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INTRODUCTION

For nearly 50 years, IPFW has offered degrees in engineering and technology, providing exceptional hands-on education for students with diverse backgrounds from Northeast Indiana and beyond. The College of Engineering, Technology and Computer Science (ETCS), as we know it today, was formed in 1995 and boasts distinctive features including rigorous academic programs, small average class sizes, small student-faculty ratio, and senior design capstone projects which are typically sponsored by industry. These attributes, along with a vibrant campus, provide a student-centered learning environment where IPFW students collaborate on projects in and out of the classroom and are mentored by highly qualified and dedicated faculty. In addition, strong industry-based partnerships have enriched the educational experience of ETCS students through internship and co-op programs. Graduates of ETCS programs have been contributing to the economic development of the region in healthcare, manufacturing, defense, biomedical, and other fields. ETCS will become a premier college in Northeast Indiana and beyond. To achieve this objective, the college has established this ambitious strategic plan to realize this vision. The following plan details the path forward along with the innovative process used to develop the strategic plan.

Photo Credit: T. Bart Quimby
The College launched the strategic planning process in Fall 2016. The vision, mission and core values were enhanced to reflect the new metropolitan campus designation. Section I provides the updates. The process was designed to ensure input and collaboration from faculty, staff, current students, alumni, and industry partners. Planning took place over the course of November 2016 – July 2017. Key milestones are outlined below:

**Strategic Planning Steering Committee:** A faculty and staff committee consisting of representatives from each academic department and the dean’s office was convened to develop the plan. The committee developed and managed the process for collecting input, reviewed and analyzed data and stakeholder feedback, and drafted the plan.

**Strategic Planning Retreat:** At the spring 2017 college retreat, we used an appreciative inquiry methodology as the framework to engage all faculty and staff in a SOAR analysis to provide input in relation to our strengths, opportunities, aspirations, and results in order to achieve the vision of ETCS. Participants also reviewed the strategic planning process and timeline, whereby they were invited to share feedback along with the draft mission, vision, core values, and identity. Input from the retreat was compiled and is reflected in this strategic plan.

**Collective System Design:** Following the retreat, the Steering Committee members participated in the use of Collective System Design (CSD) methodology to collaboratively and intentionally define functional requirements and physical solutions in order to best meet the needs of our stakeholders. The resulting ETCS Strategic Plan System Design Map (Appendix B) augments the basis of the strategic plan and provides the framework for our approach. Functional requirements begin with verbs because they reflect what we desire to achieve and aspire to accomplish to meet the needs of our constituents and should be thought of as the goals of the plan. In subsequent sections of this plan, functional requirements are identified as initiatives and sub-initiatives. Physical solutions, reflect how we propose to meet the functional requirements which are stated as nouns (i.e., process, procedure, program, service) that we are proposing to implement in order to achieve the plan’s requirements (stated as initiatives and sub-initiatives in ensuing sections.) Solutions will be identified as part of the strategic plan implementation beginning Fall 2017.

**Stakeholder Surveys:** Input from key stakeholders was requested via an online survey from current students, alumni, adjunct faculty, and industry advisory board members. Questions focused on our strengths, our challenges, and our opportunities. After being sorted and categorized, the data from each survey were used to inform our strategic initiatives and sub-initiatives.
**Open Forums**: Dr. Manoochehr Zoghi, Dean of ETCS College, held multiple informal gatherings aimed at seeking input from students and listening to their college experiences, both academic and non-academic.

**Input from Faculty and Staff**: Each draft of the strategic plan was shared with the ETCS Assembly, the college’s faculty governance body and throughout the college, soliciting input from all internal faculty and staff.

**IPFW Plan 2020 Alignment**: This plan aligns with the university’s vision, mission and values and supports the four major goal areas outlined in the university-level strategic plan.

**Final Review**: Feedback from all key stakeholders was incorporated into the draft of the strategic plan and reviewed for final delivery in August 2017.
SECTION I – VISION, MISSION, CORE VALUES, IDENTITY

VISION
ETCS will be a transformative premier college of choice, providing a world-class engineering, polytechnic, computer science, and leadership education through excellence in teaching and learning, research and innovation, engagement, collaboration, and entrepreneurship.

