



University of North Dakota Strategic Planning Project Charter

PROJECT DESCRIPTION & OBJECTIVES

The University of North Dakota (UND) strategic plan brings all colleges, administrative units, institutes, centers and activities together as OneUND.

HISTORY

Facing the second cut in state funding in the same year and a rapidly evolving digital transformation of higher education, UND President Kennedy charged a group of 45 faculty, staff, students, alumni and community leaders to develop a strategic plan for supporting the purpose and achieving the vision of the university. The committee received broad input from over 900 participants and delivered a proposed plan to President Kennedy in May 2017 which he approved.

PURPOSE

Chief Opportunity Engine for North Dakota and our Students

VISION

Premier Flagship University of the Northern Plains

GOALS

Learning

- Provide a strong undergraduate liberal arts foundation
- Increase undergraduate, graduate and professional retention and graduation rates
- Deliver more educational opportunities online and on campus

Discovery

- Enhance discovery at a level consistent with most research intensive universities (Carnegie R1)

Engagement

- Foster a welcoming, safe and inclusive campus climate
- Meet educational needs of active-duty military personnel, veterans and their families
- Attract support for the University by actively engaging alumni and donors

PROJECT SCOPE

Scope Statement

The scope of this project is to implement the strategic plan in pursuit of the defined goals by completing the agreed upon action steps and any supplemental action steps recommended by the President's Council and approved by the President. In deference to the 900 people who offered input and the 45 committee members that devoted significant time to debating and prioritizing action steps, alterations of action steps must be properly vetted.

In Scope:

- Action steps included in the May, 2017 OneUND Strategic Plan recommended by the Strategic Planning Committee and approved by President Kennedy.
- Other actions steps in support of the defined strategic goals that are recommended by the President's Cabinet and approved by the President.

Out of Scope

- Action steps not included in the May, 2017 OneUND Strategic Plan
- Supplemental action steps "NOT" recommended by the President's Cabinet and "NOT" approved by the President.

BUSINESS ANALYSIS

CHALLENGE #1: The challenge is to prepare students to be informed citizens equipped to navigate a rapidly changing employment landscape by providing an education grounded in the human experience, and designed to empower individuals to deal with complexity, diversity, and change. Through a liberal arts education, students prepare for success in a global economy and for informed citizenship, developing a sense of social responsibility, as well as strong and transferable intellectual and practical skills that help students think critically and analytically, work with and understand quantitative and other forms of information, communicate effectively in written and oral forms, and understand and effectively engage with people whose backgrounds and experiences are different from their own.

GOAL #1: Provide a strong undergraduate liberal arts foundation

METRIC #1: Association of American Colleges & Universities (AAC&U) Values Institute and Rubrics

Action Step 1.1: Determine student liberal arts skills at the University of North Dakota (UND) through direct and indirect measures. Contextual assessment will be used in goal setting (i.e., action step 1.2).

Measurement 1.1.1: National Survey of Student Engagement (NSSE)

Measurement 1.1.2: Existing Essential Studies (ES) data

Measurement 1.1.3: Initial scoring of ES sample by Association of American Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) Institute for comparison to ES assessment

Anticipated Benefit(s):

- Understanding of how students perceive and report their educational experiences at UND.

- Understanding of historical trends and identification of areas for targeted improvement.
- Understanding of comparison to internal assessment of student learning goals as well as how we compare with other participating institutions.

Action Step 1.2. Following establishment of contextual assessment, make comparisons to similar institutions of key liberal arts learning outcomes through participation in the AAC&U VALUE Institute and indirect measures.

Measurement 1.2.1: Targeted improvement for AAC&U VALUE Institute scoring and comparisons with other institutions.

Measurement 1.2.2: Targeted improvement for NSSE scores on specific themes related to learning outcomes.

Anticipated Benefit(s):

- Comparison of our student learning goal outcomes to other institutions.
- Comparisons of internal and external assessment of our student learning goal outcomes.
- Ability to see changes in how students perceive and report their educational experiences at UND.
- Ability to identify to prospective employers and other stakeholders (parents, prospective students, legislators, etc.) the skills UND students gain and possess as a result of their UND experience.

Action Step 1.3. Document current High Impact Practices (HIPs) as defined by AAC&U including measures of quality and equitable access. Increase student engagement in HIPs across undergraduate academic careers with a goal of at least 3 per student.

Measurement 1.3.1: All HIPs will be identified by a HIPs coordinator in consultation with associate deans or deans of each college, by June 30, 2018, document baseline use.

