I A. B. Mission Statement:
The Graduate School functions to advance excellence in graduate and professional studies including research, teaching and service and is the primary advocate for graduate education and for graduate students at the University.

It is the role of graduate education to explore and advance the limits of knowledge and to define the state of the art in every field. Its purpose is to serve society’s needs in specific and technical and professional ways, but also to serve the need for intellectual expansion. The central purpose of the plan that follows is to make certain that this commitment to excellence in graduate education and scholarship will continue to characterize the role of the Graduate School at UNC Charlotte.

Summary of Processes used to Develop Strategic Plan Goals:
• A series of meetings and retreats were held by Academic Affairs throughout the fall 2014 and early spring 2015 to develop Division goals and basic planning assumptions.
• Graduate School Senior Staff meetings were held to review and make suggestion to the Division goals.
• The Graduate Senior Staff and Dean met for a half day retreat on January 22, 2015 goal to prepare a rough draft of the Graduate School strategic plan objectives and action items.
• On January 29, 2015 the Dean reported on the status of the Graduate School Strategic Plan at an Academic Affairs Planning retreat.
• The Dean and Graduate School Senior Staff have been developing the plan in detail using a web-based collaboration software package, *activeCollab* to develop effectiveness measures and outcomes for the goals and action items.
• The Dean and Senior Staff have solicited input from a variety of constituents.
• The Graduate School submitted its draft plan on March 16, 2015 and the final plan June 29, 2015.

Summary of new resources required to achieve new goals:
New positions in Graduate Admissions, Graduate Student Affairs and Graduate Academic Affairs will be required to meet enrollment growth over the next five years. To support the Center for Graduate Life there is a critical need for funding for Faculty Associates, lecturers, and instructors. In addition to staff these units all require increased operating budgets. The funding required for GASP, the Graduate Assistantship pool and Health Insurance have steadily increased since the last strategic plan but the available funds have not kept pace. In order to continue to help support the long-term growth of our degree programs, especially at the doctoral level, there must be new monies for these accounts annually. Although the CGL has been institutionalized, the Graduate School needs to look at ways to increase operating space, as well as budget, and staff for that facility.

Additional and more detailed requirements are identified for each of our strategic plan objectives.

Assessment of cumulative progress in meeting goals in 2010-15 strategic plan:
The Graduate School has made excellent progress in achieving the goals described in our 2010-15 strategic plan. Some of the measureable outcomes we have achieved include:

• Although graduate enrollment peaked in 2010 at 5,308 and then declined to 4,991 in 2011, it climbed back to 5,049 in 2012 and has remained above 5,000 since that time.
• In 2005-06 the University awarded 43 doctoral degrees, 2010-11, 88 were awarded and since then more than 100 doctoral students have graduated from UNC Charlotte annually.
• Despite enrollment challenges, the inventory of new degree programs and graduate certificates has increased substantially in the past five years.
The Graduate School 2015-20 Strategic Plan

• The Graduate Assistant Support Plan launched in 2005 is 10 years old and continues to enhance our ability to attract and support high quality doctoral students.
• Funding in the form of stipends, tuition awards, and health insurance awards increased almost annually.
• New Graduate Fellowships were established.
• The visibility of the quality of our programs and students was raised as evidenced by the increasing numbers students being awarded NSF Graduate Research Fellowships and other prestigious grants. Fellowships and other honors..
• New technological solutions were implemented for a variety of business practices including graduate admissions applications and the processing of graduate assistantships. Over 90% of our administrative processes are now electronic. One or goals for the new 5 year plan is to move completely away from paper-based operations.
• New initiatives to encourage and support graduate student professional development centrally and through the individual academic units were implemented.
• The Center For Graduate Life continues to expand its offering including graduate programming for academic credit
• Graduate education and career preparation of professional master’s programs were enhanced;
• Established a new focus to improve the career development and working conditions for post-doctoral scholars

Environmental Scan and Updates in Developing the 2015-20 Strategic Plan:
Graduate education is a core function of a research university. Graduate students contribute to the excellent education of our undergraduate students and work with faculty to produce research, scholarship, and other creative activities that make UNC Charlotte North Carolina’s Urban Research University. There is a direct relationship cycle where outstanding faculty attract talented graduate students and this pool of capable students in turn, help attract the best faculty. The ability of graduate students to thrive and succeed in their programs is a necessary component of graduate education and the functioning of a research university. To ensure the infrastructure necessary to strategically advance our mission and vision as a comprehensive research university, graduate education must be explicitly considered in all aspects of strategic planning, budgeting, and annual evaluation.

