

Black Hills State University
Strategic Initiatives (AY 2014-15 to AY 2021-22)

Final Draft – 3-14-17 – 10:15 p.m.

Theme #1: Black Hills State University will inspire and support student success from recruitment to graduation.				
Goal #1: Annually increase enrollment, retention and graduation rates.				
	Strategies	Tactics	Key Indicators	Responsible
1.1.1	To complete and implement the University's new Enrollment Management Plan.	<ul style="list-style-type: none"> <input type="checkbox"/> A registration timeline including key dates for activities and those responsible for conducting the activities has been developed. <input type="checkbox"/> Members of the BHSU community know and understand her/his role in enrollment management <input type="checkbox"/> Contract with outside vendor is complete and plans for coordination with the Office of Admissions are implemented <input type="checkbox"/> Faculty and students are actively recruiting at regional high schools through honors, band, choir, athletics, art, and other related areas <input type="checkbox"/> Fully integrate Rapid City and Main Campus processes while creating programs designed for the specific needs of Rapid City students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student enrollment increased to 4875 by Fall 2021 <input type="checkbox"/> Number of BHRC students increased to 2,258 by 2021 <input type="checkbox"/> Increase fall to fall retention to 75% by 2021 <input type="checkbox"/> Increase fall to spring retention to 90% by 2021 <input type="checkbox"/> BHRC retention to 65% by Fall 2021. <input type="checkbox"/> Increase Baccalaureate Degrees to 830 by Spring 2022. 	AA/SA
1.1.2	Enroll, retain, and graduate a greater number of transfer, veterans and adult learner students	<ul style="list-style-type: none"> <input type="checkbox"/> Professional military/veteran speakers have visited and spoken on campus. <input type="checkbox"/> Fulltime and employment opportunities targeting veterans is clearly promoted. <input type="checkbox"/> Videos become available on the BHSU website to inform faculty and staff of issues veterans encounter when transitioning to civil life and adjusting to coming back to school <input type="checkbox"/> Two R.E.D. (Remember Everyone Deployed) shirt Fridays are offered and completed each long semester. <input type="checkbox"/> High Quality child care is provided to meet current need. <input type="checkbox"/> Policies and procedures have been established for accepting military credit <input type="checkbox"/> Articulation agreements are in place to insure expedited transfer of credits. 	<ul style="list-style-type: none"> <input type="checkbox"/> Transfer students represent 8% of the student population (425 students) <input type="checkbox"/> Increase graduation rate to 50% for cohort Graduate Degrees by 2021. <input type="checkbox"/> Enrollment and graduation rates increase 15% among veteran students and adult learners. 	SA/AA

		<input type="checkbox"/> Correct and up-to-date information is posted regarding the transfer of course work from area technical colleges and universities.		
1.1.3	Increase the diversity of the student population primarily in the areas of international, Native, Hispanic, African-American, and male students	<input type="checkbox"/> Create a culturally competent campus environment through the diversification of student, faculty and staff populations	<input type="checkbox"/> Campus recruitment and retention will show 7% increase in these targeted student areas.	SA
1.1.4	To develop and grow graduate programs	<input type="checkbox"/> Established up-to-date information for the Web and recruitment events. <input type="checkbox"/> Created new programs in identified areas of strength.	<input type="checkbox"/> Established and met enrollment projections for each program.	AA
1.1.5	Promote Dual Credit and English as a Second Language opportunities to increase full-time enrollment.	<input type="checkbox"/> Strategically scheduled courses to accommodate need with the assistance of IR. <input type="checkbox"/> Employed instructor for Academic English program and established curriculum <input type="checkbox"/> Faculty and students are actively recruiting at regional high schools through honors, band, choir, athletics, art, campus visitations, and other related areas. <input type="checkbox"/> Implement Gear Up, Jump Start, Bridge Programs, Student Support Services, and Supplemental Instruction programming	<input type="checkbox"/> Charted enrollment in Rising Scholar & Dual Credit programs increased	AA/SA/UC
Goal #2: Enhance and improve faculty-student advising and mentorship.				
	Strategies	Tactics	Key Indicators	Responsible
1.2.1	Implement advisement training which articulates expectations and results in students' long-term study and career plans.	<input type="checkbox"/> Advising workshops provided each semester. <input type="checkbox"/> A session focused on student advisement will be conducted during Welcome Week <input type="checkbox"/> Chairs and Deans developed professional development plans to train and engage faculty in advisement <input type="checkbox"/> Career and employment dimensions included in all advisement-oriented faculty professional development	<input type="checkbox"/> Registration-to-date data indicates increase in timely registration rates among all students. <input type="checkbox"/> Conducted a minimum of one advisement-oriented professional development event for faculty per month	AA
1.2.2	Improve student advisement regarding career and employment opportunities.	<input type="checkbox"/> Routinely provide retention data analyses to faculty <input type="checkbox"/> Create workshops for resume writing and job market preparedness	<input type="checkbox"/> Active participation on resume-building workshops and career fairs documented	AA
1.2.3	Support the use of peer advisors and mentors.	<input type="checkbox"/> Ongoing support will be provided for student tutors in the MAC and WAC	<input type="checkbox"/> A minimum of two peer advisors will be selected, trained and deployed in each School.	AA