Measurement 1.3.2: Equity will be measured using the Assessing Equity in High-Impact Practices Toolkit developed by the Center for Urban Education at the University of Southern California by a HIPs coordinator (who will evaluate equity with a working group).

Measurement 1.3.3: Equity will be improved upon until met by HIPs courses.

Measurement 1.3.4: The measure of quality will be whether specific HIPs meet AAC&U characteristics as determined by a HIPs coordinator (with assistance from a working group).

Measurement 1.3.5: HIPs will be identified on student transcripts.

Measurement 1.3.6: The number of HIPs completed by students will increase annually until we reach the goal of at least 3 HIPS in each student's undergraduate career.

Measurement 1.3.7: Improvement in NSSE data specific to “deep learning” as related to HIPs learning experiences

Anticipated Benefit(s):

- Ensuring equity in HIPs helps to promote a strong liberal arts foundation for all students
- Ensuring the HIPs we offer are, in fact, high impact helps to improve the performance of all student groups in the classroom while also supporting the preparation of students for a rapidly changing employment landscape and complex world
- Identifying HIPs helps students to both choose courses wisely and easily identify their experience to potential employers after graduation
- Providing students with intellectually rich educational experiences to positively impact their growth as human beings and informed citizens

Action Step 1.4. Ensure students gain academic breadth that is the hallmark of a strong liberal arts education through development of guided academic pathways (double majors or majors/minors or certificates) with careful attention to avoid extending degree completion time (four-year goal).

Measurement 1.4.1: Increase number of students declaring double majors, majors/minors, certificates and/or engaged in guided pathways

Measurement 1.4.2: Increase number of students graduating with double majors, majors/minors, certificates and/or guided pathways

Anticipated Benefit(s): Providing guided pathways will encourage students to take courses outside their primary major, allowing them some breadth of perspective across their education - a hallmark of a strong liberal arts foundation

Action Step 1.5. Provide faculty and staff programming/workshops through Teaching Transformation and Development Academy (TTaDA) to support student skills related to learning outcomes which demonstrate a strong liberal arts education (e.g., active learning, high impact practices)

Measurement 1.5.1: Targeted improvement on responses to Faculty Survey of Student Engagement (FSSE)

Measurement 1.5.2: Compare FSSE and NSSE combined data on teaching methods and reflective and integrated learning

Measurement 1.5.3: Increase percentage of faculty and staff who participate in TTaDA training each year across colleges

Measurement 1.5.4: Improvement in teaching practices, when necessary, through strategy developed by TTaDA

Measurement 1.5.5: Ensure the programs offered by TTaDA are effective as measured by faculty satisfaction responses

Anticipated Benefit(s): Ensuring faculty and staff have the professional development to engage students in active ways will help to lead to additional HIP and active learning classrooms

CHALLENGE #2: A growing focus on the cost of higher education and student debt demands delivering value in return for students' investment of time and money. This is best achieved by striving to help more students to graduate so they access the benefits of a degree.

GOAL #2: Increase undergraduate, graduate and professional graduation rates

METRIC #2 Four-year graduation rate for undergraduate students

- Goal BY 2022: Increase to 34% – based upon 2 percentage points higher than average of Comparison Flagship Universities (CFUs)
- Data Source: Integrated Postsecondary Education Data System (IPEDS)
- Gradation: Straight line level of improvement from 2017 baseline required to achieve goal

Action Step 2.1.a: Execute plan for full use of Starfish advising functionality by faculty, advisors and students.

Measurement 2.1.1: Starting June 30, 2018, Starfish early alert and midterm notification tools are used by 70% of all faculty/instructors/academic advisors, increasing 5% annually through 2022.

Measurement 2.1.2: Starting spring 2018, available Starfish tools are utilized by 75% of assigned academic advisors, increasing 5% annually through 2022.

Measurement 2.1.3: Starting summer 2018, 100% of new students attending orientation receive access to training pertaining to the use of Starfish.

Measurement 2.1.4: Increase percentage of faculty/instructors completing kudos by 10% annually through 2022.

Anticipated Benefit(s): Bridge communication gap between students, faculty and advisors. Students obtain tools to succeed in course work. Retain students and work toward increasing graduation rates. Higher achievement rate of successful course completion.

Action Step 2.2 Standardize advisor roles and responsibilities, including robust use of optimally targeted interventions identified by analytics and that further coincides with advisor performance.

Measurement 2.2.1: By the close of spring 2018, 100% of colleges commit to baseline research based best practices as identified by UND's Strategic Enrollment Management (SEM) group.

