



Rowing Not Drifting: 2020-2030

Strategic Plan

September 5, 2019

Dear Colleagues,

One of the earliest themes to emerge when I arrived as UNC's new president was a genuine desire for direction—for planning that would clearly articulate who we aspire to be and how we will get there. I had already committed to spend a considerable amount of time during my first year listening and learning, which I believed was crucial. I also knew that we needed to act quickly to address our \$10 million structural deficit and hire a provost. So I promised then that we would come together as a campus this fall to articulate a vision for the future of UNC.

My year of listening and learning was incredibly valuable. Thank you to the many, many people who helped me with that. We also made great progress in addressing our structural deficit. We budgeted to spend just about \$1 million from reserves this year, and even with opening day enrollment less than expected, reserve spending will be under \$3 million. By July 2020, we will no longer be deficit spending. In April we were fortunate to welcome Dr. Mark Anderson as our new provost, and he has been moving at top speed. We are finally ready to plan, and I hope you are as excited about this as I am.

The [President's Leadership Council](#) (PLC), which I convened last year and recently expanded, will serve as the planning steering committee. There will be opportunities to provide input—in person and through surveys. As a university community, we will develop a draft 10-year vision for UNC this fall and take it to the Board of Trustees in November. In the spring of 2020, we will develop draft goals for the Board to consider in June.

I have chosen to focus this year on our vision and goals rather than on the admittedly uninspiring language of our [mission](#) because you have expressed an urgent need for vision and action, and I agree. This process will both honor our historical mission and acknowledge that we have become much more. We may well need to revisit our mission when this work is done. Similarly, we may find it necessary to update the language of our university values.

The first step in this process will be a series of forums that the provost and I will facilitate in early September to discuss what UNC should aspire to be in 10 years. Earlier today you received an email invitation to register for one of four forums at the University Center for faculty and staff. There will also be an opportunity to provide feedback online. The PLC will use this information to draft our vision.

The PLC will share a draft vision with the campus in October, host a town hall and do another survey to see what you think. We will take a revised draft to the Board of Trustees in November.


In the spring, the PLC will form subgroups to write goals for each element of the vision—again inviting campus participation. We will share a draft with the campus in March, collect feedback, revise and take the draft goals to the Board to consider in June.

It is critical that the PLC hear as many voices as possible in this process, and I urge you to be involved. With your participation, we have a tremendous opportunity to do great things at UNC.

We have created a [strategic planning website](#) with detailed information about the planning process and timeline, past UNC planning, and important contextual data about UNC, state and national trends that affect our work. I encourage you to review these materials in preparation for the process.

It has been quite some time since I've been able to assign homework...It feels good.

Rowing Not Drifting,



Andy Feinstein

I. Current Mission, Vision and Values

Our planning process will focus on our vision and goals rather than on the admittedly uninspiring language of our mission because we have an urgent need for vision and action. This process will both honor our historical mission and acknowledge that we have become much more. We may need to revisit our mission when this work is done. Similarly, we may find it necessary to update the language of our university values.

Like all Colorado public universities, UNC's mission is established in state law. Our statutory mission notes that we:

- Are a comprehensive baccalaureate and specialized graduate research university with selective admission standards;
- Are the state's primary institution for degree programs that prepare educators;
- Offer master's and doctoral programs primarily in the field of education;
- Have the responsibility to offer graduate programs for educators statewide; and
- Fulfill our graduate research university mission in part with our Education Innovation Institute.

The Mission, Vision and Values adopted by our Board of Trustees are traditionally broader and more descriptive than our statutory mission. Our current Mission, Vision and Values were adopted in 2000 and previously revised in 1996. Prior to 2000, the Board-adopted mission was a general statement¹ of the university's focus on educating students and improving the quality of life in the state and region. The changes made in 2000 instead used some of the language from UNC's statutory mission and added the following vision:

The University strives to be a leading student-centered university that promotes effective teaching, lifelong learning, the advancement of knowledge, research, and a commitment to service. Graduates are educated in the Liberal Arts and professionally prepared to live and contribute effectively in a rapidly changing, technologically advanced society.

We also revised our values in 2000. Consistent with values expressed throughout the institution's history, they express a commitment to excellence, teaching and learning, diversity of thought and culture, intellectual freedom and equal opportunity. Academic integrity was added to the values statement in 2000.

For the full text of the Mission, Vision, Values, Purposes and Goals adopted by the Board of Trustees and UNC's statutory mission, see Appendix A.

II. Past UNC Planning

UNC Planning 2007-Present

UNC's last traditional campus-wide planning process wrapped up in 2007 with the completion of the [Academic Plan](#), which envisioned UNC as an exemplary teaching and learning community (Appendix B). In 2010, in an effort to provide a common foundation for a number of operational plans, we created the [Strategic Framework](#). It identified three action areas for fulfilling the vision of the Academic Plan:

1. Serve students and build exemplary academic programs to fulfill UNC's mission in sustainable ways;
2. Enhance UNC's research focus to engage our faculty and students and the public we serve; and

¹ Mission adopted by the Board of Trustees March 8, 1996: The mission of the University of Northern Colorado is to develop well-educated citizens and to improve the quality of life in the state and region through teaching, learning, the advancement of knowledge and community service.

