationships with all constituents.

Action 1. With the Vice-President for Marketing, Enrollment, and Student Services, develop a comprehensive marketing plan for the School.

GOAL 5.1

Ensure that adequate resources are in place to fund operations over the next five years.

Strategy 5.1a Identify the financial resources needed to implement strategic plan goals.

Action 1. With the Vice-President for Finance and Administration, develop a comprehensive financial plan for the unit, including the most effective use of the Foundation.

GOAL 5.3

Provide the highest quality, most reliable, contemporary, cost-effective, and integrated technology-based services to support teaching, learning, research, creative activity, and the delivery of administrative services to the University community.

Strategy 5.3a Establish a technology master plan.

Action 1. Continue to upgrade technology equipment and utilization for technology transfer in teacher education and other programs

**College of Fine Arts
Strategic Plan**

College of Fine Arts

Strategic Plan Overview, September 2006

Introduction

The five year strategic plan for the College of Fine Arts is composed of the vision and goals for the departments of Art, Music and Theatre. Also incorporated are department connections with the National Music Museum, the Black Hills Playhouse and the University Art Galleries as they relate to the University plan. The purpose of this overview is to summarize key department goals as part of the college vision and to provide better understanding of the mission of the College of Fine Arts at USD.

Mission

The College of Fine Arts promotes programs and activities to develop a high level of professional competency in each individual student. Programs of study include opportunities to acquire technical skills and theoretical information necessary for students to prepare for careers in their chosen field. We promote a sense of personal integrity and social responsibility in students and develop an intellectual basis for successful living. The College recognizes its obligation to provide leadership in cultural environment of the University, the Community and the state as a whole.

Vision

In alignment with the vision of the University, the College vision is:

“To be the Best small College of Fine Arts in the Country through the development of quality and distinctive programs.”

To that end the College has achieved national accreditation in all three departments and is only 1 of 16 Colleges of Fine Arts in the country with all three departments accredited and similarly structured. When taking into consideration the profession degrees offered at both the undergraduate and graduate levels, the College of Fine Arts finds itself in very exclusive company with only a hand full of other colleges.

College Goals and Actions

To achieve the vision outlined above, it is imperative that the College of Fine Arts establishes itself as a place of high quality with distinctive programs. The College has a budget that is ranked last out of 96 fine arts colleges surveyed in the country and yet has national accreditation and professional programs and degrees. While this demonstrates one of the most efficient uses of arts funding in education in the nation, it does not allow for the development of new ideas, programming or other curricular innovation. If the College of Fine Arts is going to compete at a national level, achieve the goals outlined in

the department plans and attract the necessary students and faculty to make this happen, then this strategic plan must lead to additional funding and resources.

A summary of the key college and departmental actions and initiatives, as they relate to the University Strategic Plan, include the following:

GOAL 1.1

Be recognized among the best liberal arts institutions in the country for undergraduate teaching and learning resulting in graduates who are citizens well-prepared to make a positive contribution to our world.

Strategy 1.1b Provide the resources and support necessary to fully implement and/or expand our signature programs: IdEA, Honors, and undergraduate research.

Action 1. Further develop and support University signature programs: IdEA and Honors

Action 2. Develop and implement an FYE program for Art students

Strategy 1.1c Examine, and revise as necessary, the undergraduate curriculum, within disciplines and general education, to ensure that learning outcomes are integrated and aligned with the goals and breadth of a liberal arts education.

Action 1. Fully implement an undergraduate specialization in Musical Theatre.

Action 2. Develop and implement a Stage Management specialization in Theatre

Action 3. Develop and implement a minor in Art, Music and Theatre History for campus and distance delivery.

Action 4. Create the Department of Integrated Arts to house current and new interdisciplinary programs including Musical Theatre, Arts Management, Certificate in Architectural Design, Film minor, and Entertainment and Design Technology.

GOAL 1.2

Strengthen graduate and professional programming to a breadth and rigor characteristic of Carnegie Research Universities with High Research Activity.

Strategy 1.2a Enhance doctoral-level programming in a deliberate manner.