Measurement 2.2.2: By the close of fall 2019, assigned academic advisor performance is evaluated based on adoption of research-based best practices as identified by SEM, student satisfaction through an evaluation survey (and exit interviews where appropriate), and participation in professional development opportunities.

Anticipated Benefit(s): Consistent advising across campus. More accountability for assigned academic advisors. Retain students and work toward increasing graduation rates.

Action Step 2.3. Develop and execute annual calendar of outbound calling activities in support of retention.

Measurement 2.3.1: By the close of spring 2019, a comprehensive list and process of outbound calling activities is developed.

Measurement 2.3.2: Each semester starting fall 2019, 100% of all colleges/departments (academic/non-academic) participating in outbound calling activities responsible parties identified for making contacts, and document action of all contact made with identified students.

Measurement 2.3.3: Each semester starting fall 2019, identified students (e.g., holds, lack of registration, non-renewal of housing contracts) are progressively contacted by digital means, then phone at a rate of 75%, increasing 5% annually through 2022.

Anticipated Benefit(s): Holds are removed; number of registered students increase. Renewal of housing contracts increase. Issues outside initial reason for contact are identified and may be mitigated. Increase awareness at the college/departmental level of items that impact students. Retain students and work toward increasing graduation rates.

Action Step 2.4. Implement Degree Planner so students' "roadmap to degree" are accessible to all advisors (assuming adequate support level provided by North Dakota University System Core Technology Services).

Measurement 2.4.1: By December 31, 2017, the RFP process to select a degree planner is completed.

Measurement 2.4.2: Pilot implementation of a degree planner to commence in fall 2019 with full implementation executed for use with the fall 2020 cohort.

Anticipated Benefit(s): Assists with academic department planning. Ensure students can visualize how their choices in course selection/modification will impact their ability to register for future classes and graduation date. Retain students and work toward increasing graduation rates.

Action Step 2.5. Identify characteristics of courses with high D-grades, failure and withdrawal (DFW) rates (i.e., large class size, instructor's use of Starfish, advising interventions, collaborative transfers, etc.). Determine steps to reduce DFWs.

Measurement 2.5.1: Starting spring 2019, and on a regular basis thereafter, analyses of courses with high DFWs rates are completed by Office of Institutional Effectiveness and made available to colleges.

Measurement 2.5.2: By the close of fall 2019, students must complete proactive requirements (e.g., talk with an advisor, financial aid) prior to withdrawing from course(s).

Measurement 2.5.3: Starting spring 2020, 100% of colleges develop plan to address courses with high DFW rates.

Anticipated Benefit(s): Overall reduction in the number of Ds, Fs, and withdraws across campus courses with most significant prevalence. Minimize financial aid and outstanding bill impacts by educating students on effects of Ds, Fs and withdraws on transcripts. Retain students and work toward increasing graduation rates.

Action Step 2.6. Create pathways and reduce barriers to increase undergraduate graduation rates.

Measurement 2.6.1: By the close of spring 2018, 100% of colleges establish an audit process to ensure degree requirements reflect the 120 credit minimum to graduate.

Measurement 2.6.2: Starting fall 2017, permit double counting of courses toward dual majors, two minors, or a major and a minor.

Measurement 2.6.3: Starting fall 2019, allow undergraduate students to take six graduate credit hours applicable to undergraduate degree that may be transferred to a UND graduate program.

Measurement 2.6.4: Pathways and barriers to graduation brought to the attention of the goal 2 captain; agreed upon by the project manager, steering team and goal captain; and incorporated into the goal 2 charter via approved process, will be addressed through 2022.

Anticipated Benefit(s): Reduce barriers to graduation. Retain students and work toward increasing graduation rates.

Action Step 2.7. Optimize use of financial aid and other incentives to retain and graduate students.

Measurement 2.7.1: Starting fall 2018, students who have an outstanding bill each semester (especially those with 30 or fewer credits remaining to graduate) are contacted and counseled about financial aid options at a rate of 75%, increasing 5% annually through 2022.

Measurement 2.7.2: Starting spring 2018, students who completed a Free Application for Federal Student Aid (FAFSA) for current year, but have not completed for the upcoming year, are contacted and counseled about federal student aid options at a rate of 75%, increasing 5% annually through 2022.

Measurement 2.7.3: Within existing funding, increase cultural diversity tuition waivers awarded by 2% annually through 2022.

Anticipated Benefit(s): Additional financial aid counseling will reduce a student's outstanding charges carried by the institution and may result in obtaining federal student aid for students that previously would not have procured. Retain students and work toward increasing graduation rates

Action Step 2.8. Develop and offer a mandatory first year experience course for all first-year students (from goal 1).