		<input type="checkbox"/> Ongoing support of in-classroom math tutoring by peer advisors		
1.2.4	Establish discipline learning communities across campus and at BHRC.	<input type="checkbox"/> Study learning communities and other related models. Establish and implement a plan for their development	<input type="checkbox"/> Learning communities will be developed and launched by Fall 2018.	AA/SA/BHRC
Goal #3: Promote and enhance academic activities and support services.				
	Strategies	Tactics	Key Indicators	Responsible
1.3.1	Develop and support peer tutoring in the classroom and in other settings that support academics for online, main campus and BHRC students.	<input type="checkbox"/> Implement campus-wide model for remedial math tutoring based on main campus and Rapid City experiences	<input type="checkbox"/> Increased pass rates in classes in which tutoring is employed	AA/BHRC
1.3.2	Create additional support services for students in areas of greatest need.	<input type="checkbox"/> WAC and MAC strategies are directly linked to curriculum. <input type="checkbox"/> Academic support services areas are noticeably marketed.	<input type="checkbox"/> Increased use of the MAC and MAC	AA
1.3.3	Make use of early alert strategies to monitor student's academic progress.	<input type="checkbox"/> Provided needed instruction to faculty and make early-alert, mid-term grading and Starfish participation mandatory for all instruction	<input type="checkbox"/> All faculty and staff are using Starfish. <input type="checkbox"/> Content on the Student Portal and Mobile Application (MOX) such as by developing group alerts within the portal to notify students of specific events tailored to their user profile, has been updated. <input type="checkbox"/> Document 50% usage by faculty by Fall 2017 <input type="checkbox"/> Document 75% faculty participation in submissions of grades for students with less than a C to students prior to census and at mid-term	AA
1.3.4	Establish a fall, spring, and summer bridge programs and camps to assist students with freshman courses prior to fall matriculation and after fall semester.	<input type="checkbox"/> Implement Gear Up, Jump Start, Bridge Programs, Student Support Services, and Supplemental Instruction programming	<input type="checkbox"/> Documented increase in total numbers of students in summer programs.	AA/SA/BHRC

1.3.5	Monitor the involvement and performance of high school dual credit students taking classes at BHSU through advisement, course monitoring, and recruitment.	<input type="checkbox"/> Secure personnel for advisement of dual credit students <input type="checkbox"/> Create and disseminate policies to faculty and guidance counselors regarding expectations.	<input type="checkbox"/> Increase enrollment and completion by 20% by 2021. <input type="checkbox"/> Increase dual enrollment students to fulltime, degree-seeking students by 10% each year.	SA
1.3.6	Host intellectually challenging competitions and events on campus for area high school students	<input type="checkbox"/> Identify needs and collaborate with people involved in K-12 education, the arts, and athletics	<input type="checkbox"/> Establish two new programs for high school youth by 2018 (In addition to debate, music, summer athletic camps, art, middle school science fair and We the People)	SA