In March 2013, Chancellor Dubois initiated a phased long-range enrollment planning initiative. In the first phase, a forecast was developed for undergraduate enrollment through 2020. This project was completed in May 2013, and Chancellor Dubois subsequently charged the Dean of the Graduate School to lead a long-range enrollment initiative to establish graduate student enrollment goals consistent with the vision and mission of UNC Charlotte.

In conducting the graduate enrollment plan, Chancellor Dubois instructed that targets should focus on:
• The capacity for existing graduate programs to grow.
• Consideration of the development and implementation of new degree programs, particularly at the doctoral level, bearing in mind that the pace of new program approval has slowed.
• The resources required to support this enrollment plan.

In order to develop this long-term graduate enrollment plan we partnered with Eduventures, a research and advisory firm specializing in higher education. Details of the procedures, processes and methodology for conducting the study are available upon request but in general data were collected for 137 graduate programs and used to make five and ten year low, target, and stretch goals. Program data from each college were compiled into aggregator forms by the colleges to prepare college goals. We also asked each college to make estimates of the different types of resources that would be necessary to achieve enrollment goals. The final report was delivered to the Chancellor and Provost on June 6, 2014.
In summary based on target enrollment goals set by each of the colleges, we project a graduate enrollment of 6,303 by 2019-20, an increase of 1,235 graduate students over the fall 2013 enrollment of 5,068 (an increase of 247 graduate students per year from now to 2019-20). The data also support a target enrollment projection of 7,217 graduate students in 10 years.

Although an important step, this strategic graduate enrollment planning initiative represents a starting point for what we believe to be an ongoing University process. Our intent is to initiate a collaborative planning method involving graduate program directors, department chairs, deans, and the central administration to address the issues surrounding enrollment growth, funding, student success, the role of graduate education in research and economic development, the mix of graduate to undergraduate students, and the appropriate inventory and delivery of doctoral, master’s, and certificate programs at UNC Charlotte.

In order to achieve the vision and mission of UNC Charlotte we must strengthen graduate education and make it a priority in strategic planning, resource allocation, and faculty development. In our graduate enrollment report we recommended that the University commit to graduate education as a strategic priority and integrate graduate enrollment management at the program, department, and college levels into the University’s overall planning, evaluation, and resource allocation processes. To this end, we further recommended the implementation of an incentive-based budget process that includes practices and procedures for the appropriate and timely allocation of resources to support graduate education. Strategic planning, budgeting, evaluation and accountability, research opportunities, fundraising, and advocacy for graduate education must be strengthened to support near- and long-range graduate enrollment increases at the University of North Carolina at Charlotte.

These recommendations have formed the foundation for the Graduate School’s 2015-20 Strategic Plan to provide effective leadership for Strategic Graduate Enrollment Management (GEM)

Strategic Enrollment Management (SEM) is an ongoing data-driven process that identifies, evaluates, and modifies enrollment goals and strategies in the context of internal and external conditions that may influence the mission and vision of the university. To be effective SEM must be an institution-wide responsibility and the central focus of the institution’s overall strategic plan. SEM focuses on what is best for students and how to ensure their success while addressing all aspects of the institution’s mission.

Some of the components of strategic enrollment management include:

- Institutional mission and priorities
- Establishing clear enrollment goals.
- Promoting student success
- Achieving and maintaining optimal student enrollment
- Enabling the delivery of effective academic programs
- Generating resources required to deliver academic programs (e.g., tuition, enrollment increase funding)
- Providing a stable platform for institutional financial planning
- Increasing organizational efficiency
- Improving service levels to faculty, staff, and students

Because Strategic Graduate Enrollment Management is a comprehensive approach to integrating the University’s graduate education programs, practices, policies and planning we have made it our single Goal for the 2016-20 Strategic plan.