Measurement 2.8.1: By fall 2018, standard university content for an extended orientation/first-year experience course is identified.

Measurement 2.8.2: By fall 2019, a university-level extended orientation/first-year course is developed that must be taken by all first-time first-year students during their first semester at UND. Colleges may substitute an approved alternative that contains the same standard content as the university-level course.

Anticipated Benefit(s): Provide a guide for the kinds of knowledge, skills, and character needed to reach goals. Retain students and work toward increasing graduation rates.

Action Step 2.9: A strategic enrollment management plan for the School of Graduate Studies does not exist in part due to a gap in comprehensive comparison/analysis of UND graduate education data and comparison/aspirational flagship universities' (CFU/AFU) benchmarks.

Action Step 2.9a: Develop graduate enrollment management strategies.

Measurement 2.9.a1: By the close of spring 2018, UND data is collected for number of applications and admits, enrollment, retention and time to degree for all masters-level and doctoral-level programs and compared (quantitative and qualitative) with available CFU's and/or AFU's data is completed.

Measurement 2.9.a2: By the close of spring 2019, at least three best practices are identified and implemented to address each deficient area (relative to benchmark data) within all masters-level and doctoral-level programs, and at least one best practice identified and implemented to improve each non-deficient area.

Anticipated Benefit(s): Strategic enrollment management strategies are developed based on accurate data from benchmarking activities.

CHALLENGE #3: UND faces several challenges that hamper its ability to fully attract those who would benefit from the opportunities offered by our programs.

GOAL #3: Deliver more educational opportunity online and on-campus

METRIC #3: Student credit hours

- Goal by 2022: Increase by 10%, by higher growth in online and graduate programs
- Data Source: Institutional Effectiveness
- Graduation ~2% improvement per year

Action Step 3.1. Invest in marketing organization and tactics, including branding study, website upgrade, advertising and recruiting software upgrade.

Measurement 3.1.1:

- Increases in positive brand health comparing surveys of internal constituencies planned for 2019 and 2021 with the 2017 pre-survey.
- Increased number of inquiries, applicants and enrollments; including 113 additional on campus students from the fall 2016 benchmark.
- Increases in undergraduate and graduate conversion rates (inquiry to applicant) and yield rates (admit to enroll) compared to previous recruitment cycles.

Anticipated Benefit(s):

- Increased recognition and positive perception of UND brand.
- More effective and efficient student recruitment.
- Increased student enrollment.
- Increased satisfaction with UND website.
- Increased alumni/donor support.
- Increased success filling faculty/staff positions.

Action Step 3.2 Identify and promote high demand programs to be offered fully online.

- Listing of undergraduate and graduate programs that will be targeted.

Action Step 3.2a. Partner with an online program management company with proven expertise in providing marketing, recruiting, course development, and student services for online programs to expand enrollments in:

- 3-5 undergraduate degrees targeted towards degree completion and military students.
- ~5 master's programs in areas of study with high demand.
- By June 30, 2018, select an Online Program Manager (OPM) and have specific undergraduate and graduate programs selected.

Measurement 3.2.1:

- Student enrollment (head count and student credit hours) increases from previous levels for programs offered fully online and supported through a partnership with an online program management company.
- Revenue increases attributed to the programs supported by the UND-OPM partnership and consistent with projected OPM agreements/contracts that emphasize incremental growth.

Anticipated Benefit(s):

- Increased educational opportunities for diverse students from across the country including:
 - active, reserve, and retired military personnel and their families,
 - members of the national guard and their families,
 - Adult with some college seeking career advancement possibilities,
 - students in rural areas with limited access to excellent education opportunities.
- Increased national visibility and recognition of UND's brand as a destination institution of higher education.
- Increased financial revenue to reinvest in strategic priorities to serve our students, the people of North Dakota and the nation.

Action Step 3.2b. Enhance existing and develop, as necessary, new capabilities within UND for digital marketing, recruiting, enrollment, course development, and student success services to facilitate the growth of online programs, courses and enrollments.

Measurement 3.2b.2:

- Selective monitoring of the capability of student support services to decrease response times to student inquiries, admissions requests, enrollment actions, technical assistance, and student retention-related needs.
- Student enrollment (head count and student credit hours) increases from FY17 associated with programs offered fully online and not supported by any partnership with an online program management company.

Anticipated Benefit(s):

- Increase UND's capacity to respond quickly to changing demands in higher education and career development.
- Increased educational opportunities for diverse students from across the country including:
 - active, reserve, and retired military personnel and their families,
 - members of the national guard and their families,
 - Adults with some college seeking career advancement possibilities,
 - students in rural areas with limited access to excellent education opportunities.
- Increased national visibility and recognition of UND's brand as a destination institution of higher education.
- Increased financial revenue to reinvest in strategic priorities to serve our students, the people of North Dakota and the nation.

Action Step 3.3. Initiate high demand degrees and certificates, including Data Analytics and Cyber Security.

Action Step 3.3a. Identify and develop new high demand degrees and certificates in diverse areas including data analytics and cyber security and other areas especially those consistent with the grand challenges (see Goal 4, Action Step 4.5) in a strategic manner that facilitates coordination and integration across units while preventing program proliferation.

Measurement 3.3a.1:

- Number of degrees and certificates initiated post FY17 enrolling 100 or more student annually by FY21;
- Number of SCHs generated by students enrolled in degree and certificate programs initiated post FY17.

Anticipated Benefit(s):

- Increased educational opportunities for diverse students from across the country including:
 - active, reserve, and retired military personnel and their families,
 - members of the national guard and their families,
 - Adults with some college seeking career advancement possibilities,

- students in rural areas with limited access to excellent education opportunities.
- Increased recognition of areas in which UND excels and can or has become a national/international leader.
- Increased national visibility and recognition of UND's brand as a destination institution of higher education.
- Increased financial revenue to reinvest in strategic priorities to serve our students, the people of North Dakota and the nation.

Action Step 3.3b. Coordinate the development of certificates and degrees available on campus and online that will align into stackable verticals and academic suites.

- Stackable Verticals -- Programs and degrees that "stack" upon one another and facilitate students moving from introductory credentials to advanced degrees.
- Academic Suites – groups of interconnected and interdisciplinary programs that attract and serve students with complimentary interests and facilitate their developing complimentary skills.

Measurement 3.3b.1:

- Increase the number of stackable verticals from the benchmark year of FY17 that permit students to enroll for a bachelor's degree or less and progress toward at least a master's degree.
- Increase the number of academic suites created from the benchmark year FY17 that facilitate interdisciplinary engagement, study and research.

Anticipated Benefit(s):

- Increased educational opportunities for diverse students from across the country including:
 - active, reserve, and retired military personnel and their families,
 - members of the national guard and their families,
 - Adults with some college seeking career advancement possibilities,
 - students in rural areas with limited access to excellent education opportunities.
- Increased student retention in programs that are part of stackable verticals and/or academic suites.
- Increased interdisciplinary collaborative engagement, study, and research among students and faculty that are part of programs belonging to verticals and/or academic suites.
- Increased financial revenue to reinvest in strategic priorities to serve our students, the people of North Dakota and the nation.

Action Step 3.4. Track effectiveness of each recruiter in generating leads and converting them to enrollees, relative to that predicted by analytics.

Measurement 3.4.1:

- Increases from the benchmark year FY17 in the ratio of the number of leads generated by each recruiter relative to the number of leads predicted by analytic models (leads / leads predicted).

- Increases from the benchmark year FY17 in the ratio of the number of enrollees attributed to each recruiter relative to the number of enrollees predicted by analytic models (enrollees / enrollees predicted).
- Increases from the benchmark year FY17 in the ratio of enrollees to leads per recruiter divided by the ratio of enrollees to leads predicted by analytic models ((enrollees / leads) / (enrollees predicted / leads predicted)).

Anticipated Benefit(s):

- Increases in student enrollment, especially on campus enrollment.
- Data support for evaluation of recruiter performance.
- Increases in recruiter effectiveness and efficiency.

Action Step 3.5. Reduce barriers to admission, including streamlining credit transfer review and acceptance processes.

Measurement 3.5.1:

- Increase the conversion rate from inquiry to application using FY17 as the benchmark year.
- Increase the conversion rate from completed application to enrolled students.
- Increase number of transfer admissions.
- Yield rate of transfer admissions to matriculated student.
- Mean time for reviewing and determining transfer credit decisions.

Anticipated Benefit(s):

- Increased educational opportunities for diverse students from across the country including:
 - active, reserve, and retired military personnel and their families,
 - members of the national guard and their families,
 - Adults with some college seeking career advancement possibilities,
 - students in rural areas with limited access to excellent education opportunities.
- Increase in student satisfaction.
- Increased financial revenue to reinvest in strategic priorities to serve our students, the people of North Dakota and the nation.

Action Step 3.6. Enhance strategic use of merit and needs-based scholarships, graduate assistantships, and waivers to optimize attracting and retaining high quality undergraduate and graduate students from diverse backgrounds.

Measurement 3.6.1:

- Increase number of national merit finalists and semi-finalists among incoming students.
- Increase number of students with GPAs in top 10% of high school class.
- Increase retention rates of national merit finalists and semi-finalists.
- Increase retention rates of incoming students with GPAs in top 10% of high school class.
- Increase quality and quantity of Ph.D. students (see Goal 4. Action Step 4.5c).

- Increase the percentage of high quality students, as described above, who are from diverse backgrounds.

Anticipated Benefit(s):

- Enhanced academic regional, national, and international reputation.
- As a result of enhanced reputation:
 - Increased numbers of applications and enrollments.
 - Increased numbers of applications for faculty positions.
- Increased public rankings for quality of education.

Action Step 3.7. Progressively upgrade campus facilities and ambiance through robust and sustained effort to reduce deferred maintenance, target facility improvements, and improve timelines and quality of building maintenance and elevate grounds keeping standards.

Action Step 3.7a. Develop plan to create sources of funding for capital improvements and establish a capital planning process.

Measurement 3.7a.1:

- Initial funding plan for 2017-19 biennium drafted using 1% of tuition increase.
- First draft of capital planning process target date October 31, 2007.
- Yearly funding set aside for physical improvements.

Anticipated Benefit(s):

- Priority items will be determined.
- Benchmarked annual capital funding

Action Step 3.7b. Commence effort to beautify campus by elevating grounds keeping standards/execution, taking initial steps to limit non-pedestrian traffic/parking between Coulee and Columbia, and creating a list of campus beautification projects for fundraising efforts.

Measurement 3.7b.1:

- Campus survey results.
- Develop standards based on best practices.
- Limit parking spaces between Coulee and Columbia.
- Complete list of 5 year campus beautification project.

Anticipated Benefit(s):

- Increased faculty and staff satisfaction with workplace environment.
- Increased student enrollment and retention.

Action Step 3.7c. Develop plan to optimize monetization of golf course and Dakota Hall.

Measurement 3.7c.1

- Dakota Hall – SBHE Action item – target submittal 9/13/17.
- Further action on golf course pending review with legal -9/13/17.

Anticipated Benefit(s):

- Increased cost efficiency in operations and maintenance costs.

Action Step 3.7d. Develop a plan to replace or outsource the steam plant.

Measurement 3.7d.1.

- Select a solution/concept – 2/31/17
- Execute development agreement – 7/1/17 (contingent on no legislative approval needed)
- Select a private partner – 9/11/17

Anticipated Benefit(s):

- Eliminate business continuity risk associated with the existing steam place and increased energy efficiency.

Action Step 3.7e. Advance plans for replacement or remodel of Gamble Hall and Chester Fritz Library to facilitate fundraising effort.

Measurement 3.7e.1.

- Total dollars committed to the project.
- Add both buildings to campus master planning process.
- A/E and CM2r selected
- Building layouts and images for fund raising

Anticipated Benefit(s):

- Increased faculty and staff satisfaction with workplace environment.
- Increased student enrollment and retention.
- Increased student satisfaction with facilities.

Action Step 3.7f. Complete Master Plan according to deadline by State Board of Higher Education.

Measurement 3.7f1.

- RFP issued for consulting partner to facilitate process (May 2017).
- Engagement awarded to Sasaki/EAPC (June 2017).
- Master Plan documentation for SBHE (February 2018)

Anticipated Benefit(s):

- Increased faculty and staff satisfaction with workplace environment.
- Increased student enrollment and retention.
- Increased student satisfaction with facilities.
- Increase space utilization.

CHALLENGE #4: Delivering opportunity to North Dakota by diversifying its economy and addressing societal grand challenges demands through cutting-edge research.

GOAL #4: Enhance discovery at a level consistent with most research-intensive universities (Carnegie R1)

METRIC #4 Research funding

- Goal by 2022:[\$120] million – internal and external funding sources
- Data Source: Novelution/PS
- Gradation: Define by year

Action Step 4.1. Designate champions to assemble representatives from select colleges in order to define and drive research goals for each grand challenge.

Grand Challenges and Champions

- Promote energy and environmental sustainability (Champion: Tom Erickson)
- Address health challenges through basic, clinical and translational discovery (Champion: Colin Combs)
- Help rural communities solve their unique health and social problems (Champion: Thomasine Heitkamp)
- Drive the world-changing developments of UAS and do so in a way that reflects UND's values (Champion: Mark Askelson (Interim))
- Effectively, efficiently, and ethically produce, manage, and securely use information in the age of Big Data (Champion: Hesham El-Rewini)

Action Step 4.1a. Designate and define diversified faculty teams to articulate grand challenge goals within each area.