Theme #2: Black Hills State University will provide innovative learning experiences that facilitate academic achievement, research, creative activity and civic engagement				
Goal #1: Provide instruction that incorporates current trends, best practices in the disciplines, and innovations in technology.				
	Strategies	Tactics	Key Indicators for Success/Timeline	Responsible
2.1.1	Pursue appropriate university-wide and program-specific accreditations.	<input type="checkbox"/> Prepare assurance argument for HLC 4 th year review (July 2017) <input type="checkbox"/> Prepare for 2018 CAEP reaccreditation visit <input type="checkbox"/> Prepare for 2018 AACSB reaccreditation visit <input type="checkbox"/> Continue to pursue programs of excellence for recognition.	<input type="checkbox"/> All existing accreditations maintained <input type="checkbox"/> Pursued accreditations granted	AA
2.1.2	Create systematic assessment of cross-cutting skills within programs	<input type="checkbox"/> Seven year reviews will explain relevant cross-cutting skills and how they are measured. <input type="checkbox"/> Outside reviewers are asked to assess the incorporation of cross-cutting skills. <input type="checkbox"/> Needs and plans for future improvement will be articulated through the assessment process.	<input type="checkbox"/> Documentation from the Assessment Director will indicate continuous improvement.	AA
2.1.3	Use University assessment processes to ensure alignment between program outcomes, appropriate pedagogical practices, course-level offerings, and ongoing program development based on assessment outcomes.	<input type="checkbox"/> Use of assessment methods such as exit interviews, learning outcomes assessment rubrics, and focus groups is increased <input type="checkbox"/> Regular, community-based programmatic needs assessments are conducted.	<input type="checkbox"/> All programs modifications made based on program review outcomes are documented and incorporated into program review materials	AA
2.1.4	Increase the use of high-impact pedagogical practices designed to engage students in learning.	<input type="checkbox"/> Active learning strategies as alternatives to traditional lecture methodologies are identified and incorporated. <input type="checkbox"/> Implement “block scheduling” as a pilot program at BHRC. If successful continue to evolve the program.	<input type="checkbox"/> Document 50% usage by faculty by Fall 2017 <input type="checkbox"/> Student applications for research grants will increase 2% annually	AA/BHRC
2.1.5	Align degree programs with high priority, academic values including social responsibility, active and authentic learning, sustainability, diversity,	<input type="checkbox"/> Programs undergoing significant revision will demonstrate that they address relevant concerns as appropriate to the field.	<input type="checkbox"/> Progress in all program will be verified in documentation from the Assessment Committee that concludes the 7-year assessment process.	AA

	critical thinking and ethical behavior.			
2.1.6	Expand the number and quality of experiential learning opportunities for students.	<ul style="list-style-type: none"> <input type="checkbox"/> Projects focused on international service experiences developed and implemented by both honors and international students. <input type="checkbox"/> Procedures for implantation and oversight of internships is improved. 	<ul style="list-style-type: none"> <input type="checkbox"/> Experiential learning activities (including practicums, internships, study abroad, problem-based learning, community-based research, academic service learning, student employment as undergraduate research assistant, tutors, and undergraduate learning assistantships) are consistently tracked and participation numbers increased by 10% annually. 	AA/SA
Goal #2: Align degree programs with changing needs of society and the market place.				
	Strategies	Tactics	Key Indicators	Responsible
2.2.1	Identify academic programming opportunities that are strategically aligned with academic trends and workforce needs.	<ul style="list-style-type: none"> <input type="checkbox"/> Advisory councils for academic programs are developed as appropriate <input type="checkbox"/> A process for interacting regularly with key community-based agencies and organizations such as the Economic Development Commission, Chambers of Commerce and key business/industry leaders is developed and maintained. 	<ul style="list-style-type: none"> <input type="checkbox"/> Campus has identified and sought approval for ten new, stackable associate degree programs prior to 2020 <input type="checkbox"/> BFA programs in Studio Art, Graphic Design and photography are developed. <input type="checkbox"/> Online master's program in American Indian Studies is developed. <input type="checkbox"/> Bachelor's program in computer network management is developed <input type="checkbox"/> Regular, community-based programmatic needs assessments are conducted. <input type="checkbox"/> Recently approved programs in Paraprofessional SPED, Human Services, and Sociology/Criminology are launched 	AA
2.2.2	Monitor unique programmatic opportunities appropriate for the BHRC-Rapid City.	<ul style="list-style-type: none"> <input type="checkbox"/> An Advisory Council for the BHRC is maintained and leadership is responsive to their input 	<ul style="list-style-type: none"> <input type="checkbox"/> Proposals for programs are created as needed to meet the needs of the job market in Rapid City. 	BHRC
Goal #3: Increase the level of faculty involvement in research, scholarship and creative activity.				
	Strategies	Tactics	Key Indicators	Responsible
2.3.1	Establish and support an Office of Research.	<ul style="list-style-type: none"> <input type="checkbox"/> Create appropriate funding model <input type="checkbox"/> Designate faculty or staff member for oversight <input type="checkbox"/> Establish necessary policies and procedures 	<ul style="list-style-type: none"> <input type="checkbox"/> The number of faculty and student researchers is documented to facilitate future increases 	AA