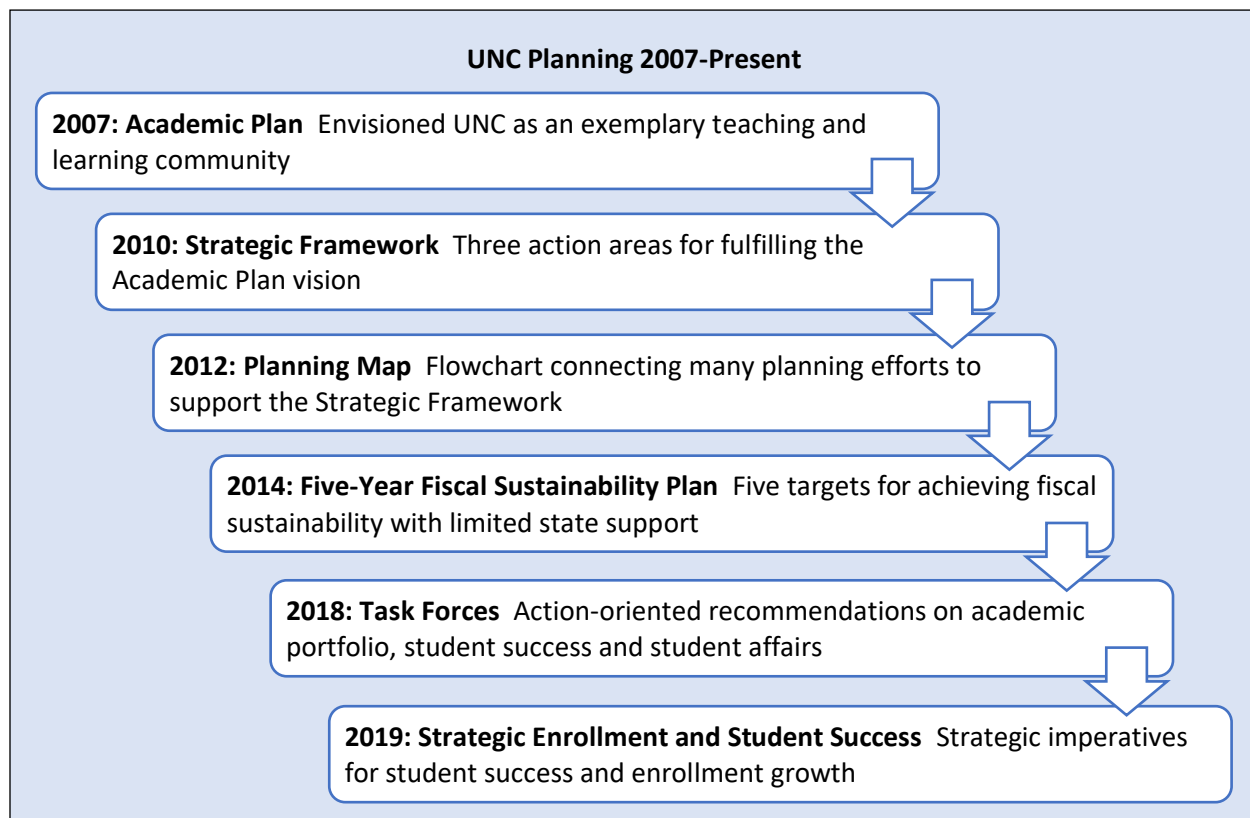
3. Create a respectful and inclusive campus community that connects with the area around the University and the global community.

We convened several working groups to develop operational plans (e.g., community and civic engagement, equity and diversity, research, scholarship and creative works). The [Planning Map](#) was created in 2012 to show how various plans were related.

In 2014, facing declining enrollment and limited state funding, we developed the [Five-Year Fiscal Sustainability Plan](#). Though it soon became our primary focus, it was not intended to supplant the numerous operational plans on the Planning Map. The plan set multiyear targets to address three areas: recruiting a broader mix of students, improving persistence to graduation, and changing operational practices to be more effective and more efficient. Results are detailed in the next section.

In the fall of 2018, Interim Provost Theo Kalikow convened three [task forces](#) to address the academic portfolio, student success and student affairs. Over 170 students, staff and faculty served on the task forces and numerous subcommittees. In January 2019, they made [recommendations](#) on specific strategies to improve student outcomes, reduce equity gaps, realign student affairs functions to better serve students, and strengthen, expand, or phase out programs and services. We incorporated some of these recommendations into the [Strategic Enrollment and Student Success](#) (SESS) plan developed last spring and now being implemented. Others will factor into our planning this year.

The [SESS work](#) that UNC began last year is a critical foundation for the 2019-20 planning process. No matter how we envision our future, the SESS plan's strategic imperatives—aligned admissions efforts, community college transfer partnerships, integrated student support, and targeted coaching—will remain essential.



Five-Year Fiscal Sustainability Plan Results

From fall 2013 to fall 2018, UNC grew enrollment by 6.4 percent (778 students), increased the proportion of graduate enrollment by 3.2 percentage points, and increased undergraduate persistence by 2.4 percentage points—significant accomplishments that reflect the hard work of many people across campus. However, because actual growth was far less than planned, we had to identify significantly more cost-savings than initially anticipated to address our \$10M structural deficit. The good news is that we made great progress toward eliminating the deficit. We budgeted to spend just about \$1 million from reserves in FY20, and even with Fall 2019 opening day enrollment less than expected, reserve spending will be under \$3 million. By July 2020, we will no longer be deficit spending.

Results for each of the plan's five targets are below.

Target 1: Grow enrollment to over 15,000 students by Fall 2018.

	Fall 2013 FY14	Fall 2014 FY15	Fall 2015 FY16	Fall 2016 FY17	Fall 2017 FY18	Fall 2018 FY19
Fall Census Headcount	12,084	11,784	11,936	12,260	12,968	12,862

Target 2: Increase the proportion of graduate students in our total enrollment from 20 percent to 25 percent by Fall 2018.

	Fall 2013 FY14	Fall 2014 FY15	Fall 2015 FY16	Fall 2016 FY17	Fall 2017 FY18	Fall 2018 FY19
UG Headcount	9,710	9,424	9,394	9,503	9,976	9,876
GR Headcount	2,374	2,360	2,542	2,757	2,992	2,986
GR % of total	20%	20%	21.3%	22.5%	23.1%	23.2%

Target 3: Increase the average year-to-year undergraduate persistence rate by 2.8 percentage points by Fall 2018.

	Fall 2013 FY14	Fall 2014 FY15	Fall 2015 FY16	Fall 2016 FY17	Fall 2017 FY18	Fall 2018 FY19
UG Persistence	80.8%	82.1%	83.5%	83.2%	82.3%	83.2%

Target 4: Identify at least \$2.4 million in new sustainable cost savings by the end of fiscal year 2018.

UNC identified a total of \$10.3M in cost savings over the past two fiscal years, including \$3.9M in FY19. The FY20 budget reduced the structural deficit to less than \$4M and limited reserve spending to \$1.1M with temporary measures such as reducing capital expenditures and continuing the 60-day hold on vacant staff positions. Even with Fall 2019 opening day enrollment less than expected, reserve spending will be under \$3 million in FY20. By July 2020, we will no longer be deficit spending.

Target 5: Pursue funding to break ground on the Campus Commons in the summer of 2016, and complete the second of two construction phases by the end of 2018.

UNC received \$38M in state capital funding for the Campus Commons, completed construction early this year, and celebrated the grand opening in April.

III. Planning Process

Roles and Responsibilities

President Andy Feinstein and Provost Mark Anderson will co-chair the planning steering committee, which will seek extensive input from internal and external stakeholders to develop a draft 10-year vision and goals for consideration by the Board of Trustees. The co-chairs will provide regular updates to the BOT throughout the process.

The [President's Leadership Council](#) convened by the president in Fall 2018 is serving as the planning steering committee. The council was expanded this year to bring broader perspective to the planning discussions. New members include a graduate student, two additional faculty members, a frontline student support professional, and the Assistant Vice President of Strategic Enrollment.

The 2019-2020 President's Leadership Council includes:

- Provost Mark Anderson (co-chair)
- Interim Assistant Vice President of Strategic Enrollment Sean Broghammer
- Athletic Director Darren Dunn
- President Andy Feinstein (co-chair)
- Chief Diversity Officer and Assistant Vice President for Campus Community and Climate Tobias Guzmán
- News and Public Relations Director Nate Haas
- Vice President for University Advancement Allie Steg Haskett
- Professional Administrative Staff Council Chair Bryson Kelly
- Center for Human Enrichment Director Shawanna Kimbrough-Hayward
- Faculty Senate Chair Stan Luger
- Chief Information Officer Bret Naber
- Chief Financial Officer Michelle Quinn
- President's Chief of Staff Gloria Reynolds
- Assistant to the President Lori Riley
- Vice President for Student Affairs Katrina Rodriguez
- Vice President and General Counsel Dan Satriana
- College of Education and Behavioral Sciences Dean Eugene Sheehan
- Graduate Student Association Representative David Shimokawa
- Classified Staff Council Chair Lindsay Snyder
- Student Senate President Michaela Tancayo
- Faculty member at large TBD by Faculty Senate
- Faculty member at large TBD by Faculty Senate

Steering Committee Charge

The President's Leadership Council (PLC) is charged with seeking extensive input from internal and external stakeholders and developing a draft 10-year vision and goals for consideration by the Board of Trustees.

The PLC should work with co-chairs President Andy Feinstein and Provost Mark Anderson to engage campus and external stakeholders in substantive discussions about UNC's future, seeking diverse input and broad

perspective. The council should be mindful of the changing landscape for higher education and work to build on UNC's strengths and areas of promise.