Action 1. Develop and implement a Doctorate of Museum Studies based, in part, upon the unique resource of the National Music Museum

Strategy 1.2b Add and strengthen other graduate and professional programming that is responsive to the needs of students, the state, and region.

Action 1. Develop an MFA in the Study of American Indian Art and offer it in Rapid City at the Crazy Horse site.

Action 2. Expand the number of graduate students, and increase the number and dollar amount for Graduate Assistantships, to enhance Graduate programming throughout CFA. Grow existing graduate programs by 6-10 positions through the implementation of new graduate assistantship positions.

GOAL 1.3

Significantly increase student learning, retention, and graduation through the creation of a culturally and intellectually diverse environment that supports and engages all students through the integration of rich academic and social experiences.

Strategy 1.3a Implement collaboration between academic and student affairs that results in a diverse and vibrant learning environment, with special attention to the first two years of study.

Action 1. Significantly expand opportunities for student participation both as active contributors to and engaged audience members of theatre productions, music performances, and art gallery exhibits.

Action 2. Establish a biennial schedule for international touring opportunities for music students

Strategy 1.3b Embrace diverse populations with special recognition to the Native American heritage of our state and region.

Action 1. Enhance the visibility of the Oscar Howe gallery.

Action 2. Enhance the Oscar Howe Summer Arts Institute

Action 3. Create international partnerships with other universities and regional institutions.

GOAL 2.1

Conduct competitive research and creative activity comparable to that at the smaller Carnegie Research Universities with High Research Activity institutions.

Strategy 2.1a Develop specific research and creative centers in a strategic manner.

Action 1. Fully establish a thriving Summer Theatre Company that performs in Vermillion and in other locations, including Sioux Falls and Madison

Action 2. Enhance the relationship with the Black Hills Playhouse

Strategy 2.1b Develop a campus infrastructure, faculty development programs, and external relationships supportive of a competitive research environment.

Action 1. With the Vice-President for Research, develop a specific plan with goals, to contribute to doubling the University's external funding portfolio.

Strategy 2.1d Promote interdisciplinary research and creative activity.

Action 1. Significantly increase the collective creative activity from the Fine Arts faculty, including increased involvement with special resources such as the National Music Museum and the Native American Art collection, with an emphasis on national-level visibility.

GOAL 2.2

Create a process and infrastructure to foster research aligned with South Dakota's 2010 Initiative for economic development.

Strategy 2.2a Put in place a process for protecting and commercializing intellectual property, and foster a campus culture that encourages commercialization of research.

Action 1. Fine Arts departments will collaborate with other technology-intensive units to develop interdisciplinary proposals emphasizing technological applications of the arts.

Action 2. Fully establish relationships with the Children's Theatre Company of Vermillion to establish relationships with children in the community and throughout the state of South Dakota.

GOAL 3.1

Create and implement a university-wide integrated enrollment management process to recruit and retain approximately 11,000 students—an enrollment consistent with our flagship status and our Carnegie Research Universities with High Research Activity peers, and which reflects both increased selectivity and broader diversity.

Strategy 3.1a Implement an undergraduate and enrollment management plan to optimize enrollment.

Action 1. Theatre: Increase undergraduate and graduate majors by 30% and increase Musical Theatre majors to 55 by the increase in scholarship support. Art: Increase undergraduate majors from 137 to 17 and graduate majors from 10 to 17. Music: increase undergraduate majors from 104 to 150 and graduate majors to 30. Increase CFA freshman to sophomore retention rate to 85%

Strategy 3.1b Implement an enrollment management plan for graduate and professional programs to optimize enrollment.

Action 1. See Strategy 1.2b and 3.1a for Action Plans

Strategy 3.1d Implement a student development plan to maximize retention.

Action 1. See Strategy 1.3a and b and 3.1a for Action Plans

GOAL 4.1

Ensure the University is portrayed appropriately and consistently to all key constituencies.

Strategy 4.1a Create a comprehensive, institution-wide, integrated marketing program that includes tactics to manage our relationships with such constituents as: academic programs, prospective and current students and their parents, current and prospective employees, alumni, high school guidance counselors, athletics, peer institutions, media, donors, the Board of Regents, legislators, local community third-party rating agencies, and prospective employers.