2.3.2	Develop a structure for providing peer mentoring and professional development for junior faculty to engage in research and creative activity.	<input type="checkbox"/> Consideration of models from other institutions. <input type="checkbox"/> Generalized plan created by the Council of Deans with input from the academic and professional disciplines.	<input type="checkbox"/> A formalized plan for mentoring created and implemented in each of the six schools.	AA
2.3.3	Increase the total number of grants and contracts awarded to faculty and staff annually.	<input type="checkbox"/> Present information to faculty during Faculty Welcome Week.	<input type="checkbox"/> The level of faculty involvement has been increased by 5% annually in these areas <input type="checkbox"/> The level of faculty interaction with the Office of Sponsored Programs grant writing/preparation resources is increased by 10% annually.	AA
2.3.4	Increase the level of international collaboration with research and creative activity.	<input type="checkbox"/> Support faculty exchanges. <input type="checkbox"/> Support travel abroad for faculty/student groups related to research and creative activity.	<input type="checkbox"/> Five new international collaborations are achieved over the next five years. <input type="checkbox"/> Faculty involvement in international research conferences to present the results of their collaborative work is increased by 10% annually.	AA
2.3.5	Engage in short and long term personnel planning based on disciplinary and institutional trends, needs, and priorities	<input type="checkbox"/> Identify areas of growth in relation to market needs <input type="checkbox"/> Establish plan for potential curriculum change and addition <input type="checkbox"/> Plan reallocation of funds or new funding sources for needed staffing	<input type="checkbox"/> Faculty loads are annually reviewed. <input type="checkbox"/> Credit hour productivity of positions across the university is increased consistently established at appropriate levels.	AA/FA
2.3.6	Regularly review and revise the academic standards documents for faculty performance to align with best practices for the academic disciplines.	<input type="checkbox"/> Standards documents are annual revised by the Deans and Provost	<input type="checkbox"/> Documents have been reviewed and revised at least every five years.	AA
Goal #4: Increase faculty-mentored student learning opportunities through research, creative activity, service, and civic engagement				
	Strategies	Tactics	Key Indicators	Responsible
2.4.1	Increase the availability and level of student involvement in	<input type="checkbox"/> Inform faculty of opportunities and encourage them to engage in research with students and pursue related grants.	<input type="checkbox"/> Annual evaluations of faculty regularly document activities related to student research and grants.	AA

	applying for institutional student research grants.		<input type="checkbox"/> Student applications for research grants will increase 2% annually	
2.4.2	Expand and develop undergraduate research and studio space for fine arts.	<input type="checkbox"/> Identify areas of need for new spaces and for modification to existing spaces.	<input type="checkbox"/> Studio space available to fine arts students (Wenona-Cook-art, Library-photography, science building-science) has been maintained and enhanced.	AA/FA/BHRC
2.4.3	Establish a sustainable model for support of faculty-student travel to competitions, contests, and invited performances.	<input type="checkbox"/> Create system, forms and calendar for internal grant proposals. <input type="checkbox"/> Create vetting system for proposals.	<input type="checkbox"/> Protocols have been established and procedures for applying for funds are clear.	AA/FA
2.4.4	Promote the unique opportunities for learning and research at the BHSU underground campus at the Sanford Underground Research Facility.	<input type="checkbox"/> Establish and maintain relationships between teaching faculty and those involved with SURF, insuring connections in the sciences but also other disciplines.	<input type="checkbox"/> Students from a variety of academic disciplines are mentored to develop 20 underground research projects annually with faculty.	AA/UC
2.4.5	Establish internship coordinator position to promote appropriate training, coordination and oversight.	<input type="checkbox"/> Establish appropriate funding model <input type="checkbox"/> University-wide policies established.	<input type="checkbox"/> Appoint a designated person to oversee internships. <input type="checkbox"/> All information about potential, current and past internships will be available from a common source.	AA/FA
2.4.6	Offer training and support for information technology platforms and programs.	<input type="checkbox"/> Provide information sessions at Faculty Welcome Week. <input type="checkbox"/> Provide workshops as needed.	<input type="checkbox"/> Faculty have developed and delivered at least five annual information technology innovation workshops to their colleagues based on their own successes in the classroom	IT
2.4.7	Provide real-life application and problem-solving opportunities in capstone experiences.	<input type="checkbox"/> As appropriate to the discipline, make curricular changes to emphasize applied elements.	<input type="checkbox"/> Outcomes describing authentic engagement and problem solving have been developed. <input type="checkbox"/> Authentic engagement/problem solving guidelines to capstone experience proposals have been applied.	AA
2.4.8	Expand study abroad and teaching abroad	<input type="checkbox"/> Inform faculty and staff of policies and processes. <input type="checkbox"/> Encourage participation of faculty and provide them with materials to give students.	<input type="checkbox"/> At least one international visiting professor is employed by Fall 2018 and at least two by 2020.	AA/UC