Measurement 4.1a.1:

- Completion of qualified faculty team formation
- Faculty team demonstrates disciplinary diversity within their grand challenge area, completion by June 30, 2018.

Anticipated Benefit(s):

- Diverse team ensures access to greater funding opportunities
- Ensures the university's faculty are broadly included in the grand challenge process

Action Step 4.1b. Create realistic yet ambitious annually adjusted faculty external funding and scholarly output goals linked to the grand challenge areas.

Measurement 4.1b.1:

- Extramural funding levels within the grand challenge areas
- Scholarly outputs, including, but not limited to:
 - Journal articles
 - Books
 - Conference proceedings and reports
 - Performances and exhibitions
- National rankings improve

Anticipated Benefit(s):

- Increased institutional prestige
- Improved university reputation within funding agencies, enabling the institution to pursue increasingly larger grants
- Larger volume of extramural university funding
- Creation of a strong research culture at UND

Action Step 4.2. Accurately capture faculty time devoted to research through Page 2 with aim to redirect more faculty time to discipline level research productivity.

Action Step 4.2a. Create database listing 'page 2' % research effort; Academic Year salary and benefits; and additional salary and benefits for each faculty member and use data to calculate institutional expenditures in research and scholarship.

Measurement 4.2a.1:

- Location in a single database:
 - All faculty research effort recorded accurately
 - Effort combined with salary and benefits data to produce institutional expenditures in research

Anticipated Benefit(s):

- Accurate reporting of institutional support for research will help raise Carnegie ranking
- Understanding of departmental investment in faculty research activities will drive more intentionality in assigning effort levels in teaching, research and service.
- Further recognition for the State of North Dakota's investments in higher education

Action Step 4.3. Recruit and retain star research faculty and staff in areas of study related to grand challenges.

Action Step 4.3a. Identify one high-impact research area for development

Measurement 4.3a.1:

- Validation of high-impact research areas through consultation with external academic and private sector experts

Anticipated Benefit(s):

- Confirmation that choice of research areas is appropriate, thereby providing justification to stakeholders for long-term investment

Action Step 4.3b. Ensure infrastructure that is needed to attract top talent is available and is supported

Measurement 4.3b.1:

- Inventory all current equipment
- Inventory all current support personnel
- Inventory all gaps in infrastructure and identify funds to address gaps

Anticipated Benefit(s):

- Demonstration that university is appropriately resourced to launch 'star' faculty recruitment

Action Step 4.3c. Develop and launch cluster recruitment strategy to create a highly integrated collaborative team of researchers that provides both depth and breadth in chosen research area from 4.3a.

Measurement 4.3c.1:

- Launch of recruitment process.
- Successful recruitment of several faculty.

- Faculty recruited to have current, substantial external research funding before arrival at UND

Anticipated Benefit(s):

- More external funding
- Increased high-impact scholarly output
- Increase in PhD candidates/degrees conferred
- More post-doctoral researchers
- Retaining of qualified faculty which will thus produce a cultural reputation to attract other highly qualified researchers in the future

Action Step 4.4. Increase the number of non-faculty post-doctoral researchers in support of grand challenges.

Action Step 4.4a. Improve and expand seed funding programs including post-doctoral program, aimed at grand challenges

Measurement 4.4a.1:

- Increased external funding
- Increased scholarly outputs

Anticipated Benefit(s):

- More successful proposals in response to large dollar solicitations
- Increased high impact scholarly outputs
- Improved reputation for the institution
- Greater capability of faculty to pursue large grants that require long-term labor

Action Step 4.5. Identify and grow select high-potential research-based PhD programs supportive of grand challenges.

Action Step 4.5a. Analyze national demand for Ph.D. graduates in grand challenge areas

Measurement 4.5a.1:

- Complete analysis of nationally-competitive PhD programs

Anticipated Benefit(s):

- Confirmation that choice of Ph.D. programs for growth and investment is appropriate

Action Step 4.5b. Create and implement effective Ph.D. student recruiting strategies

Measurement 4.5b.1:

- Complete analysis of nationally competitive PhD programs
- Number of Ph.D. students matriculating

Anticipated Benefit(s):

- Increased quality and quantity of Ph.D. students
- Higher research activity, higher external funding levels

Action Step 4.5c. Ensure that allocation of graduate student assistantships and other resources is directed to in-demand Ph.D. programs

Measurement 4.5c.1: Number of Ph.D. students supported with assistantships/waivers.