Implementing this vision requires strong leadership commitment to both graduate education and excellence at UNC Charlotte. At the core of our strategic plan must be the recognition that excellence of a research university is not possible without excellence in graduate education.
The Graduate School 2015-20 Strategic Plan

III A. The Graduate School's 2015-2020 Strategic Plan Goal:
Provide effective leadership for Strategic Graduate Enrollment Management (GEM)

For the University to be successful in meeting five and ten year graduate enrollment goals, the Graduate School needs to build a graduate enrollment management initiative around two strategic themes: effective graduate enrollment and graduate education and student success.

III C. Graduate School Objective 1: Serve as the primary resource to the University community to support the recruitment, admission, retention and graduation of a qualified and diverse graduate student population, employing strategies that are informed by data collection and analysis in order to produce measurable improvements in all areas. (Effective Graduate Enrollment)

III B. Aligned with Academic Affairs Goal 1: To educate a diverse student body through an integrated academic experience that positions graduate for personal success and civic responsibility in the global environment of the 21st century.

III D. Actions/ Tactics (Describe the steps the Graduate School will take to achieve the objective including who is responsible for the action and when it will be completed:

1. Provide leadership to the Graduate Enrollment Management [GEM] Workgroup, Department Chairs, and Graduate Program Directors to effectively anticipate and respond to challenges and opportunities to effectively manage graduate enrollment and meet enrollment goals.

2. Annually analyze funding allocations by program and level and provide recommendations on stipends and tuition support needed to recruit, enroll and retain highly qualified graduate students. Strategically tie centrally provided funding to program to program outcomes as identified on Graduate Enrollment Management Plans, projections, and annual reports.

3. Utilize technology, best practices, and data to support campus-wide, sustainable solutions to recruit, enroll, support, and graduate excellent domestic and international students, while preserving personal service and strategically increasing the size and quality of graduate enrollment.

4. Because of the Graduate School’s unique capacity to engage all colleges and academic units, and in close cooperation with Student Affairs, accept and exercise oversight responsibility to align and coalesce all aspects of an accelerated effort to serve the military-affiliated student population.

5. With the realization that the effective recruitment and enrollment of top graduate students, especially at the doctoral level, require funding for stipends, tuition and health insurance, provide leadership and other actions necessary to increase the number of fellowships and assistantships for domestic and international graduate students. Identify opportunities for philanthropic support that can be used to fund domestic, international, and underrepresented students, including the returning military and develop strategies to increase funding for tuition, research, travel support, and paid internships for graduate students.

6. Support interdisciplinary curriculum development that includes linked courses, team teaching, bridge programs (undergraduate to graduate), study abroad, summer research experiences, and internships.

7. Working with the Graduate Program Directors, Program Faculty, the Executive Director of the Data Science Initiative, Deans of the College of Health and Human Services, Belk College of Business, and College of Computing and Informatics develop and implement strategies to meet or exceed enrollment goals established in the 2014 Eduventures Graduate Enrollment Strategic Planning Report.

8. Actively engage in the UNC Charlotte Data Science initiative by administering the corresponding PSMs, and supporting the Executive Education and Economic Development programs.
Persons/Groups Responsible:

Graduate School Senior Staff, Graduate School Director of Development, Dean’s Office, College Deans, Graduate Program Directors, GEM Working Group, ITS, Office of International Programs, Research and Economic Development, Data Science Executive Director, Provost’s Office, Alumni Affairs, University Career Center, Residency Determination Office, Office of Financial Aid.

Time-line for Completion:

This objective will continue throughout the strategic planning cycle for the University. Data will be collected annually and evaluated with enrollment goals. If required, changes will be made to our actions and tactics as enrollment trends dictate.

III E. Assessment Methodology (Identify the method/instrument for gathering the data to determine whether or not the objective was achieved. Describe the process the unit will use to administer and evaluate the assessment; collect, analyze, and share assessment data with stakeholders; and decide the changes to make on the basis of the assessment data.):

Data collected for analysis will include:

- College program graduate enrollment plans and enrollment management strategies.
- Utilization of an electronic Graduate Enrollment Management program.
- Enrollment numbers compared to projections.
- Program retention, completion and time-to-degree data.
- Persistence data by level and program.
- Student suspension and termination numbers.
- Survey of applicant satisfaction with admissions application process.
- Application and admission reports.
- Data on graduate enrollment by race, ethnicity, gender, veteran status, and academic performance in relation to available comparable data of peer institutions.
- Number of collaborative partnerships developed and/or sustained.
- Students enrolled via collaborative partnerships.
- Funding offers made/accepted total and by program compared to prior years.
- Funding data including award expenditures, number of students assisted, and average funding package by degree and program.
- New fellowships and traineeships implemented.
- Increased funding from external grants and contracts for assistantships, tuition and health insurance awards and students supported with new travel/research grants and internships.
- Student satisfaction surveys regarding funding availability, funding publicity, and effectiveness of the application/nomination process.

Assessment Schedule:

There will be regular data collection, progress reports to constituents and feedback solicited.

III. G Budget Requirements:

- To support the focus on graduate enrollment over the next 5 years, Graduate Admissions must hire 2-3 new Counselors. At $60,000 per counselor, the total cost will be $180,000.
- The existing Graduate Admissions Counselors are SPA. Due to the nature of the position, these positions are to be reclassified as EPA - $50,000.
- Increased operating budget for Graduate Admissions for recruitment and strategic GEM initiatives - $190,000.
• Create a new position of Associate Director of Graduate Academic affairs to support the coordination of Acalog and Curriculog with the implementation of DegreeWorks to manage the 1,000+ graduation applications submitted to the GS each semester, update the 1,000+ student-specific study plans per semester in DegreeWorks, update time limits, enter non-coursework milestones for master’s and doctoral students, and, efficiently and accurately perform graduate degree audits - $55,000

• Implement an on-line system for Graduate Enrollment Management. This would be a Web-based Business Intelligence tool to support Graduate Program Directors, Department Chairs, School Directors, Associate Deans, Deans, and administrators in managing enrollment in nearly 150 graduate programs. Enrollment strategies must be informed by data to produce measurable results in areas such as recruitment, admissions, retention, funding, graduation, and the utilization of human, fiscal, physical and technological resources - $65,000

• The budget for Graduate Assistant Support Plan has not increased in over 5 years. We are no longer able to support all eligible full-time enrolled doctoral students. We have already overcommitted funding beyond our stretch goal for 2015-16 and for the first time we have placed eligible students nominated for GASP on a waitlist this early in May. There is a need to increase the budget for GASP by $500,000 within the next five years.

• The health insurance premium has increased annually since it was first established; however, there has been no permanent increase in the budget. We have used one-time money to cover our obligations for doctoral students who are eligible for GASP. To cover the shortfall and to support the growth of doctoral programming, $700,000 needs to be added to the HI budget.

• The Graduate School strategic assistantship pool has a budget of $2.5 million. No new dollars have been added to the budget in 6 years except for a few new programs. To continue to be effective as a strategic pool of money to support graduate enrollment the budget requires an additional $2 million.

• For 2015-15, the Chancellor allocated $2 million to be used for need-based tuition support for graduate students. These funds are allocated to graduate students with a FAFSA on file and do not require that the student hold an assistantship. We are asking for an addition $2 million for 2016-17.

• With increased responsibilities for graduate student funding and enrolled/graduating student services, there is a need for an increased operating budget and staff for the Graduate Academic Affairs unit - $60,000

• Funding to develop a consolidated location to house and administer the Data Science faculty staff, and students $500,000 - $800,000.

• Increase graduate fellowships available through development efforts - $2 million

• Funding to support international collaboration and veterans outreach $100,000

III F. Performance Targets/Expected Outcomes

• Starting with the graduate enrollment projections identified in the campus-wide planning effort completed in June 2014, work toward a target enrollment of 6,303 graduate students by 2019-20. To support this action, by 2016 each graduate program will have established enrollment and graduation projections, an enrollment plan with clear goals and strategies to achieve those goals, a systematic process for annual reporting of enrollment plans and projections, and a well-defined procedure for requesting resources in support of graduate enrollment management. (Reference Eduventures Report June 2014 Appendix 1) Aligns with Actions/Tactics #1

• Purchase/build/implement a BI dashboard nimble enough to build on over time that renders historic key data metrics by program (fall 2017), accepts annual enrollment and graduation projections (fall 2016), and incorporates key performance indicators (KPIs) (fall 2018) that monitor graduate programs’ progress for GEM strategic goals and projections. Aligns with Actions/Tactics #1, 3
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- By 2016, complete the implementation of a Degree Progression and Degree Audit tool (DegreeWorks) - that supports students, faculty and staff and provides reporting capability: to identify barriers to graduation, target students for specific professional development programming, and supports strategic enrollment management goals. *Aligns with Actions/Tactics #1, 2, 3.*
- Establish open and active channels of communication with appropriate agencies on military installations and with Reserve and Guard units in the broad region through which we can identify veterans’ interests, needs and concerns relative to higher education and quality of life issues as they consider transitioning to civilian life. The target here is at least one new partner annually for the next 5 years. *Aligns with Actions/Tactics #4.*
- Aid in the completion of the graduate catalog and graduate course and curriculum tools (Acalog and Curriculog) by 2016/2017 that accurately reflects program requirements and changes and produces Acalog-derived, program-specific plans of study, and provide staffing to manage associated curriculum changes and program development. *Aligns with Actions/Tactics #3.*
- Strategically partner with educational institutions, educational/business/corporate entities, professional associations, and testing companies to recruit an excellent and diverse pool of students. Increase prospects, applicants, and enrolled yields by 1.5% annually, and increase the number of ethnic minority students and veterans who enroll each year. *Aligns with Actions/Tactics #3, 5.*
- Create a dedicated position to manage social media for the recruitment of new graduate students, and help educate program faculty and staff on best practices related to social media utilization. *Aligns with Actions/Tactics #3.*
- Offer training opportunities for Graduate Program Directors, Department Chairs, and administrative support personnel to help them effectively manage enrollments at least monthly in a face-to-face format and increase the inventory of virtual “on demand” training by six per year. *Aligns with Actions/Tactics #1, 6.*
- Establish a structured program to identify and assist returning students to complete their degrees by fall 2016 such that at least 10 new/returning students participate each year. *Aligns with Actions/Tactics #3, 6.*
- Encourage the development of new Early Entry programs so that at least 90% of graduate programs at the certificate and master’s levels offer Early Entry to exemplary undergraduate students by 2020. *Aligns with Actions/Tactics #3, 6.*
- Triple the number of Accelerated Master’s Programs offered to academically qualified freshmen by 2020 and enroll at least two new students per year. *Aligns with Actions/Tactics #3, 6.*
- Collaborate with the Office of Extended Academic Programs (Distance Education) to identify underserved populations of North Carolina and other states that might benefit from a UNC Charlotte graduate program, and partner with GPDs to develop innovative methods to deliver programs to serve specific regions and populations. Expand the number of graduate programs delivered either 100% online, hybrid, or off campus by one per year, and offer at least 15 online (under-enrolled) courses via UNC Online per semester. *Aligns with Actions/Tactics #1, 3, 6.*
- Double the number of Professional Science Master’s or other professional Master’s degrees by 2020. *Aligns with Actions/Tactics #3, 5, 6, 8.*
- Partner with the Office of International Programs to serve as a resource for graduate faculty to develop international conduits to cultivate collaborative opportunities, recruit excellent graduate students, and promote the exchange of domestic students and faculty for international educational opportunities. Initiate two new options per year while sustaining two existing (active) collaborations with foreign entities. *Aligns with Actions/Tactics #3, 5.*
- Increase the number of full-time domestic and international doctoral students who are fully funded by 10% by 2020. *Aligns with Actions/Tactics #2, 5.*
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- Increase the number of students who receive monetary support, particularly in light of recession-related reductions in employer and third-party funding and increased unemployment, by 25% by 2020. *Aligns with Actions/Tactics #2, 5*
- Increase the Graduate Center inventory of programs by two in five years. *Aligns with Actions/Tactics #6.*
- Implement a Graduate Certificate in Professional Development by 2016-17. *Aligns with Actions/Tactics #6.*
- Increase number of externally funded assistantships and fellowships by 5% in 5 years. *Aligns with Actions/Tactics #2, 5*
- Increase the number of part-time students with funding through the Graduate School Tuition Scholarship program by 25% in five years. *Aligns with Actions/Tactics #2, 5*
- Expand the number of external grants and contracts with graduate assistantship that cover the cost of tuition and health insurance by $200,000 before 2020. *Aligns with Actions/Tactics #2, 5*
- Prepare effective metrics to tie University resource allocation to graduate enrollment plans by 2016. *Aligns with Actions/Tactics #2.*
- Establish at least one research/travel grant for graduate students by 2020. *Aligns with Actions/Tactics #5.*
- Inventory current levels of internships for graduate students and develop strategies to increase them by 10% in 5 years. *Aligns with Actions/Tactics #7.*
- Set the goal that at least 80% of the non-resident domestic students who hold assistantship or fellowship funding from the University become residents for tuition purposes once eligible to apply for residency. *Aligns with Actions/Tactics #7.*
- Purchase/design and implement a web-based management tool by fall 2016 to coordinate the assistance offers among graduate programs, the Graduate School, Grants and Contracts, the Scholarship Office, and the Office of Student Financial Aid such that assistantship and tuition award offers are made simultaneously to students, and earlier in the enrollment cycle (preferably with the offer of admission). *Aligns with Actions/Tactics #3.*
- Explore the opportunities to offer the PSMs internationally (e.g., Chile and Bosnia) and at locations in the Charlotte region and state. *Aligns with Actions/Tactics #1, 6*
- Having now launched the Health Informatics certificate at Meredith College, expand to include the HI PSM by 2016. *Aligns with Actions/Tactics #6*
- Promote awareness of the importance of Professional Science Master’s programs in meeting the economic, technological, and civic/societal needs of the Charlotte region, and the State of North Carolina. *Aligns with Actions/Tactics #1, 3, 6*
- In support of the DSI we will collaborate with our internal and external partners to achieve our total enrollment goal of 279 students in Health Informatics and Data Science and Business Analytics by 2019-20 with an eye to reaching 312 students by 2024-25 by realizing the enrollment projections below: *Aligns with Actions/Tactics #7, 8.*

<table>
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<th>Level</th>
<th>2019-2020 Goals</th>
<th>2024-2025 Goals</th>
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<tr>
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III H. Analysis of Assessment Findings

To be completed in Annual Report

III I. Use of Assessment Findings

To be completed in Annual Report

III C. Graduate School Objective 2: Advocate for a university culture that supports and sustains a robust graduate community (Promoting Graduate Education and Graduate Student Success)

Aligned with Academic Affairs Goal 3. To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.

III D. “Actions/ Tactics (Describe the steps the Graduate School will take to achieve the objective including who is responsible for the action and when it will be completed:

1. Cooperate with the Chancellor, Provost, Development Office, and other appropriate external relations officers in the University to promote and advocate for graduate education through the UNC Charlotte Capital Campaign specifically and philanthropy in general.

2. While the University’s first priority is to provide sound academic programs and the intellectual framework in which they will be meaningful, it is also our responsibility to provide opportunities to develop a diverse and cohesive graduate community.

3. Establish new and cultivate existing collaborations with internal (e.g. University Graduate Council, Advancement Office, Alumni Affairs) and external partners (e.g. Graduate School Advisory Board) to identify and create graduate programs to meet current or emerging needs in the workplace and establish local, regional, national and international prospective student pipelines. This must involve consideration of current and future occupational and educational needs of the region, state, nation and globe to help anticipate future needs.

4. To develop a campus culture that values graduate students and graduate education, encourage effective personnel practices in the Graduate School by maintaining an attractive, efficient work environment and supporting professional development initiatives for staff, provide streamlined and responsive administrative processes for graduate services and programming, offer regular training for all staff and graduate faculty, with particular attention on standardized training for new staff and best practices for faculty.

5. Allow graduate students to take full advantage of opportunities to use their expertise to make a meaningful and lasting difference in their discipline, the community, and the world.

Persons/Groups Responsible:
Graduate School Senior Staff, Graduate School Director of Development, Communication Director, Dean’s Office, Graduate Program Directors, Graduate Council, Graduate School Advisory Board, Office of Research and Economic Development, Provost’s Office.

III E. Assessment Methodology (Identify the method/instrument for gathering the data to determine whether or not the objective was achieved. Describe the process the unit will use to administer and evaluate the assessment; collect, analyze, and share assessment data with stakeholders; and decide the changes to make on the basis of the assessment data.):

Data collected for analysis will include:
The Graduate School 2015-20 Strategic Plan

• Utilization data of CGL.
• Graduate Professional Development program attendance and satisfaction.
• Graduate Professional Development offerings and variety.
• Graduate student and Graduate School representation on University committees.
• Evidence of graduate student support in strategic plans across the University.
• Development of a web-based database containing information related to domestic and international partnerships/collaborations.
• Assess the number of new internal and external partnerships annually.
• Annual needs assessment and satisfaction survey of post-docs.
• Count of mentoring opportunities available for junior faculty.
• Increase in the professional development offerings available to students and faculty
• Number of interdisciplinary degrees and certificates and programs offered by the colleges and by the Graduate School.
• Identification and assessment of programs delivered via alternative instructional methods
• Annual amount of philanthropic money raised via development efforts.
• Number of individuals/companies active in the Graduate School’s development database.
• Students and prospective students report high satisfaction with Graduate School, advisors, graduate program directors/ coordinators, programs and services on exit surveys and through the annual assessment of student needs.
• New technologies are reviewed for possible implementation.
• Styles of communication are evaluated annually in order to be prepared to communicate effectively with future generations.
• Increased collaboration with ITS and other units across campus to achieve goals.
• Job satisfaction and retention of Graduate School staff.

Assessment Schedule:
The Graduate School will be regular data collection, progress reports to constituents and feedback solicited

III G. Budget Requirement:

• The Center for Graduate Life continues to grow as does the demand for programming. We need to offer not only broad general workshops but also targeted offerings for PSM students, doctoral students and part-time students. We are developing credit courses and a certificate for corporate and professional skills, This work requires oversight and content management by a Director position - $65,000
• Funding for Faculty Affiliates and Adjunct Faculty in support of educational programming in the CGL - $100,000
• Annual budget for stipends, honoraria for professional development content providers - $50,000

III F. Performance Targets/Expected Outcomes:

• Conduct discovery, cultivation and solicitation visits with prospects to reach goals as set by the capital campaign goals and priorities, with the objective of identifying up to 50 potential prospects each year. Aligns with Actions/Tactics #1
• Seek viable prospects to name the Graduate School, the Center for Graduate Life, the Corporate Skills track, and/ or the Professional Skills Development program plus other naming opportunities, and make capital campaign leaders aware of these opportunities for donors during the capital campaign. The goal is to have two named facilities or programs by 2020. Aligns with Actions/tactics #1
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- Work closely with Annual Giving Office to reach graduate degree alumni in the telefundraising and other annual appeal efforts to increase their gifts to the Graduate School 2% each year. *Aligns with Actions/Tactics #1*
- Increase student satisfaction with professional development offerings by 5%. Evaluate this through the Needs Assessment and Exit Survey. *Aligns with Actions/Tactics #2, 5*
- By 2020 establish a post-doctoral scholar’s office. *Aligns with Actions/Tactics #2, 4*
- Increase the diversity of graduate students from each college using the Center for Graduate Life, as indicated through daily tracking. The goal is to see a 10% increase in student usage from the Colleges of Arts + Architecture and College of Computing and Informatics, specifically. *Aligns with Actions/Tactics #2*
- Launch an initiative to support and improve graduate academic writing by hiring and training graduate writing fellows in the CGL. *Aligns with Actions/Tactics #2*
- Building on the on-line Graduate Faculty appointment tool, collect data on individual faculty mentors as a baseline to track effectiveness in individual mentoring and identify effective mentors to promote best practices. Metrics would include number of committees' chaired, average time for development of committee formation, time to degree, and completion rates. *Aligns with Actions/Tactics #4*
- While nearly 90% of administrative processes in the Graduate School are paperless, our goal is to improve this number to as close to 100% as possible by 2020. *Aligns with Actions/Tactics #4*
- Develop comprehensive staff on-boarding procedures and professional develop plans with the goal that all members of the Graduate School staff will have at least one opportunity for professional development or training annually. *Aligns with Actions/Tactics #4*
- Support the Graduate and Professional Student Government in their efforts to expand programming by at least one event annually. Also collaborate with the Office of Research and Economic Development and CRI to recognize the importance of technology transfer and entrepreneurial efforts of graduate students through the annual Graduate Student Research Symposium. *Aligns with Actions/Tactics #2, 3, 4*
- Conduct “Conversations with the Dean” events and other similar events in 6 locations per year promoting graduate education and developing partnerships with individuals and businesses to identify needs in the work place. *Aligns with Actions/Tactics #1, 3*
- Conduct up to 6 events per year for Graduate School Advisory Board members and potential members to interact with graduate students. *Aligns with Actions/Tactics #1, 3*
- Create a Corporate Skills track within the Center for Graduate Life’s Professional Development Skills program utilizing expertise of the GS Advisory Board members to better prepare graduate students for the workplace with the goal of 100 students successfully completing the sessions each year. *Aligns with Actions/Tactics #2, 3*
- Two professional skills modules will be offered annually, with a series of three workshops each, targeting students in PSM programs but open to all graduate students. *Aligns with Actions/Tactics #2, 3*
- 10% of the graduate alumni will be actively engaged to work with and mentor graduate students. At least two events involving Alumni Affairs and graduate students will be offered annually. *Aligns with Actions/Tactics #3*
- Evaluate the effectiveness of RCR training on the overall culture of research through surveys and focus groups with graduate students and faculty. Programmatic effectiveness will be measured by both the number of students in attendance as well as their response to the program. *Aligns with Actions/Tactics #5*
- Expand mentoring and training opportunities for faculty; focus on cross-disciplinary mentoring and guidance for junior faculty who have yet to graduate a doctoral student, as well as best practices related to advising and mentoring graduate students at all levels. *Aligns with Actions/Tactics #4*
- The Graduate School will expand graduate professional development opportunities supported through the Center for Graduate Life, including opportunities to teach graduate students skills required as professionals, and the responsible conduct of research and ethics training. *Aligns
• Work with the Office of Research and Economic Development to improve the education and working conditions of postdoctoral scholars by providing them advocacy, support, and professional development. Aligns with Actions/Tactics #4

• Support the Graduate and Professional Student Government [GPSG] in their efforts to enhance the group’s visibility and encourage the leadership to explore new areas of programming and activities to support graduate students. Aligns with Actions/Tactics #2, 4, 5

• Advocate for dedicated physical facilities to meet the needs of graduate students related to housing, dining, child care, social interaction, and interdisciplinary learning. Aligns with Actions/Tactics #2, 4

• Effectively partner with Research and Economic Development to support graduate student-connected technology transfer and entrepreneurial opportunities. Aligns with Actions/Tactics #3, 5

• Increase the programmatic offerings around professional and corporate skills through immersion workshops using accessible models of delivery. Coordinate these when possible with the new professional skills course offerings being developed to support the Professional Science Master’s degree programs. Aligns with Actions/Tactics #2, 3, 5

III H. Analysis of Assessment Findings

To be completed in Annual Report

III I. Use of Assessment Findings

To be completed in Annual Report