	opportunities for students and faculty.	<input type="checkbox"/> Recruit faculty in specific disciplines for faculty exchange and other programs.	<input type="checkbox"/> At least two students are exchanged with at least one MOU partner prior to fall 2017. <input type="checkbox"/> International student exchanges grows to more than ten annually exchanged.	
2.4.9	Increase student participation in local, regional, and national conferences for undergraduate research and creative activity.	<input type="checkbox"/> Maintain commitment to National Council on Undergraduate Research and other annual trips related to student presentations.	<input type="checkbox"/> Numbers of conference papers and poster presentations are increasing annually by 10% annually.	AA
2.4.10	Increase enrollment for the Research Scholar track, including new and current BHSU students.	<input type="checkbox"/> Provide needed publicity. <input type="checkbox"/> Collaborate with the Office of Admissions and the Director of Honors	<input type="checkbox"/> The number of participants in the Research Scholar track will increase by 10% annually over the next five years	AA/SA
2.4.11	Establish an Office of Civic Engagement	<input type="checkbox"/> Establish a system to coordinate civic engagement activities	<input type="checkbox"/> A database of related activities	SA/AA

Theme #3: The Black Hills State University community will engage in partnerships, service and enriched student experiences.				
Goal #1: Cultivate a safe, engaging and vibrant campus culture which supports the academic and personal development of students.				
	Strategies	Tactics	Key Indicators	Responsible
3.1.1	Increase level of security coverage to balance the demands for security and emergency preparedness.	<input type="checkbox"/> Maintain sufficient funding level for staffing.	<input type="checkbox"/> Staffing is sufficient to cover campus at all times.	SA
3.1.2	Improve communication and collaboration across campus.	<input type="checkbox"/> Provide customer service training to faculty and staff. <input type="checkbox"/> Maintain the work of the Operations Committee	<input type="checkbox"/> Emergency preparedness and response presentations held annually at the departmental level. <input type="checkbox"/> Academic Support Services regularly addressed in E-news updates and discussed in college and department meetings. <input type="checkbox"/> Brown Bag discussions hosted by Academic Support Services are regularly held.	UC/ALL
3.1.3	Expand culturally diverse opportunities and programs across campus which foster awareness, open dialogue and critical thinking.	<input type="checkbox"/> Establish the Lunch with Leaders program series <input type="checkbox"/> Implement a social norming campaign for campus Green Dot program.	<input type="checkbox"/> Campus-wide programs implemented	SA/AA
3.1.4	Increase attendance and participation in campus sponsored events.	<input type="checkbox"/> Provide articles and press releases for major campus events to local media <input type="checkbox"/> Provide easy access parking and signs in needed locations	<input type="checkbox"/> Collect data on program and competitions to increase overall attendance and participation by 5% each year	SA/ATH
Goal #2: Develop and promote domestic and international service learning and volunteerism.				
	Strategies	Tactics	Key Indicators	Responsible
3.2.1	Promote opportunities for participation of domestic and international service-learning, volunteerism, study abroad and exchange programs for	<input type="checkbox"/> Maintain support for courses in service learning. <input type="checkbox"/> Recruit faculty and staff <input type="checkbox"/> As needed conduct exploratory trips to prepare projects	<input type="checkbox"/> Five new International collaborations have increased significantly over the next five years between 2017 and 2022. <input type="checkbox"/> Faculty involvement in international research conferences to present the results of their collaborative work is increased	AA/SA

	students, faculty and staff.		<input type="checkbox"/> Participation of all students surpasses 200 annually prior to 2021. <input type="checkbox"/> Spring break courses in international locations are provided.	
3.2.2	Incorporate experiential learning and internships into curriculum as appropriate in degree programs.	<input type="checkbox"/> Examine the relevance of such course work in each discipline <input type="checkbox"/> Make appropriate curriculum change requests <input type="checkbox"/> Establish relationship of faculty in each discipline with designated internship coordinator	<input type="checkbox"/> Each school is actively involvement and securing annual internship opportunities for students. <input type="checkbox"/> An internship handbook is developed and distributed prior to student internships. <input type="checkbox"/> Each school has identified an individual responsible for coordinating internships. <input type="checkbox"/> The number of internship students has increased by 10% annually and consistently	AA
3.2.3	Maintain and increase connection activities with international students on and off campus	<input type="checkbox"/> Maintain appropriate staffing and resources for International studies.	<input type="checkbox"/> A program of social and service-related activities is offered each semester.	AA/SA
Goal #3: Develop collaborative partnerships with Tribal Nations, Tribal Colleges and Universities, and other entities.				
	Strategies	Tactics	Key Indicators	Responsible
3.3.1	Establish community-to-college connection to find new program development opportunities	<input type="checkbox"/> Establish a specific point of contact/liaison <input type="checkbox"/> Create needed protocols and connections with existing offices and personnel	<input type="checkbox"/> Documentable increase in programing involving collaboration.	AIS/AA
3.3.2	Develop, maintain, and market articulation agreements with Tribal Institutions	<input type="checkbox"/> Identify needs and related institutions <input type="checkbox"/> Establish common goals and	<input type="checkbox"/> Articulation agreements are identified and updated.	AIS/AA
3.3.3	Identify and develop areas for new program development and partnership with Crazy Horse Memorial and the Indian University of North America.	<input type="checkbox"/> Continue discussions of possible collaboration. <input type="checkbox"/> Determine viable projects <input type="checkbox"/> Provide appropriate support	<input type="checkbox"/> New programs documented	AIS/AA
Goal #4: Sustain, create and build on strategic partnerships with regional educational, industry, business, economic development entities, and cultural and community organizations.				