Action 1. Capitalizing upon the unique contribution that Fine Arts makes to the visibility and reputation of the University, through a wide range of events available to and designed for the general public, Fine Arts will coordinate more effectively with Marketing to increase the cultural presence of the University in the state and region.

GOAL 5.1

Ensure that adequate resources are in place to fund operations over the next five years.

Strategy 5.1a Identify the financial resources needed to implement strategic plan goals.

Action 1. With the Vice-President for Finance and Administration, develop a comprehensive financial plan for the unit.

Action 2. Create an income stream through to adequately fund adjunct faculty to teach classes required in existing programs.

GOAL 5.2

Provide an attractive, welcoming physical campus with facilities, libraries, equipment, and other infrastructure that support institutional goals.

Strategy 5.2b Maintain and operate the physical campus in support of strategic plan goals.

Action 1. Address health and safety issues related to facilities in the Warren M. Lee Center for the Fine arts and Slagle Auditorium

Action 2. Address studio, gallery, music and theatre rehearsal, performance and classroom space needs related to both student growth and increased faculty emphasis on scholarship

GOAL 5.3

Provide the highest quality, most reliable, contemporary, cost-effective, and integrated technology-based services to support teaching, learning, research, creative activity, and the delivery of administrative services to the University community.

Strategy 5.3b Stabilize and improve core technology processes through the development of a quality improvement system, including structured solicitation of customer feedback for each of the following core processes:

Action 1. Implement a major upgrade of the graphics lab facility in Art.

**School of Law
Strategic Plan**

School of Law

Strategic Plan Overview, September 2006

Introduction

For more than a century, the School of Law has provided the legal professionals for the administration of justice in South Dakota and has educated South Dakota residents and others for the successful practice of law and related careers. This overview sets forth the Law School's strategic actions for the next five years, as related to the University's strategic goals.

Mission

The mission of the School of Law is to prepare the lawyers and judges who will administer the federal, state, and American Indian tribal justice systems in South Dakota and to provide a legal education to South Dakota residents, along with nonresidents who choose to attend the School, which will serve as a solid foundation for the practice of law or other professional careers anywhere in the world.

We do this by providing a doctrinal and humanistic education, supplemented by skills and technical training, in which classroom study and practice skills are of complementary value.

As a state-supported public institution and the only law school in South Dakota, we have a special obligation to provide a basic law degree program of high-quality professional graduate level education in order to produce a sufficient supply of lawyers to meet the current and future needs of South Dakota and to afford qualified South Dakota citizens the opportunity to enter the practice of law in any state.

We also have a special obligation to engage in scholarly legal research and service in order to meet community, tribal, state, national, and international needs, to support instruction, to expand knowledge of the law, and to improve the legal infrastructure for the pursuit of justice.

Vision

Based on an excellent, dedicated faculty and a high-quality, diverse student body, the Law School is and will continue to be regarded as one of the best in serving its students and preparing them to meet the needs of the State of South Dakota, the region, Indian country, and the world.

School Goals and Actions

The Law School operates within a very competitive legal education market, regionally and nationally. The number of law schools is growing, but the number of applicants is expected to decline nationally over the next five years. The Law School will need to enhance its educational program, student services, and reputation in order to compete successfully for well qualified students. The School will also need to plan for more faculty turnover than has occurred in recent years. Additional resources will be necessary to attract both students and faculty, and the Law School is aware that execution of sound strategic actions is essential to obtaining the needed resources.

The Law School's strategic actions for the next five years, as they relate to the University's strategic goals, are:

GOAL 1.2

Strengthen graduate and professional programming to a breadth and rigor characteristic of Carnegie Research Universities with High Research Activity.

Strategy 1.2a Enhance doctoral-level programming in a deliberate manner.

Action 1. Expand and develop cooperative programs with other University units, including: increased marketing of current joint degree programs; JD-PhD with Native American emphasis and MPA with tribal administration track with Political Science; other Native American programs with Indian Studies department; and integrated law and business program, including business development clinic, with the Business School.

Strategy 1.2b Add and strengthen other graduate and professional programming that is responsive to the needs of students, the state, and region.