MISSION
To provide a comprehensive education that will prepare career-ready graduates for a variety of roles in engineering, polytechnic, computer science, and leadership, serving the needs of Northeast Indiana and beyond.

CORE VALUES
We value:
- Community engagement
- Continuous improvement
- Creativity and innovation
- Discovery, integration and application of knowledge
- Diversity and inclusiveness
- Entrepreneurial mindset and leadership
- High-impact learning practices
- Integrity and professionalism
- Life-long learning and professional development
- Student-centered approaches
- Supportive, collegial and collaborative relationships

IDENTITY
ETCS at IPFW is grounded in the principles of excellence through industry partnerships, engagement within the region and affiliation with Purdue, an internationally known university. Dedicated faculty with small class sizes provide personalized, hands-on, enriching educational experiences comparable to prestigious private institutions at a public university price.
SECTION II – STRATEGIC FOCUS AREAS

The Strategic Planning Steering Committee employed the Collective System Design methodology to determine the necessary components for achieving the ETCS mission, vision, core values, and identity. The resulting design identifies that the current and continued success of the college requires an organizational approach that focuses on four pillars:

- Sustainability and improvement
- Value creation
- Cost and waste reduction
- Resource allocation and investment

The sustainability and advancement of the college are tied to the creation of an environment of continuous improvement. This environment is necessary to ensure the success of ETCS by growing and adapting to meet the changes and challenges of our students, faculty and staff, and the region. The strategic plan map identifies the need that continuous improvement should be the foundation of how the college operates and that it should be based on departmental and inter-departmental continuous improvement.

The opportunity to enhance ETCS and to grow the college comes from the concept of value creation, or providing the best programs and outcomes for our stakeholders. The committee identified four strategic focus areas which were expanded to add detail to the strategic plan. Data collected from the retreat and stakeholder survey results were used to inform the development of initiatives and sub-initiatives within each area.

The strategic focus areas are:

1.0: Improve student success
Enhance the use of high-impact practices to support students from recruitment to post-graduation success, including advising, learning, and career readiness.

2.0: Create research opportunities and innovation
Bolster the research capacity of the college by creating infrastructure and support for funding, collaborating and recognizing published and patented research. Stimulate entrepreneurship mindset, innovation, and design thinking.

1 The full details of the Collective System Design process and results (including the ETCS Strategic Plan Map) are included in Appendix B.
3.0: Improve engagement
Expand and strengthen relationships with alumni and regional partnerships with industry, creating enhanced opportunities for student-faculty projects that promote experiential learning and applied research and impact regional economic development efforts.

4.0: Enhance diversity and foster inclusion
Foster a diverse population and dedication to inclusion throughout the college, supporting and harnessing diversity for student success, research and innovation, and engagement.

The remaining two pillars of cost and waste reduction and resource allocation and investment, while of critical importance, are only significant if the prior pillars are in place. Since achievement of cost and investment constraints relies on the administrative management of the college, the latter two pillars will be addressed in the implementation of the strategic plan in our daily operations.
Section II – Strategic Initiatives for Focus Area 1.0
Improve Student Success (FR 21)

**Initiative 1.1:** Increase use of high-impact, evidence-based practices to improve student success

Sub-initiative 1.1.1: Identify root causes that impede student success and develop effective solutions to address them

Sub-initiative 1.1.2: Offer applied mathematics classes and enrichment in ETCS, in collaboration with the Mathematics Department

Sub-initiative 1.1.3: Establish central advising by professional advisors during students’ first year (up to 30 credits)

Sub-initiative 1.1.4: Establish peer mentoring program whereby upper division ETCS students mentor freshmen and probationary students

Sub-initiative 1.1.5: Establish intervention advising and enrichment for pre-probationary and probationary students

Sub-initiative 1.1.6: Establish high-impact practices including internships, living-learning communities, and industry mentoring. Incorporate undergraduate research, interdisciplinary-curriculum, service learning, entrepreneurial thinking, and global dimensions into our programs, which constitute the five pillars of the Grand Challenges Scholars Program.