	Strategies	Tactics	Key Indicators	Responsible
3.4.1	Host camps, conferences, workshops and other events that foster academic and civic engagement	<input type="checkbox"/> Collaborate on joint service projects with local youth <input type="checkbox"/> Provide professional services to local school districts for leadership, service and educational expertise <input type="checkbox"/> Establish a leadership certificate program for community leaders	<input type="checkbox"/> Camps and conferences targeting K-12 students, Elderhostel, and teacher education surpasses 500 students annually are established.	SA/ATH/AA BHRC
3.4.2	Create an information technology partnership between the technical staff at Sanford Underground Research Facility and BHSU	<input type="checkbox"/> Tech staff at both locations exchange professional technical advice when requested by one of the parties.	<input type="checkbox"/> A representative from Sanford Labs has been added onto university technology committees. <input type="checkbox"/> Tech staff at both locations continue to have exchanged tours of their work areas bi-annually to better understand the other's work environment and challenges. <input type="checkbox"/>	IT
3.4.3	Promote services of BHSU Centers locally and throughout the state	<input type="checkbox"/> Prepare marketing materials and plan for dissemination. Keep materials current and updated.	<input type="checkbox"/> Establish a marketing plan with target audiences	UC
3.4.4	Establish advisory boards for the centers, colleges, and schools.	<input type="checkbox"/> Areas in need of advisory boards have been identified. <input type="checkbox"/> Boards have been created. <input type="checkbox"/> Statements of purpose and other founding documents have been established.	<input type="checkbox"/> The establishment of needed boards, membership and minutes available online	AA
3.4.5	Partner with Regional Health in their strategic plan.	<input type="checkbox"/> Continue discussion for mutually beneficial partnership and establish plan of action.	<input type="checkbox"/> Establish a comprehensive health care agreement	SA/FA
3.4.6	Develop, maintain and market articulation agreements with other institutions	<input type="checkbox"/> Identify areas of joint need <input type="checkbox"/> Create collaboration of faculty and administrators for consideration of related matters of curriculum. <input type="checkbox"/> Create needed MOUs.	<input type="checkbox"/> Each MOU is online and current by spring 2017. <input type="checkbox"/> The WDT MOU has been updated and renewed with BHSU prior to fall 2017. <input type="checkbox"/> An Exercise Science agreements has been developed with Wyoming community colleges in Sheridan and Cheyenne prior to fall 2018. <input type="checkbox"/> An articulation agreement between Wyoming community colleges and BHSU has been completed prior to fall 2017.	AA/UC

			<ul style="list-style-type: none"><input type="checkbox"/> The number of corporate partners has increased from 26 to 30.<input type="checkbox"/> The amount generated from corporate partners exceeds \$300,000 annually.	
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Theme #4: Black Hills State University will develop and expand internal and external resources to support all we can imagine.				
Goal #1: Establish and implement a strategic campus outreach plan, including intellectual capital, based on community assessed needs and available campus resources.				
	Strategies	Tactics	Key Indicators	Responsible
4.1.1	Integrate university strategic initiatives with plans of regional entities.	<input type="checkbox"/> Identify relevant regional entities and establish collaboration. <input type="checkbox"/> Create and implement plans.	<input type="checkbox"/> Number of teachers completing training via the Center for Economic Education increases by 10% annually. <input type="checkbox"/> Participants in South Dakota Center for Enterprise Opportunity increases by 10% annually. <input type="checkbox"/> Participants in Center for Business, Entrepreneurship and Tourism increases by 10% annually. <input type="checkbox"/> Participants in Center for Math and Science Education increases by 10% annually. <input type="checkbox"/> Students participating in GEAR UP, Bridge, and Jump Start programs increases by 10% annually.	AA
4.1.2	Coordinate and collaborate with the City of Spearfish on safe, accessible transportation between campus and town	<input type="checkbox"/> Maintain discussion with city administrators.	<input type="checkbox"/> Bike lanes are established between downtown and campus <input type="checkbox"/> A bike path is built to connect the existing path along Spearfish Creek with the BHSU campus	FA
4.1.3	Engage the broader Spearfish and Rapid City communities in priorities of value to the community	<input type="checkbox"/> Reach out to potential community partners	<input type="checkbox"/> Representatives from BHSU have meet annually with City of Spearfish, Regional Health, BH Corp, and the Chamber of Commerce to review strategic plans and identify areas of co-service and joint projects. <input type="checkbox"/> A task force to identify priorities held in common by the community and university is established by fall 2017.	UC/BHRC
Goal #2: Increase engagement with senior citizens				
	Strategies	Tactics	Key Indicators	Responsible
4.2.1	Increase participation by students and staff to	<input type="checkbox"/> Established goals with RSVP director.	<input type="checkbox"/> An RSVP plus program has been initiated prior to Fall 2017 that would	SA