Action 1. Continue preparing graduates for successful careers in law, with emphasis on instruction in reading, writing, drafting, thinking, reasoning, analysis, intellectual rigor, and South Dakota law.

Action 2. Maintain and enhance faculty teaching effectiveness.

GOAL 1.3

Significantly increase student learning, retention, and graduation through the creation of a culturally and intellectually diverse environment that supports and engages all students through the integration of rich academic and social experiences.

Strategy 1.3b Embrace diverse populations with special recognition to the Native American heritage of our state and region.

Action 1. Emphasize Indian Law program to serve Native American community and attract minority students.

GOAL 2.1

Conduct competitive research and creative activity comparable to that at the smaller Carnegie Research Universities with High Research Activity institutions.

Strategy 2.1a Develop specific research and creative centers in a strategic manner.

Action 1. In cooperation with Business School, develop faculty student business development clinic (see second action under Goal 1.2 above)

Action 2. Enhance faculty scholarship

Strategy 2.1b Develop a campus infrastructure, faculty development programs, and external relationships supportive of a competitive research environment.

Action 1. With the Vice-President for Research, develop a specific plan with goals, to contribute to doubling the University's external funding portfolio.

GOAL 2.2

Create a process and infrastructure to foster research aligned with South Dakota's 2010 Initiative for economic development.

Strategy 2.2a Put in place a process for protecting and commercializing intellectual property, and foster a campus culture that encourages commercialization of research.

Action 1. Enhance intellectual property curriculum, scholarship, and service

GOAL 3.1

Create and implement a university-wide integrated enrollment management process to recruit and retain approximately 11,000 students—an enrollment consistent with our flagship status and our Carnegie Research Universities with High Research Activity peers, and which reflects both increased selectivity and broader diversity.

Strategy 3.1b Implement an enrollment management plan for graduate and professional programs to optimize enrollment.

Action 1. Maintain enrollment of 225 while enhancing academic qualifications and diversity of student body

Action 2. Enhance financial aid and career services so Law School remains a good value for students

GOAL 4.1

Ensure the University is portrayed appropriately and consistently to all key constituencies.

Strategy 4.1a Create a comprehensive, institution-wide, integrated marketing program that enhances the University's relationships with all constituents.

Action 1. With the Vice-President for Marketing, Enrollment, and Student Services, develop a comprehensive marketing plan for the School.

GOAL 5.1

Ensure that adequate resources are in place to fund operations over the next five years.

Strategy 5.1a Identify the financial resources needed to implement strategic plan goals.

- Action 1. With the Vice-President for Finance and Administration, develop a comprehensive financial plan for the unit.*
- Action 2. Implement and expand cooperation between Law School Foundation and USD Foundation to enhance development*
- Action 3. Conduct major Law School campaign through USD Foundation*
- Action 4. Increase student fees to support faculty salaries, library, and student services*

GOAL 5.2

Provide an attractive, welcoming physical campus with facilities, libraries, equipment, and other infrastructure that support institutional goals.

Strategy 5.2b Maintain and operate the physical campus in support of strategic plan goals.

- Action 1. Remodel and refurnish library, classroom, office, and common spaces to meet educational needs and maintain competitiveness in student recruitment*
- Action 2. Improve library collection and staffing*

Graduate School Strategic Plan

The Graduate School Strategic Plan Overview, September 2006

“In the knowledge-based global economy, the clearest path for the country to remain competitive and secure is promotion of a highly-trained workforce equipped with advanced and flexible skills, capable of operating at the frontier of knowledge creation. A major part of the responsibility for preparing such a workforce will rest on our nation’s graduate schools, and it is for this reason that we as a nation must strengthen our commitment to graduate education.”¹

Introduction

This Strategic Plan for the Graduate School is built in response to the well recognized connection between graduate education/research and economic growth. Further, graduate programs have tremendous potential to address significant social problems and to promote cultural development. Finally, graduate programs allow individuals to fulfill their goals for personal and professional development throughout their lifetimes. Thus, the Graduate School addresses the needs of many constituencies through a variety of programs and delivery modalities.

This Strategic Plan addresses graduate education² on- and off-campus and in a variety of programs, from certificates to traditional PhD’s. With respect to resources, this Strategic Plan is based upon the assumption that new state support for specific doctoral programs will continue through 2012, that indirect cost recovery will support the in part the costs of graduate education and research, and that the University will respond to the Governor’s 2010 Education³ goals.

USD leads the state in graduate education, with more than 55 graduate and professional programs and producing over half of the graduate and professional students from state institutions. Graduate and professional students typically comprise ~25% of USD’s student body, reflecting the integral role of graduate education, research, and creative scholarship at USD.

Mission

As the flagship university in the South Dakota system of public higher education, The University of South Dakota’s mission includes liberal education, graduate and professional education, research and service to the state and region. Post-baccalaureate education and training is an integral part of The University. The mission of The Graduate School is to provide high-quality graduate programs in the liberal arts and sciences,

¹Council of Graduate Schools. 2005. Whitepaper on NDEA 21: A renewed commitment to graduate education. Available at <http://www.cgsnet.org/portals/0/pdf/NDEA21RevNov05.pdf>.

² The Graduate School is responsible for oversight of post-baccalaureate education at USD with the exception of Law and Medicine.

³ 2010 Education: A Vision for Education in South Dakota. Available at <http://www.2010education.com/>.

education, business, fine arts, law, and medicine; to promote excellence in teaching and learning; and to support research and creative scholarship.

Vision

The vision of the Graduate School is to serve as an important catalyst for economic, social, and cultural development in the region. To achieve this, USD will provide a comprehensive portfolio of graduate programs that address public and private sectors needs as well as the life-long learning goals of individuals. Further, the Graduate School will become a national leader in graduate education in selected programs through the quality of research faculty, high-caliber students, and a highly supportive atmosphere. Finally, USD's graduate students are not only viewed as consumers of education, but instead, critical to the educational and research mission of the U. High-quality graduates dramatically impact university research programs,⁴ faculty retention, and undergraduate instruction. USD will deliver development activities to graduate teaching and research assistants that will allow them to significantly and positively impact USD's educational and research endeavors.

Information Used in this Strategic Plan

Several sources of information were used in the development of this strategic plan. In Fall of 2005, the Graduate Dean met with chairs, directors, or departments of all graduate programs with the exception of HPER and the MAIS programs. These twenty meetings were very useful in terms of acquainting us with the strengths and weaknesses of each program as well as identifying shared concerns and opportunities for improvement.

We also constructed a recruitment funnel based on data from three years. Constructing a funnel for graduate students is complicated by varying application deadlines and degree start times. As a baseline, we used the total number of applications received and students accepted the previous fiscal year (July-June) and compared these to each other and then to the number of new graduate students enrolled in the fall. This process was repeated for FY03, FY04, and FY05. Using this approach, we determined that 65% of students applying to USD graduate programs are admitted and 47.5% of students that are admitted enroll. To determine what types of students attend USD and the degrees that they pursue, we used reports generated by the Office of Institutional Research. For enrollment targets, we used the enrollment model generated by a committee working on Goal 3.1 (Becvar, Foster, Lavalley, Olmstead, Remelius, and Van den Hul). In this model, state-supported graduate enrollments are to increase 2% each year and self-support students by 7% each year.

⁴ Feller, I. 1999. Strategic options to enhance the research competitiveness of EPSCoR universities. Paper prepared for the AAAS Workshop on American Research Competitiveness. Electronically accessed 1/16/06 at <http://www.aaas.org/spp/rcp/epscor/Feller.html>.

To evaluate the adequacy of graduate assistantships, we used information from The Chronicle⁵ and the University of North Dakota Survey⁶ as well as institutional reports on number and amounts of graduate assistantships.

To construct a group of peers for institutional comparison, we surveyed all public institutions with less than 20,000 students (total enrollment) that were formerly classified as Carnegie Research Extensive. Because of their proximity and overlap in recruited students, South Dakota State University, The University of North Dakota, and North Dakota State University were included in this peer group although they were formerly classified as Carnegie Research Intensive. We used the information from Carnegie⁷ for their former (Intensive vs. Extensive) and current classifications as well as total enrollments for these institutions. We used university websites (typically graduate school webpages) to determine doctoral programs offered. We used 2003-2004 IPEDS⁸ data to determine number of doctoral degrees awarded and percent of total degrees awarded that were doctoral at each of the institutions. Results of this inventory are available upon request.

The relatively new Carnegie ‘basic’ classifications of Research Universities (very high research activity), Research Universities (high research active), and Doctoral/Research are differentiated based upon faculty positions and other support dedicated to research activity. USD is currently classified as Doctoral /Research but targets Research Universities (high research activity) as a goal given our mission and flagship status, the importance of research universities to the state’s economic development, and because the recent dramatic gains in research and graduate education funding allow us to reach this goal.

USD graduated more than 60 doctoral students in 2003-2004 and has twelve⁹ approved doctoral programs. Strong interest exists for several new doctoral programs (e.g. Materials Science, Ecological & Evolutionary Informatics, School Psychology, Human Factors Psychology, Music History, Political Science, Rehabilitation Science, Education, etc.) that would bring us within the range of the number of doctoral programs at Research campuses. Clearly the Research (high research activity) classification is within our reach given these metrics.

Another major focus of The Graduate School’s Action Plan is student development. To frame our student development plan within the context of nationally recognized issues

⁵ The Stipend Gap. 10/15/04. The Chronicle of Higher Education.

⁶ University of North Dakota GTA Survey available at http://www.und.edu/dept/grad/html/survey_GTA0405.html.

⁷ www.carnegiefoundation.org/classifications/index.asp See <http://www.carnegiefoundation.org/classifications/> for a description of how institutions are currently classified.

⁸ <http://nces.ed.gov/ipeds/pas/>

⁹ Basic Biomedical Sciences, Biomedical Engineering (starts fall 06), Biological Sciences, English, Psychology, Computational Sciences and Statistics, Counseling and Psychology in Education (PhD); Audiology Doctorate(AuD); Doctorate of Physical Therapy (DPT); MD/PhD; Curriculum & Instruction and Educational Administration (EdD).

and best practices, we drew upon several sources: discussions with individual departments, the Graduate Council, and the Office of Research and Sponsored Programs; the Council of Graduate Schools website;¹⁰ sessions from the most recent annual meeting of CGS; the ORI Introduction to the Responsible Conduct of Research¹¹; *The Responsive PhD*; *The Survey on Doctoral Education and Career Preparation*¹² project; and other resources.

Graduate School Goals and Actions

GOAL 1.2

Strengthen graduate and professional programming to a breadth and rigor characteristic of Carnegie Research Universities with High Research Activity.

Strategy 1.2a Enhance doctoral-level programming in a deliberate manner.

Action 1. Fully implement recently approved doctoral programs: Computational Science & Statistics (PhD), MD/PhD, Biomedical Engineering (PhD), Doctorate of Audiology (AuD), and Doctorate of Physical Therapy (DPT).

Action 2. Develop new doctoral-level programs from within these candidate areas: Ecological & Evolutionary Informatics, Materials Chemistry, Political Science, Education, Music History, School Psychology, Human Factors Psychology, and Occupational Therapy (OTD) and plan for possible doctoral work in Physics.

Action 3. Provide library services and access to information at a level reflective of Carnegie Research Universities with High Research Activity.

Strategy 1.2b Add and strengthen other graduate and professional programming that is responsive to needs of students, the state, and region.

Action 1. Develop and regularly conduct assessments of centralized and departmental graduate outcomes. Examine and eliminate barriers to application, admission, enrollment, and funding of graduate students.

¹⁰ www.cgsnet.org

¹¹ Steneck, N. 2003. ORI Introduction to the Responsible Conduct of Research. Office of Research Integrity, Department of Health and Human Services. Available electronically at <http://ori.hhs.gov>.

¹² See www.phd-survey.org and http://www.phd-survey.org/related_sites.htm.

Action 2. Enhance and expand Masters-level and Certificate programming within the areas of Public Health, Bioinformatics, Secondary Education, Addiction Studies, and Math. Reactivate the MA in Contemporary Media and Journalism.