As the planning steering committee, the PLC is responsible for fulfilling the leadership expectations that were established at the [council's inception](#).

PLC Leadership Expectations: As Council members, we have shared leadership expectations that guide our work at all times — as we work alone, with others on and off campus, and as the Council. Our leadership is based on relationships; we provide constructive support for each other and for the University. Although this leadership encompasses more than a simple list of behaviors, the following core expectations and responsibilities guide us in our work:

- We fulfill our sole responsibility to bring our perspectives and best ideas to issues of importance for the good of UNC, recognizing that there will be times when our individual opinions do not prevail, and compromises are made for the benefit of UNC.
- We repeatedly affirm among ourselves that diversity of thought, dissent, and alternative ideas are valued and encouraged, respectfully approaching each other as equal-status peers without deferring to perceived seniority or authority.
- We work together to maintain positive individual and group relationships during and between meetings, striving not only to understand others' perspectives, but also to be sensitive to the challenges they face.
- We share responsibility for proposing important issues for the Council agenda, come to meetings prepared for substantive discussion that efficiently facilitates productive outcomes, and participate forthrightly in deliberations about all topics, ensuring that every topic of consideration is owned by each and all of us.
- We take responsibility for distinguishing when ideas, opinions, or conclusions should be shared only within the Council, maintain appropriate confidentiality, and recuse ourselves from discussions that present unavoidable conflicts of interest.
- We actively communicate with members of campus, both sharing information and seeking input, about the Council's work to address matters of broad institutional significance.

Definitions Used for Common Planning Terms

Common planning terms are defined in many ways. We are using the definitions below.

Mission: An enduring statement of why UNC exists

Values: Enduring core beliefs that guide our actions

Vision: An aspirational statement of what we want UNC to become

Vision elements: The major building blocks of our vision, each of which describes an institutional priority

Goal: An achievement that will move us toward our vision

Planning Process Overview and Timeline

Fall 2019 work will focus on developing a draft vision to take to the Board of Trustees in November. In the spring of 2020, we will develop draft goals for the Board to consider in June.

The planning process will begin in September with a series of campus forums and external discussions, facilitated by the president and provost, to discuss what UNC should aspire to be in 10 years. Campus forums will invite participants at tables of eight to 10 to discuss visioning questions and record their responses on easel paper to post on the walls. Participants will be grouped so responses can be segmented by the following roles:

undergraduate students, graduate students, classified staff, exempt staff, tenured faculty, tenure-track faculty, and contract renewable and adjunct faculty. The same (or similar) visioning questions will be used for external discussions, as well as for an online survey available during the same time. Feedback will be summarized by UNC's Social Research Lab, a campus-based data collection and analysis service staffed by professionally trained researchers led by Sociology professor Josh Packard.

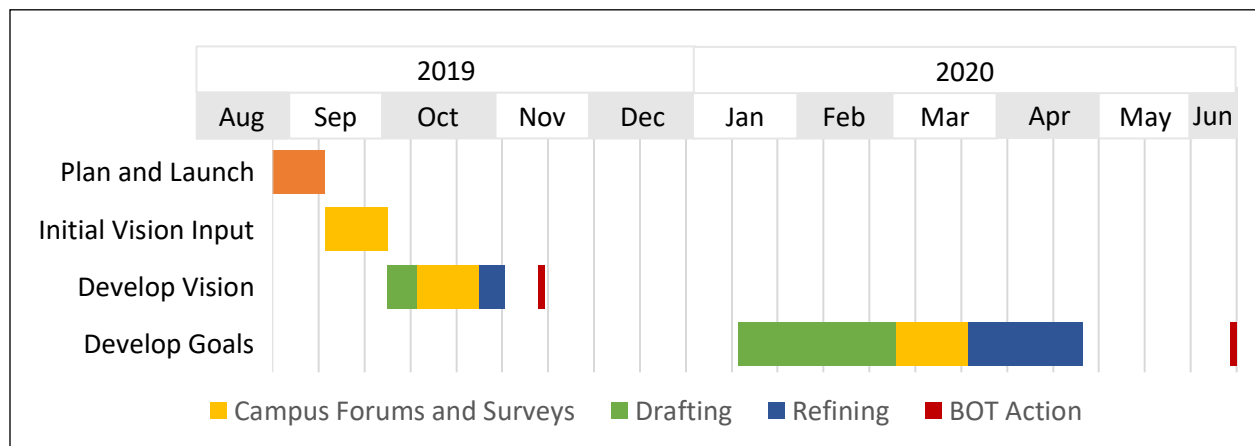
The PLC will use the feedback to draft a vision that includes five to six vision elements reflecting UNC's highest priorities for 2020-2030. We will share the draft with campus and have a town hall and online survey to collect feedback, which the Social Research Lab will summarize. In consultation with the PLC, the president and provost will use the feedback to refine the draft vision. The Board of Trustees will consider it in November.

At the start of the spring semester, the PLC will form a subgroup for each vision element—adding non-PLC members as needed—to discuss goals. Subgroups will spend about a month soliciting campus input and drafting potential goals to discuss with the PLC. The PLC will identify synergies among potential goals and develop a draft to share with campus. Feedback will be collected, summarized and used to refine the draft just as it was in the fall. Work will be completed by the end of the spring semester, and the Board of Trustees will consider the draft goals in June.

Key dates for campus input include:

- Fall Semester 2019
 - Survey to collect feedback for drafting vision—Sept. 11-18
 - Staff and faculty forum—Sept. 10, 3-4:40 p.m.
 - Student forum—Sept. 11, 5-6:30 p.m.
 - Staff and faculty forum—Sept. 12, 9-10:30 a.m.
 - Staff and faculty forum—Sept. 16, 2-3:30 p.m.
 - Student forum—Sept. 17, 6-7:30 p.m.
 - Staff and faculty forum—Sept. 18, 9-10:30 a.m.
 - Survey to collect feedback on draft vision—Oct. 14-18
 - Town hall on draft vision Oct. 14, 10-11:30 a.m.
- Spring Semester 2020
 - Subgroup work on draft goals—mid-January to Mid-February
 - Survey to collect feedback on draft goals—March 2-6
 - Town hall on draft goals—March 3, 9:30-11 a.m.

The general timeline is shown below, and Appendix C is a detailed timeline.



IV. Strategic Plan Examples

Below are links to strategic plans of UNC's peer institutions. The list includes peers that UNC identified in 2011 for Colorado Department of Higher Education performance reporting and enrollment planning, as well as those identified in 2006 by the National Center for Higher Education Management Systems (NCHEMS).² An asterisk indicates an institution is in both peer groups.

Ball State University* [Destination 2040: Our Flight Path](#)

Bowling Green State University* [Focus on the Future](#)

Illinois State University [Educate • Connect • Elevate](#)

Indiana University of Pennsylvania* [IUP Strategic Plan 2015-2020](#)

Louisiana Tech University [Five Year Strategic Plan](#)

Miami University [Strategic Plan for Miami's Future](#)

Middle Tennessee State University [2015-2025 MTSU Strategic Plan](#)

Northern Arizona University [2018-2025 Strategic Plan One NAU. Side by Side.](#)

South Dakota State University [Imagine 2023: Aspire. Discover. Achieve.](#)

State University of New York at Binghamton [Road Map to Premier](#)

University of Louisiana Lafayette [Strategic Plan 2015-2020](#)

University of North Carolina Greensboro* [Giant Steps](#)

University of North Texas [University of North Texas Strategic Plan 2012-2019](#)

V. UNC and Contextual Data

Data about national and state higher education trends and UNC's enrollment, retention and graduation rates, budget, sponsored research activity and market position will be included on a strategic planning website that will launch later this week.

² NCHEMS identified peers for each Colorado public higher education institution for a study initiated by the Colorado Commission on Higher Education to review national higher education funding models.

Appendix A: UNC Mission

Board-Adopted Mission, Vision, Values, Purposes and Goals

Mission Statement.

The University of Northern Colorado (the University) shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The University shall offer a comprehensive array of baccalaureate programs and master's and doctoral degrees primarily in the field of education. The University has statewide authority to offer graduate programs for the preparation of educational personnel.

Vision Statement.

The University strives to be a leading student-centered university that promotes effective teaching, lifelong learning, the advancement of knowledge, research, and a commitment to service. Graduates are educated in the Liberal Arts and professionally prepared to live and contribute effectively in a rapidly changing, technologically advanced society.

Description. The University is a comprehensive baccalaureate and specialized graduate research university with a continuing commitment to its historical role in the preparation of educators. The University offers a broad range of undergraduate and graduate programs in the arts, sciences, humanities, business, human sciences and education. The array and quality of University programs provide a unique resource to Colorado. All students are required to study in the liberal arts tradition, which prepares them to think and act responsibly in a dynamic, diverse and global society. Multicultural content and interdisciplinary programs enrich academic experiences. University curricula are designed to improve students' competencies in critical thinking, communication, and problem solving, leadership, and technological applications.

As a Carnegie Doctoral University: Higher Research Activity, the University graduate programs emphasize advanced scholarship within a discipline and acquisition of professional abilities for career advancement. Graduate education includes a variety of master's degrees that complement the University's mission and purposes and a select number of doctoral programs that emphasize scholarship and research, clinical practice, pedagogy, or performance.

The University provides a full range of student support services and recreational opportunities. The James A. Michener Library and the Music Library (University Libraries) provide information resources through sophisticated technology and established collections.

Values, Purposes and Goals. The University provides services that support equal learning opportunities for all students. Learning occurs in an environment characterized by small classes taught by full-time faculty. University faculty, at both the graduate and undergraduate levels, subscribe to a teacher/scholar model in which excellence in instruction is complemented by activities in scholarship and service. Support for the continuous improvement of teaching, learning, scholarship and service is provided through University programs, policies and practices.

Values.

The University believes that its distinctive service to society can only be offered in a student-centered atmosphere of integrity that is grounded in honesty, trust, fairness, respect, and responsibility. For this reason, the University is committed to promoting an environment in which:

- (1) academic integrity is valued and expected;
- (2) excellence is sought and rewarded;

- (3) teaching and learning flourish;
- (4) diversity of thought and culture is respected;
- (5) intellectual freedom is preserved; and
- (6) equal opportunity is afforded.

Purposes and Goals.

The University is committed to the following purposes and goals. To prepare a well educated citizenry whose understanding of issues enables them to be contributing members of a rapidly changing, technologically advance, diverse society.

To Prepare Undergraduate Students.

- (a) Students will acquire a solid foundation of general knowledge in the liberal arts and sciences.
- (b) Students will develop a variety of competencies in critical thinking, communication, problem- solving and current technology.
- (c) Students will develop an appreciation for diversity, citizenship, artistic expression, and a positive, healthy lifestyle through educational, cultural, social, and recreational programs.
- (d) Students will develop a life-long commitment to scholarship and service.
- (e) Students will acquire depth of knowledge in a specialized scholarly discipline.
- (f) Students will acquire the knowledge and skills that prepare them for careers and/or advanced scholarly work.
- (g) Students will master methods of inquiry to acquire deeper understanding of their discipline.
- (h) Students will demonstrate knowledge of professional standards and practice.

To Prepare Graduate Students in Specialized Fields of Study.

- (a) Students will acquire an appreciation for and ability to work in an increasingly diverse population.
- (b) Students will engage in scholarly activity, research, and creative endeavors to advance the knowledge and practices of the discipline.
- (c) Students will acquire advanced knowledge and skills consistent with the professional preparation and standards of the discipline.
- (d) Students will develop a commitment to scholarship and life-long learning.
- (e) Students will develop those competencies essential to assuming leadership positions in their professional fields.

Statutory Mission

23-40-101. University established - role and mission

(1) There is hereby established a university at Greeley, to be known as the university of northern Colorado. The university shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards.

(2) The university of northern Colorado shall be the primary institution for undergraduate and graduate degree programs for educational personnel preparation in the state of Colorado. The university shall offer master's and doctoral programs primarily in the field of education. The university has the responsibility to offer on a statewide basis, utilizing where possible and appropriate the faculty and facilities of other educational institutions, those graduate-level programs needed by professional educators and education administrators. The Colorado commission on higher education shall include in its funding recommendations an appropriate level of general fund support for those programs.

(3) As part of its mission as a graduate research university specializing in programs for educational personnel, the university of northern Colorado shall include the education innovation institute created in section 23-40-106 for the purposes described in section 23-40-106 (2).

Education Innovation Institute Statutory Language

23-40-106. Education innovation institute established - purposes - appropriations - report

(1) There is hereby established within the university of northern Colorado the education innovation institute, referred to in this section as the "institute". The university shall administer the institute.

(2) The purposes of the institute shall include, but not be limited to:

- (a) Collaborating with institutions to leverage research, funding, expertise, and other resources;
- (b) Discovering and studying innovations in teaching and learning;
- (c) Creating, piloting, and advocating for innovations in educational delivery methods;
- (d) Producing data and analyses concerning issues including, but not limited to, the following:
 - (I) Existing or nascent problems in education;
 - (II) Models of innovative educational solutions; and
 - (III) Financing and governance models for educational settings;
- (e) Providing public policy makers with data and analyses concerning:
 - (I) Educational program effectiveness; and
 - (II) Innovative options for public and private educational settings;
- (f) Identifying innovative uses of existing school facilities in the state for the purpose of collaboration between elementary, secondary, and higher education institutions; and
- (g) Identifying key issues and setting research priorities in consultation with education experts, business and community leaders, and public officials.

(3) (a) The general assembly may appropriate moneys to the board of trustees of the university of northern Colorado for the administration of the institute.

(b) The board of trustees of the university may solicit and accept gifts, grants, and donations from public and private sources to fund the institute.

(4) Notwithstanding [section 24-1-136 \(11\)\(a\)\(I\)](#), on or before January 10, 2011, and on or before January 10 each year thereafter, the institute shall prepare and submit a report to the education committees of the house of representatives and the senate, or any successor committees, concerning the activities of the institute in the previous calendar year. The report shall include, at a minimum, information concerning the efforts of the institute to fulfill its purposes as described in subsection (2) of this section.

Appendix B: UNC Academic Plan

Final Version—11-2-2007

Goal 1: Create an exemplary teaching and learning community

In keeping with the University of Northern Colorado's historic mission, we will embrace our responsibility to be a model community of teaching and learning that engages every individual in the institution, values the contributions of all, and seeks continual improvement through evaluation.

Objective 1a: Foster a campus culture of respect, civility, two-way communication, collaborative decision-making and shared governance

Potential Strategies

- Develop and implement a systematic approach to campus communication
- Use campus surveys to benchmark attitudes and measure changes
- Communicate accomplishments across colleges and administrative divisions
- Ensure campus policies support all members of the campus community

Objective 1b: Be a welcoming and inclusive campus community that exemplifies and embraces diversity in its broadest sense.

Potential Strategies

- Enroll a diverse student body
- Develop campus programming to celebrate and participate in issues of, international, national and local diversity
- Provide training in cultural competence for faculty, staff and students
- Prepare students to work effectively with diverse populations in an evolving global community

Objective 1c: Develop facilities, technology and other infrastructure to enhance teaching and learning

Potential Strategies

- Align the facilities master plan priorities with the Academic Plan to provide an environment that enhances teaching and learning
- Establish a process for regularly assessing and coordinating program needs to inform the university facilities master plan
- Identify, prioritize and fund improvements to enhance the quality and utilization of technology and other infrastructure
- Identify and prioritize maintenance needs to enable the university to ensure current infrastructure remains viable
- Provide access to and training on technology that facilitates teaching and learning

Objective 1d: Ensure efficient and effective organizational structures that support an exemplary community of teaching and learning;

Potential strategies

- Employ a campus wide process using data to review and improve organizational effectiveness

Objective 1e: Develop an enrollment plan to address student needs, academic programming needs and local, state and national needs

Goal 2: Build a superior faculty of teacher-scholars

Building on the strength of our faculty members who are dedicated to teaching, we will recruit, support, reward and retain an exemplary faculty of diverse members who are committed to superior teaching and active scholarship.

Objective 2a: Recruit an exemplary faculty of culturally and intellectually diverse teacher-scholars

Potential Strategies

- Secure funds to enhance faculty recruitment
- Invest in competitive faculty salaries and benefits
- Create a pool of start-up funds for new faculty
- Improve current recruitment strategies

Objective 2b: Retain an exemplary faculty of culturally and intellectually diverse teacher-scholars

Potential Strategies

- Invest in competitive salaries and benefits for current faculty
- Invest in support for grant writing, research, scholarship and creative endeavors
- Implement differential faculty workload plans
- Encourage cross-disciplinary scholarship by developing campus-wide initiatives that bring faculty together for collaborative projects.
- Provide systematic training and support for teaching at all levels
- Recognize faculty excellence in teaching, research, scholarship and creative endeavors

Objective 2c: Ensure alignment of faculty roles, evaluation and rewards

Potential Strategies

- Align faculty evaluations and rewards with differential workload assignments
- Provide training in the use of evaluation systems

Goal 3: Be a model for transformational learning that integrates all aspects of students' UNC experience

As a university community we will define student success as transformational learning, integrating academic learning and student development. Our graduates will be skilled lifelong learners capable of working effectively with diverse populations in an evolving global community.

Objective 3a: Improve, coordinate and assess curricular and co-curricular experiences to enrich student learning

Potential Strategies

- Broaden student education through experiential learning activities such as international education, research and internships
- Create a common first-year undergraduate experience

- Develop opportunities for undergraduate and graduate research and experiential learning in the community
- Develop a coordinated co-curricular philosophy

Objective 3b: Support a culture of student-driven teaching/learning opportunities

Potential Strategies

- Promote student created and led courses that bridge academic and residential lives.
- Foster and promote civic engagement opportunities

Objective 3c: Promote access and opportunity for graduate and undergraduate students

Potential Strategies

- Provide competitive financial support for undergraduates
- Provide competitive financial support and assistantships for graduate students

Goal 4: Build a staff that is dedicated to the teaching and learning community

We will extend our commitment to teaching and learning beyond traditional settings and roles, providing opportunities for and encouraging all university community members to be both teachers and learners.

Objective 4a: Recruit and retain high-quality, diverse staff

Potential Strategies

- Invest in competitive classified and exempt salaries and benefits
- Invest in support for classified and exempt staff professional development

Objective 4b: Support teaching and learning opportunities for all campus community members

Potential Strategies

- Foster connections among all areas of campus that allow campus community members to learn from each other
- Give every campus community member an opportunity for professional and personal development
- Include professional development in performance planning and evaluation
- Facilitate staff involvement in teaching and research
- Develop intellectual growth

Goal 5: Engage the greater community as partners in teaching and learning

We will continue to build relationships with the greater community in ways that exemplify our commitment to teaching and learning and our role as a public institution.

Objective 5a: Engage in external partnerships that both serve the public and advance the university mission

Potential Strategies

- Form partnerships with other universities, for-profit, not-for-profit, and government entities to address state and regional needs and priorities
- Encourage the creation of community advisory boards for programs on campus and use those contacts to guide development of Community outreach initiatives
- Assess the scope and involvement between UNC and the Greeley community and identify ways to improve the “town-gown” relationship.

Objective 5b: Be a leader in education research and in local, state and national policy discussions about public education.

Potential Strategies

- Establish and fund one or more centers that align with the objective of leadership in public education
- Provide faculty with the resources necessary to conduct cutting edge research on teaching and learning, engage in successful grant writing and write education-related white papers
- Facilitate UNC employee service on education committees and taskforces
- Establish a series of speakers focused on major topics in education

Objective 5c: Pursue opportunities to exercise regional, national and international leadership in scholarly disciplines

Potential Strategies

- Identify and capitalize on areas/disciplines in which we exercise regional, national and international leadership
- Identify and cultivate areas/disciplines in which we could exercise regional, national and international leadership in scholarly disciplines
- Use existing program review and assessment to identify opportunities for leadership in scholarly disciplines

Objective 5d: Promote the University as a model community of teaching and learning

Potential Strategies

- Create an institutional integrated marketing plan
- Pursue certification or equivalent review/recognition for academic areas where appropriate
- Demonstrate the contributions UNC makes as a public institution
- Disseminate faculty scholarship

Appendix C: Planning Timeline

Prepare for and launch planning process	Week of 8/26	Charge President's Leadership Council (PLC) as planning steering committee 8/27
		Launch planning website and begin publicizing forum dates 8/28
	9/2	
Collect and summarize feedback to be used to develop draft vision	9/9	State of the University Address 9/10
		Survey to collect feedback for creating draft vision opens 9/11
		Staff/faculty forum to collect feedback for draft vision 9/10 (3-4:30 p.m.)
		Student forum 9/11 (5-6:30 p.m.)
		Staff/faculty forum 9/12 (9-10:30 a.m.)
	9/16	Local donors discussion with co-chairs 9/16 (12-1:30 p.m.)
		Staff/faculty forum 9/16 (2-3:30 p.m.)
		Community members discussion with co-chairs 9/17 (7-8:30 a.m.)
		Student forum 9/17 (6-7:30 p.m.)
		Staff/faculty forum 9/18 (9-10:30 a.m.)
		Denver donors and BOT discussion with co-chairs 9/18
		Survey to collect feedback for creating draft vision closes 9/18
	9/23	Social Research Lab (SRL) works to analyze/summarize feedback
		Alumni Board discussion with co-chairs 9/28
Develop draft vision	9/30	SRL provides summary to co-chairs and PLC 9/30
		PLC begins work on draft vision (1 st of 2 discussions) 10/3
	10/7	PLC completes draft vision 10/8
Collect and summarize feedback on draft vision	10/14	Share draft vision electronically with campus 10/9
		Town hall to collect feedback on draft vision 10/14 (10-11:30 a.m.)
		Survey to collect feedback on draft vision opens 10/14
	10/21	Survey to collect feedback on draft vision closes 10/18
		SRL works to analyze/summarize feedback
Refine draft vision	10/28	SRL provides summary to co-chairs and PLC 10/28
		PLC discusses feedback and suggests refinements to draft vision 10/31
		Co-chairs refine draft vision 11/1-4
BOT considers draft vision	11/4	Co-chairs discuss refined draft vision with PLC 11/5
		Share draft vision electronically with campus and BOT 11/6
		Include draft vision with materials for 11/15 BOT meeting 11/8
	11/11	BOT considers draft vision 11/15

Prepare for spring work	11/18	PLC discusses facilitation of spring semester subgroup work to develop goals for each vision element 11/20
	11/25	Thanksgiving week
	12/2	
	12/9	Exam week
	12/16	Winter break
	12/23	Winter break
	12/30	Winter break
	1/6	Winter break
Develop draft goals	1/13	Co-chairs charge subgroups to develop 10-12 draft goals for each vision element 1/14
	1/20	Subgroups continue work
	1/27	Subgroups continue work
	2/3	Subgroups continue work
		PLC meets for update on subgroup work 2/4
	2/10	Subgroups continue work
		Discuss strategic planning progress to date at BOT meeting 2/14
	2/17	Subgroups discuss draft goals with PLC and refine as needed 2/18
	2/24	Subgroups discuss draft goals with PLC and refine as needed 2/25
		Subgroup work is complete 2/27
Collect and summarize feedback on draft goals	3/2	Share draft goals electronically with campus 3/2
		Survey to collect feedback on draft goals opens 3/2
		Town hall to collect feedback on draft goals 3/3 (9:30-11 a.m.)
		Survey to collect feedback on draft goals closes 3/6
	3/9	SRL works to analyze/summarize feedback
	3/16	Spring break
Refine draft goals	3/23	SRL provides summary to co-chairs 3/24
		Co-chairs provide summary and any recommendations or instructions for review to PLC 3/26
	3/30	PLC discusses feedback and suggests refinements to draft goals 3/31
	4/6	PLC continues draft goals discussion, if necessary 4/7
	4/13	Co-chairs refine draft goals
	4/20	Co-chairs refine draft goals
	4/27	Co-chairs discuss refined draft goals with PLC 4/28
		Share draft goals electronically with campus and BOT 4/29
	6/1	Include draft goals with materials for 6/12 BOT meeting 6/5

BOT considers draft goals	6/8	BOT considers draft goals 6/12
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