	Senior Programs and Centers in the region.		<p>join students with seniors for cross-generational learning.</p> <input type="checkbox"/> Two programs each semester have been provided.	
4.2.2	Develop and host events and learning opportunities for retired members of the Black Hills communities.	<input type="checkbox"/> Establish program and marketing plan	<input type="checkbox"/> Prior to spring 2017 the semester community education learning opportunities for Rapid City area has been initiated.	SA/BHRC/UC
Goal #3: Increase community engagement in university programming and events.				
	Strategies	Tactics	Key Indicators	Responsible
4.3.1	Foster an arts community with activities in visual arts, music & theatre.	<input type="checkbox"/> Faculty and staff regularly serve on relevant community committees and provide service related to the arts. For example, performance, contributions of art, and presentations.	<input type="checkbox"/> A database of community events and participation numbers established.	AA
4.3.2	Increase BHSU presence at and participation in local and regional community events.	<input type="checkbox"/> Campus-wide promotions to encourage faculty, staff and student participation	<input type="checkbox"/> Increased participation has been measured by PSE and other forms of annual evaluation.	UC
4.3.3	Promote BHRC activities to the Rapid City community	<input type="checkbox"/> Campus-wide promotions to encourage faculty, staff and student participation	<input type="checkbox"/> A campus calendar and/or announcements regularly appear in the <i>Rapid City Journal</i> , on public radio and by other appropriate media.	BHRC/UC
Goal #4: Focus on sustainability while enhancing campus beautification and attention to the BHSU carbon footprint.				
	Strategies	Tactics	Key Indicators	Responsible
4.4.1	Expand campus beautification.	<input type="checkbox"/> Establish and maintain campus master plan	<input type="checkbox"/> 2,000 trees in the ground by 2021. <input type="checkbox"/> Green space on campus has been increased by 25%	FA
4.4.2	Increase energy efficiency and renewable energy while reducing campus waste of consumables.	<input type="checkbox"/> Employ plans of recycling and energy savings	<input type="checkbox"/> Annual recyclable savings exceed 50 tons. <input type="checkbox"/> Annual utility savings from sustainable modifications exceeds \$45,000. <input type="checkbox"/> Solar panels installed on campus prior to 2018. <input type="checkbox"/> Acquire at least one electric car for state use.	FA

			<input type="checkbox"/> Identify and seek local and federal grants for renewable energy efforts and programs.	
4.4.3	Expand sustainability programming for local youth.	<input type="checkbox"/> Identify potential community partners	<input type="checkbox"/> Establishment and documentation of university youth program	FA
Goal #5: Increase external funding for scholarships, programs, and endowments.				
	Strategies	Tactics	Key Indicators	Responsible
4.5.1	Establish additional corporate partnerships	<input type="checkbox"/> Position is advertised and a search committee is in place to hire the director by July 2017 <input type="checkbox"/> The director will meet with corporations to increase corporate partnerships and dollars to the university	<input type="checkbox"/> A Director of Corporate Relations has been hired prior to July 2017 <input type="checkbox"/> The number of corporate partners has increased from 26 to 30. <input type="checkbox"/> The amount generated from corporate partners has exceeded \$300,000 annually.	UA
4.5.2	Use the capital campaign process to generate additional endowed scholarships	<input type="checkbox"/> Work with Marketing to release recipient information <input type="checkbox"/> A donor dinner is held in the fall and recipients write thank you letters to donors	<input type="checkbox"/> Scholarship feature information regularly sent to local newspapers of recipients <input type="checkbox"/> Scholarship recipients are connected with donors	UA/UC
4.5.3	Pursue funding for academic and non-academic programs.	<input type="checkbox"/> The corporate director will build relations with corporations and foundations to increase grant opportunities	<input type="checkbox"/> The use of the SPIN system to identify potential grant sources is increased. <input type="checkbox"/> The number of grant applications in academic areas that have typically been underrepresented in the grant writing process is increased. <input type="checkbox"/> The Office of Sponsored Programs has developed and conducted two grant writing orientation sessions each semester for faculty and staff <input type="checkbox"/> The part-time grant writing support position is maintained. <input type="checkbox"/> The total amount of grant and contract awards is increased by 5% annually with a goal of \$10M in funding by 2020	UA/AA

Key

AA (Academic Affairs), UA (University Advancement), SA (Student Affairs), IT (Information Technology), UC (University Communications), BHRC (BHSU-Rapid City), AIS (American Indian Studies), FA (Finance & Administration) and ATH (Athletics).