Action 3. Consider a School of Health Sciences as a separate unit under the Vice President for Health Affairs.

Strategy 1.2c. Focus efforts on student engagement at the graduate and professional level in a manner that integrates students into the dynamic University culture and that capitalizes on the unique contributions of graduate and professional students.

Action 1. Increase graduate-student professional development and sense of community through a formal orientation and specific programs focusing on research conduct, grant writing, conflict resolution, and time-management among other professional skills.

Action 2. In conjunction with individual departments and the Center for Teaching & Learning, develop and implement a graduate teaching –assistant development program that focuses on enhancing teaching by graduate students and learning in courses taught by graduate teaching-assistants.

GOAL 3.1

Create and implement a university-wide integrated enrollment management process to recruit and retain approximately 11,000 students—an enrollment consistent with our flagship status and our Carnegie Research Universities with High Research Activity peers, and which reflects both increased selectivity and broader diversity.

Strategy 3.1b Implement an enrollment management plan for graduate and professional programs to optimize enrollment.

Action 1. Implement a Prospect Management recruiting theory that increases state-support enrollment 2%, self-support enrollment 7.5%, and under-represented student diversity by 0.75% per year.

Action 2. Develop a graduate-student financial aid model that includes new scholarships and strengthens our existing graduate student assistantship program.

**Division of Continuing and Distance
Strategic Plan**

The Division of Continuing and Distance Education Strategic Plan Overview, September 2006

Introduction

The Division of Continuing and Distance Education plays a significant role in building an extraordinary University of South Dakota. The Division's purpose is to serve as an administrative and service unit when extending The University off-campus through a multitude of distance structures and delivery modalities. In addition, oversight is provided for on-campus summer school and testing.

The Division fulfills, in part, the mission of the University of South Dakota as codified in SD 13-7-1—The University is called to extend its services and programs throughout South Dakota and beyond. Presently, off-campus students comprise approximately one-third of The University's enrollment; the majority studying in the self-support world.

This strategic plan embraces future growth in off-campus and distance education. Projections call for adding nearly 1000 off-campus students and expanding The University's reach regionally, nationally, and internationally. More importantly, this strategic plan recognizes that growth must be in keeping with best practices as developed by eight regional accrediting commissions* in response to emerging technologies. These best practices are outlined below:

- that education is best experienced within a community of learning where competent professionals are actively and cooperatively involved with creating, providing, and improving instructional programs,
- that learning is dynamic and interactive,
- that extended degrees have integrity and are organized around substantive and coherent curricula which define expected learning outcomes,
- that The University of South Dakota accepts the obligation to address student needs related to, and to provide the necessary resources for, their academic success,
- that The University of South Dakota is responsible for education provided in its name—regardless of site or delivery modality,
- that The University of South Dakota undertakes the assessment and improvement of academic and student support service quality with an eye on student learning,
- that The University of South Dakota voluntarily subjects its distance education efforts to peer review.

Mission

Extending The University of South Dakota to Citizens of the State, Region, and the World!

In closing, the efforts of The Division involve Colleges, Schools, affiliated partners, and numerous administrative offices. Its systems and practices are designed to align all towards a common vision, meet the best practices noted above, and achieve organizational success.

It is with this aim that we approach the strategic plan.

*Eight Regional Accrediting Commissions:

1. Commission on Higher Education, Middle States Association of Schools
2. Commission on Institutions of Higher Education, New England Association of Schools and Colleges
3. Commission on Technical and Career Institutions, New England Association of Schools and Colleges
4. Higher Learning Commission, North Central Association of Colleges and Schools
5. Commission on Colleges, The Northwest Association of Schools and Colleges
6. Commission on Colleges, Southern Association of Colleges and Schools
7. Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges
8. Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges

Library Strategic Plan

I.D. Weeks Library Strategic Plan Overview, September 2006

Introduction

The five year plan for the I.D. Weeks Library continues to focus on the provision of undergraduate and graduate/research support with a combination of electronic resources accessible via 24/7 network services, print collections, and core user support centered around provision of personal reference services and information literacy instruction. Facilities are also discussed in this overview as the Library creates more functional space for collaborative learning and continues its commitment to the preservation of unique artifacts of diverse intellectual activity.