**Initiative 1.2:** Create an enhanced collaborative learning environment

Sub-initiative 1.2.1: Obtain funding to build and improve laboratories and prepare plans for a new ETCS building

Sub-initiative 1.2.2: Expand classroom and laboratory spaces and transform existing ones into collaborative learning environments

Sub-initiative 1.2.3: Create a space for students to study and collaborate

Sub-initiative 1.2.4: Ensure faculty availability to support desired faculty-to-student ratios, small class sizes, and out-of-the-classroom engagement

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2 http://www.engineeringchallenges.org/GrandChallengeScholarsProgram.aspx
<table>
<thead>
<tr>
<th>Initiative 1.3:</th>
<th>Increase use of high-impact, evidence-based practices to improve teaching and learning</th>
</tr>
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<tbody>
<tr>
<td>Sub-initiative 1.3.1:</td>
<td>Identify best teaching practices for ETCS and other evidenced-based high impact practices; share via faculty-led seminars</td>
</tr>
<tr>
<td>Sub-initiative 1.3.2:</td>
<td>Incentivize, reward, and develop online classes as well as hybrid and flipped classroom approaches</td>
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<tr>
<th>Initiative 1.4:</th>
<th>Enhance strategic partnerships outside the university</th>
</tr>
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<tbody>
<tr>
<td>Sub-initiative 1.4.1:</td>
<td>Establish close collaboration with local schools to improve student readiness for ETCS programs and create pipelines for recruitment of and outreach to high quality applicants</td>
</tr>
<tr>
<td>Sub-initiative 1.4.2:</td>
<td>Establish articulation agreements with community colleges within Indiana and in neighboring states</td>
</tr>
<tr>
<td>Sub-initiative 1.4.3:</td>
<td>Establish strategic partnerships with schools and industry to create pre-college through graduation and career pathway opportunities</td>
</tr>
</tbody>
</table>
Section II – Strategic Initiatives for Focus Area 2.0
Create Research Opportunities and Innovation (FR 22)

Initiative 2.1: Support faculty scholarship, entrepreneurship and creative work

Sub-initiative 2.1.1: Promote interdisciplinary discovery, research collaboration and scholarly activities

Sub-initiative 2.1.2: Provide seed funding and assigned (release) times to promote faculty research and scholarly activities

Sub-initiative 2.1.3: Establish closer collaborations between faculty and industry partners to promote entrepreneurial solutions for industry’s challenging projects

Initiative 2.2: Establish relationships for research collaboration

Sub-initiative 2.2.1: Promote greater faculty collaboration on interdisciplinary projects

Sub-initiative 2.2.2: Strengthen research collaborations with Purdue West Lafayette

Sub-initiative 2.2.3: Engage students in research opportunities and enhance discovery-enriched curriculum

Sub-initiative 2.2.4: Identify signature areas, emerging technologies and areas of growth

Initiative 2.3: Publish and patent research

Sub-initiative 2.3.1: Provide faculty, staff and students the tools and knowledge they need to support and bolster research and discovery

Sub-initiative 2.3.2: Create opportunities and encourage undergraduate and graduate students to publish research from theses, course projects and/or poster presentations
Section II – Strategic Initiatives for Focus Area 3.0
Improve Engagement (FR23)

<table>
<thead>
<tr>
<th>Initiative 3.1:</th>
<th>Provide effective marketing of ETCS programs</th>
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<tbody>
<tr>
<td>Sub-initiative 3.1.1:</td>
<td>Identify and allocate funding for an ETCS marketing person</td>
</tr>
<tr>
<td>Sub-initiative 3.1.2:</td>
<td>Make ETCS marketing a priority</td>
</tr>
<tr>
<td>Sub-initiative 3.1.3:</td>
<td>Designate a program for marketing focus each semester</td>
</tr>
<tr>
<td>Sub-initiative 3.1.4:</td>
<td>Request a designated person in Development for ETCS</td>
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<tr>
<th>Initiative 3.2:</th>
<th>Establish more active alumni outreach</th>
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<tbody>
<tr>
<td>Sub-initiative 3.2.1:</td>
<td>Designate an alumni coordinator at the college level and provide appropriate release time</td>
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<td>Sub-initiative 3.2.2:</td>
<td>Maintain an up-to-date database of all alumni and send regular emails to update on current status of graduates and college</td>
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<tr>
<td>Sub-initiative 3.2.3:</td>
<td>Send annual department newsletters to alumni</td>
</tr>
<tr>
<td>Sub-initiative 3.2.4:</td>
<td>Create an alumni section on each department website</td>
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<tr>
<th>Initiative 3.3:</th>
<th>Enhance collaboration with industry</th>
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<tr>
<td>Sub-initiative 3.3.1:</td>
<td>Invite experts/speakers in their field for in-class discussions</td>
</tr>
<tr>
<td>Sub-initiative 3.3.2:</td>
<td>Enhance infrastructure (facilities, resources, curriculum/programs) to facilitate faculty-student-industry collaborations</td>
</tr>
<tr>
<td>Sub-initiative 3.3.3:</td>
<td>Track and promote faculty involvement with TAP4 (Technical Assistance Program), IN-Mac5 (Indiana Manufacturing Competitiveness) and TAA (Technical Assistance Agreement)</td>
</tr>
<tr>
<td>Sub-initiative 3.3.4:</td>
<td>Partner and engage with industry in order to raise funds for collaborative research projects, potential endowments and other college priorities</td>
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</table>

4 Find more information at [http://tap.purdue.edu/](http://tap.purdue.edu/)
5 Find more information at [http://www.purdue.edu/in-mac/](http://www.purdue.edu/in-mac/)
Section II – Strategic Initiatives for Focus Area 4.0
Enhance Diversity and Foster Inclusion (FR24)

Initiative 4.1: Improve gender, racial, and ethnic diversity
Sub-initiative 4.1.1: Recruit and support under-represented students in ETCS programs
Sub-initiative 4.1.2: Recruit and develop under-represented faculty and staff in ETCS programs
Sub-initiative 4.1.3: Develop international relationships and collaborations

Initiative 4.2: Support the needs of our existing ETCS community
Sub-initiative 4.2.1: Develop diversity safe-zones
Sub-initiative 4.2.2: Remove language barriers and improve communication
Sub-initiative 4.2.3: Support work-family-life balance for ETCS community

Initiative 4.3: Use diversity to enhance student success, research opportunities and engagement
Sub-initiative 4.3.1: Establish international educational opportunities and collaborations
Sub-initiative 4.3.2: Encourage and support faculty to add diversity into course content
Sub-initiative 4.3.3: Encourage diverse educational and research partnerships outside of ETCS
SECTION III – ACADEMIC DEPARTMENTS, CENTERS OF EXCELLENCE, OUTREACH AND STUDENT SUPPORT PROGRAMS, AND EMERGING SIGNATURE AREAS

The ETCS academic departments, IPFW Centers of Excellence, outreach and student support programs, and emerging signature areas reflect the college’s commitment to leading-edge education, research and engagement to meet the needs of the Fort Wayne metropolitan area. These areas play a transformational role in enhancing the economic development and prosperity of our region, generate cross-disciplinary collaboration, and foster partnership between academe, industry, and government.

Academic Departments
- Civil and Mechanical Engineering
- Computer, Electrical and Information Technology
- Computer Science
- Electrical and Computer Engineering
- Manufacturing and Construction Engineering Technology
- Organizational Leadership

IPFW Centers of Excellence
- Information Analytics and Visualization Center
- Systems Engineering Center
- Wireless Technology Center

Outreach and Student Support Programs
- Outreach Programs
- Student Success Center

Emerging Signature Areas
In partnership with industry and considering the “Report on Role and Governance of Indiana University-Purdue University Fort Wayne (IPFW)” ETCS has identified the following regional needs that could be developed into signature areas:

- Advanced Manufacturing Technologies and Systems
- Bioengineering
- Innovation and Entrepreneurship

Development of the emerging signature areas will require additional resources, investment and industry partnerships to be successful.