Strategic Imitative Committee 2015-2017 Process

Initial meeting: October 2015

President Jackson met with Pat Simpson, Dean of the College of Education and Behavioral Sciences, and Jane Klug, Director of Student Services. He explained our charge, the expectations for the committee and deadlines to be followed. He also requested the individuals to serve on the committee. The committee membership is listed below.

Current Committee Members, as of January 2017:

Nag, Parthasarathi – President, Faculty Senate
 Fuqua, Amy – Dean, College of Liberal Arts
 Siewert, Daluss – Chair, Mathematics
 Lamb, Charles – Chair, Natural Sciences
 Gibson, Gina – Chair, Liberal Arts
 Marcus, Urla – Director, Center for Native American Studies
 Huse-Wika, Courtney – Director, Honors Program
 Prosser, Laura – Professor, School of Business
 Whitiker, Erica – Assistant Director, Student Union & Engagement
 Geppert, Leone – Accountant, Budget Office
 Bentley, Brandon – Director, Corporate Relations, University Advancement
 Kilmer, Kristen – Assistant Director, University Communications
 Greer, KatherineA – Assistant Director, Facility Services & Sustainability
 Logue, JustinW – President, Student Senate

Former members, but are no longer attending meetings: Katie Wildman, International Relations and Global Engagement, Lucas Fralick, Former Student Senate President, Maxwell Kwenda, Institutional Research, Elizabeth Williams, Former Student Senate Vice President.

First meeting: Nov. 2015

- Discussed charge from President Jackson and the process for the group to achieve their goal.
- Discussed what values are most important to BHSU.

Second Meeting: Nov. 2015

- Reviewed potential vision statements and core values from other universities.
- Reviewed values that appeared to be most important to committee member.

- Created vision statement segments to begin work on a vision statement for BHSU.

Third meeting, One-Day Retreat: January 2016

- Established a vision statement.
- Established core values.
- Started working on the four goals and strategic initiatives.

Fourth meeting, presented information to President Jackson: January 2016

- Co-chairs Simpson and Klug presented committee's work to President Jackson. Included the vision statement, values and four goals.
- Received Presidential feedback.

Fifth meeting: February 2016

- Met with committee members to share feedback.
- Revised values and vision statement
- Finalized goals and strategic initiatives.

Electronic Communication: February & March 2016

- Forwarded committee's work to President Jackson and administrative team. Co-chairs presented information to the administrative team. Then took back the feedback and revised documents accordingly.
- Send final copies to committee for approval. Once approved, sent final documents to Administrative Team.

Spring/Summer 2016:

- Administrative Team adds various initiatives to the documents to ensure all areas are covered and represented.

Fall Semester 2016:

- In light of Dr. Simpson's retirement, Dr. Amy Fuqua accepts co-facilitator responsibilities of planning committee.
- President Jackson requested the committee revise the vision statement as the one proposed last year had already been established.
- Additionally, committee was challenged to edit all the strategic initiatives from the administrative team that would be included, but not all specified in the document (i.e. make statements more generalized and inclusive).
- Committee met in November 2016 to revise initiatives and make recommendation for new vision statement
- Strategic initiatives were placed on the BHSU website for all to comment on and make suggestions. Campus announcements were placed in the on-line newsletter asking faculty to respond to Dean Fuqua and staff to respond to Dean Klug.
- Strategic initiatives were given to the faculty senate for feedback.

- Feedback was received from campus.

January 2017:

- Co-chairs Fuqua and Klug, finalized feedback on strategic initiatives.
- Co-chairs presented revised vision statement and strategic initiatives documents to President Jackson.
- President Jackson asked for key indicators to be placed back into the document.
- Co-chairs met with VP Flagstad and Provost Crawford to ensure direction and to receive feedback regarding strategic initiatives and key indicators.
- Co-chairs compiled all feedback and established the final document that was sent to President Jackson. This document included the re-numbering of initiatives, an additional tactic column and the key indicators and the administrative team responsibility columns.

March 2017:

The document was shared with the Administrative Team and discussed.
The document was placed online as “Final Draft” for campus comments.

April 1, 2017: