

Strategic Planning Subcommittee Reports
Key Performance Indicators
June 27, 2008

Image Development

From a strategic perspective, the issue of image must support a vision of the university that, while ambitious, must be obtainable. Furthermore it must be linked to the content of the university and its programming – what we do, and how well we do it, must be consonant with the image we project. In other words, what we say about ourselves and our vision must be authentic, truthful, and verifiable.

Key Performance Indicators

- Reputation
 - reputational surveys (external and internal)
 - rankings in significant venues (media surveys and academic organizations)
- Visibility
 - media coverage (international, national, regional, and local)
 - public messages we control (advertising, news releases, promotional materials)
 - selling the uniqueness of Southern Miss

Connecting with community

Connecting with Community refers to engaged citizens of Southern Miss (students, staff & faculty) that genuinely invest in their own university community and their host communities (locally, regionally, nationally, & globally). Our engaged citizens intentionally build “community” through learning and working together “inside” and “outside” the university. Essential to our connecting with community is our collective commitments to strengthening and sustaining a culture of respect and civility. A culture of respect and civility requires university citizens to give of themselves through *hosting*, *giving*, and *sharing*.

Key Performance Indicators

- *Hosting* refers to welcoming and supporting “guests” onto our campus. Hosting emphasizes the importance of every contact made on campus - from the first to the last. Some contacts may be with a first time visitor and while others may be with incoming freshman and a graduating senior. Our hospitality is active and responsive. Our hospitality is something that is experienced.
 - Inside
 - Attendance to “events”
 - Faculty/Staff/Student Feedback (complaint “red tape” reduction)
- *Giving* is what engaged citizens do through outreach into and partnering with communities. Giving activities allow university citizens to invest in people, agencies/businesses, and organizations. Our giving is motivated by the desire to contribute to the greater good of our communities. These efforts, with the exception of some internships, are typically unpaid. As students the goal is to “actively” learn through service. Applied scholarship is a form of giving that allows faculty and staff to extend existing community programs through the development of new programs and initiatives

primarily funded through external funds. Investment in university and community partnerships is a form of giving if academic programs graduate better prepared alumni for specialized work in the public and private sectors. Volunteering is considered a form of giving. Our giving demonstrates our kindness and commitment to our communities and allows us to build relationships based on respect and civility.

- Outside
 - Community time (students) and equivalent \$ value (service learning courses & activities & internships)
 - Externally funded initiatives for community. Also evidence of created and sustained programs (farmers market, benefits)
 - Contracts / agreements (dollars)
 - # trained or graduated
 - Tuition generated
 - Faculty / Staff donated time (hours) and possibly debt forgiveness
- *Sharing* is focused on how we help each other. The intent is to build relationships among engaged citizens inside the university that will become the eventual “standard” for relationships outside the university. Sharing is based on the notion of relationship (friendships). Some of these important relationships take place within the context of professional and academic advising. Others develop and are maintained through activities that intentionally encourage relationship as well as informal opportunities where conversations and dialog (meals, projects) can take place. The physical space in which social “sharing” occurs requires physical spaces specifically designed to encourage discourse and / or learning while minimizing distractions. The university “shares” with the community by purchasing “local” products from the southern region of the state. “Events” such as forums, lectures, art and athletic made available to the community for educational reasons or entertainment at no cost through “public” or web based mediums provide opportunities for sharing the vast talents of students, staff, faculty, and guests with the community at large.
 - Inside
 - Group building hours
 - Professional development / mentoring hours (shared time between F/S/S)
 - Square feet of “sharing” space (social / learning)
 - Outside
 - \$ spend locally
 - “Shared” TV / web program hours

A Climate for Academic Success ~~Top Flight Education~~

Our vision of a top flight education at Southern Miss includes a unified environment that minimizes barriers for prospective and enrolled students, attracts and retains high quality faculty and staff, embraces and reflects diversity, and produces graduates that are truly competitive in the global marketplace. Students, faculty, and staff at Southern Miss, along with the larger community, benefit from a wide range of cultural, social, and educational experiences that yield informed, responsible, and productive citizens with a standard of lifelong learning. University experiences are supported by quality facilities and up-to-date technology accessible to the entire university community. Educational programs adhere to rigorous standards in terms of student advisement, engagement, and mentoring; curriculum development and delivery; and the exploration and generation of scholarly work. Students admitted to Southern Miss have every opportunity to earn a degree and acquire a comprehensive educational foundation that expands their perspectives, enhances their opportunities, and enriches our society.

Key Performance Indicators

- **High Quality Educational Environment**
 - Facilities and infrastructure (physical and technological)
 - Diversity (curricular/extra-curricular opportunities, university community)
 - Coordination between campuses and among teaching sites
- **High Quality Faculty and Staff**
 - Applicant pools
 - Faculty/staff retention
- **High Quality Educational Programs**
 - Professional accreditations/program reviews (evidence of continuous improvement)
 - Experiential academic opportunities
 - Support for curricular development
- **Student Engagement, Satisfaction, and Success**
 - Student return rates (freshmen, transfer students)
 - Graduation rates

- NSSE (National Survey of Student Engagement)
- Accessibility
- [Add measures of success: graduate school, employment, alumni satisfaction]

Culture of Healthy Minds, Bodies and Campuses

- **Healthy Lifestyle**

Definition: “Healthy lifestyles include a wide range of behaviors, such as effective coping, lifelong learning, safety precautions, social interaction, volunteering, parenting, spirituality, balancing work and family, as well as good nutrition, physical activity, safe sex, and avoiding tobacco and substance abuse” (taken from <http://www.ahprc.dal.ca/lifestylefinal.pdf>).

- Participation in health, fitness, wellness program & activities
- Faculty/staff attendance
- Nutritional wellness

- **Green Practices**

Definition: Promote and support sustainability (actions that protect and preserve the natural ecology of the planet) across the university campuses - from governance and operations to curriculum and outreach - through education, communication, research and professional development (definition partly taken from AASHE).

- Solid waste reduction/recycling
- Energy use/efficiency
- Procurement

- **Safe & Secure Campus Environment**

Definition: Actions, strategies, supports and partnerships that aid in the response to or prevention/determent of accidents, crime, or abuses to ensure a safe environment for students to learn and faculty and staff to work.

- Crime Prevention
- Safety Measures
- Alcohol Education/Intervention
- Preparedness