6 Source: Indiana Legislative Services Agency (LSA) Report on Role and Governance of Indiana University-Purdue University Fort Wayne (IPFW) https://www.ipfw.edu/dotAsset/10c6d811-8e55-48c0-b331-7587d305ad0a.pdf
APPENDICES
Strategic Planning Steering Committee Members

Jason Barnes  
Associate Director of the IPFW Center of Excellence in Systems Engineering

Harold Broberg  
Professor of Electrical Engineering Technology

David Cochran  
Associate Professor of Systems Engineering and Director of the IPFW Center of Excellence in Systems Engineering

Barry Dupen  
Associate Professor of Mechanical Engineering Technology

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Professor of Organizational Leadership and Associate Dean

Joseph McKenna  
Business Manager for the College of Engineering, Technology and Computer Science

Paresh Mishra  
Assistant Professor of Organizational Leadership

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Associate Professor of Mechanical Engineering

Jennifer Oxtoby Hunter  
Senior Research Associate for the IPFW Center of Excellence in Systems Engineering

Manoochehr Zoghi  
Dean

ETCS Chairs and Directors

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Director, IPFW Center of Excellence in Systems Engineering

Todor Cooklev  
Director, IPFW Center of Excellence in Wireless Technology

Carol Dostal  
Director, Outreach Programs

Abdullah Eroglu  
Chair, Electrical and Computer Engineering

Beomjin Kim  
Chair, Department of Computer Science and Director of IPFW Center of Excellence in Information Analytics and Visualization

Kim McDonald  
Associate Dean

Hosni Abu-Mulaweh  
Chair of Faculty Assembly

Dawn Renner  
Director, Student Success Center

Gordon Schmidt  
Chair, Organizational Leadership

Gary Steffen  
Chair, Departments of Computer, Electrical & Information Technology and Manufacturing & Construction Engineering Technology

Nashwan Younis  
Chair, Department of Civil and Mechanical Engineering

Manoochehr Zoghi  
Dean
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*Ford Meter Box Co., Inc.*

Mark Michael  
*Fort Wayne Metals Research Products Corp.*

Dana Berkes  
*NIPSO*

Dan Ritzert  
*Shambaugh & Son, L.P.*

Austin Ehle  
*Visionaire Robotics*

Eric Sank  
*Design Collaborative*

Angel Guillen  
*Android Industries*

Brett Stilwell  
*General Motors*

Michael Hawkins  
*Orthoworx*

Alan Tio  
*MKS Plan/Design/Building*

Michael Hensley  
*Besiege LLC*

Ryan Twiss  
*NE Indiana Regional Partnership*

Rick Hoffman  
*WaterFurnace International*

Donna Van Vlerah  
*Parkview*

Cindy King  
*Pana Pacific*

Eliud Villafañ  
*Rea Magnet Wire Co., Inc.*

Tom McLaughlin  
*Raytheon*
APPENDIX B – COLLECTIVE SYSTEM DESIGN FOR ETCS

The Strategic Planning Steering Committee collaborated to create the ETCS Strategic Plan System Design Map shown in the figure below. The map describes how the ETCS strategic plan proposes to achieve the mission, vision, core values and identity of the ETCS College. Due to the solution implementation sequence determined during the design process, the map illustrates that value creation should drive the cost and resource investments for the college. Similarly, continuous improvement is required to sustain the strategic Plan for its planned lifespan and affects the value creation, cost and waste reduction, resource allocation, and investment portions of the map.

The Strategic Focus Areas of this plan are related to Level 2 of the design, while the planned initiatives are at Level 3 and sub-initiatives are at Level 4.

The approach of Collective System Design used to create the ETCS Strategic Plan Design Map gains organizational agreement and understanding of the design purpose before implementing programs, procedures, or resources. To accomplish this common understanding, Collective System Design uses a language to separate requirements (FR) from solutions (PS). The requirements describe the necessary system functions based on stakeholder needs and are such described as verbs and defined as initiatives and sub-initiatives in Section I and II of the plan. Each solution is a physical thing being chosen as a proposed means to satisfy a single requirement. The physical solutions are nouns, which indicate the item to implement. To evaluate the success of the design, measures are added to gage the achievement of individual functional requirements (FRm).

The physical solution (PS) implementation sequence is defined by the dotted lines, which were determined by asking the question, “Does the PS affect the achievement of an FR?” for each set of FR-PS relationships for each branch and level of the map.
Figure B1 – ETCS Strategic Plan System Design Map through Level 2
VISION

ETCS will be a transformative premier college of choice, providing a world-class engineering, polytechnic, computer science and leadership education through excellence in teaching and learning, research and innovation, engagement, collaboration, and entrepreneurship.