Mission

The I.D. Weeks Library supports the educational mission of the University of South Dakota encompassing instruction, research and service by assuring ready access to a wide range of information resources held locally and worldwide; teaching information literacy, research and critical thinking skills for academic endeavor and lifelong learning; and providing an aesthetic, congenial and stimulating learning and working environment.

Vision

The I.D. Weeks Library strives to support the University vision “to be the best small publicly supported University in the country” while serving as an intellectual and cultural center for the University. It functions as a place for research, exploration, and collegiality where the tools and techniques of scholarship are stored, taught and renewed. The Library must evolve to invigorate individual and group research as well as public interaction and discussion.

Library Goals and Actions

The Library must demonstrate the breadth and quality required to adequately serve a University striving to be a Carnegie/Doctoral Research institution. Long known for excellence in undergraduate support, the I.D. Weeks Library must both continue its successful reference and core information literacy programs while ramping up to meet the demands of increasing enrollment, expanding graduate education and growing research success.

A summary of the key Library initiatives and planned activities aligned to the University Strategic Plan are outlined below:

GOAL 1.1

Be recognized among the best liberal arts institutions in the country for undergraduate teaching and learning resulting in graduates who are citizens well-prepared to make a positive contribution to our world.

Strategy 1.1b Provide the resources and support necessary to fully implement and/or expand our signature programs: IdEA, Honors, and undergraduate research.

Action 1. Build a library collection and services supportive of an outstanding liberal arts program

GOAL 1.2

Strengthen graduate and professional programming to a breadth and rigor characteristic of Carnegie Research Universities with High Research Activity.

Strategy 1.2b Add and strengthen other graduate and professional programming that is responsive to the needs of students, the state, and region.

Action 1. Increase budget for library acquisitions to improve support for graduate and research programs

Action 2. Build library teaching and service capacity to meet the needs of a growing graduate and research program

GOAL 1.3

Significantly increase student learning, retention, and graduation through the creation of a culturally and intellectually diverse environment that supports and engages all students through the integration of rich academic and social experiences.

Strategy 1.3a Implement collaboration between academic and student affairs that results in a diverse and vibrant learning environment, with special attention to the first two years of study.

Action 1. Hire an additional Instructional Services Librarian to enhance information literacy delivery to signature programs including IdEA, Honors and the First Year Experience

GOAL 2.1

Conduct competitive research and creative activity comparable to that at the smaller Carnegie Research Universities with High Research Activity institutions.

Strategy 2.1b Develop a campus infrastructure, faculty development programs, and external relationships supportive of a competitive research environment.

Action 1. Increase funding base for library resources required to expand research and Ph.D. programs and serve as the lead library in securing these resources

GOAL 4.1

Ensure the University is portrayed appropriately and consistently to all key constituencies.

Strategy 4.1a Create a comprehensive, institution-wide, integrated marketing program that enhances the University's relationships with all constituents.

Action 1. With the Vice-President for Marketing, Enrollment, and Student Services, develop a comprehensive marketing plan for the Library.

GOAL 5.1

Ensure that adequate resources are in place to fund operations over the next five years.

Strategy 5.1a Identify the financial resources needed to implement strategic plan goals.

Action 1. With the Vice-President for Finance and Administration, develop a comprehensive financial plan for the unit.

GOAL 5.2

Provide an attractive, welcoming physical campus with facilities, libraries, equipment, and other infrastructure that support institutional goals.

Strategy 5.2b Maintain and operate the physical campus in support of strategic plan goals.

Action 1. Create an "Information Commons" environment to enhance undergraduate learning, establish a wireless classroom and define a quiet research area within the Library

Action 2. Remodel for an expansion of Archives storage space and renovate the 3rd Floor (east) to create a Special Collections area and display destination

GOAL 5.3

Provide the highest quality, most reliable, contemporary, cost-effective, and integrated technology-based services to support teaching, learning, research, creative activity, and the delivery of administrative services to the University community.

Strategy 5.3a Establish a technology master plan.

Action 1. Optimize the mix of electronic and print collections for assured access by all Library users