Anticipated Benefit(s):

- More Ph.D. students supported leading to more Ph.D. degrees conferred
- Higher research productivity, higher external funding

Action Step 4.5d. Ensure that Ph.D. stipends are competitive on a national level

Measurement 4.5d.1: Amount of stipend provided compared to data corresponding to other R1 and R2 universities

Anticipated Benefit(s):

- More Ph.D. students supported leading to more Ph.D. degrees conferred
- Higher quality Ph.D. students recruited
- Time to degree shortened

Action Step 4.5e. Ensure that Ph.D. students conduct dissertation research with research-active faculty and staff

Measurement 4.5e.1:

- Ph.D. students working with high productivity faculty (well funded, well published, active)
- Number of papers published by PhD-level graduate students and doctoral candidates prior to graduation
- External funding performance of faculty

Anticipated Benefit(s):

- Higher per-student scholarly productivity
- Faculty more successful obtaining funding
- Ph.D. graduates compete more successfully for high profile jobs in academia and industry

Action Step 4.6. Create department and college level expectations and evaluation criteria for discipline-dependent products of research, scholarship and creative activities and integrate into promotion, tenure and evaluation criteria.

Action Step 4.6a. Roll out university-wide utilization of Digital Measures software

Measurement 4.6a.1: Percentage of campus faculty using digital measures

Anticipated Benefit(s): Creates a foundation for easily reporting and quantifying scholarly output

Action Step 4.6b. Departments to reach consensus on what constitutes high quality and high quantity scholarship/research, including external funding and scholarly products

Measurement 4.6b.1:

- Department completion of internal quality metrics
- Dean/Provost signoff on metrics
- Affirmation of metrics through external review

Anticipated Benefit(s):

- Recognition of high faculty performance
- Enables the university to make well-informed strategic decisions for investments in research
- Provides an objective framework for tenure and promotion decisions

Action Step 4.6c. Use productivity metrics in consultation between deans/chairs and faculty about research effort on page 2

Measurement 4.6c.1:

- Articulation of research productivity expectations relative to a specific numerical percentage on faculty page 2's
- Ease of adjustment of page 2 effort on an annual basis in response to changes in productivity

Anticipated Benefit(s):

- Creation of a balanced workload for all faculty, recognizing the dual university missions of research and instruction
- Larger volume of submissions for extramural funding which will concomitantly increase extramural funding
- Enables a greater number of scholarly outputs within a given time frame

Action Step 4.7. Invest in high performance computing, cyber security and data analytic capabilities and infrastructure.

Action Step 4.7a. Develop thorough and systematic knowledge of university computational needs

Measurement 4.7a.1:

- Completed input gathering from current big data researchers on their computational needs and desires
- Analysis of external research on academic and corporate computational needs in the medium and long terms

Anticipated Benefit(s):

- Ensuring investments are properly allocated
- Provide a deeper institutional knowledge about collaborative opportunities
- Use of information in star faculty recruiting

Action Step 4.7b. Calibrate university needs through discussion with external reviewers

Measurement 4.7b.1:

- Stature of external collaborators in terms of expertise, knowledge of industry need, knowledge of broader academic shifts
- Receipt of functional written product from authoritative external sources

Anticipated Benefit(s): UND computational investment plan affirmed/justified by external review

Action Step 4.7c. Acquire necessary hardware and software and recruit appropriate support staff.

Measurement 4.7c.1:

- Hardware/software acquisition
- Support staff recruitment

Anticipated Benefit(s):

- High quality computational capabilities created
- High quality faculty recruiting
- Higher external funding

CHALLENGE #5: As the nation evolves to a majority minority nation, it is imperative for the success of UND graduates and the university to be able to effectively engage in an increasingly diverse population.

GOAL #5: Foster a welcoming, safe and inclusive campus climate.

METRIC #5: Diverse segments (identified in IPEDS) fully participate in improvements of Metric #2 and #3.

METRIC #2: Four-year graduation rate for undergraduate students

- Goal by 2022: Increase to 34% - based upon 2 percentage points higher than average of Comparison Flagship Universities (CFUs)
- Data Source: Integrated Postsecondary Education Data System (IPEDS)
- Gradation: Straight line level improvement from 2017 baseline required to achieve goal

METRIC #3: Student credit hours.

- Goal by 2022: Increase by 10%, by higher growth in online and graduate programs
- Data Source: Institutional Effectiveness
- Gradation: ~2% improvement per year

Action Step 5.1. Encourage/ensure students from underrepresented groups fully participate in enrollment growth, retention, and graduation consistent with general campus rates.

Action Step 5.1a: Full implementation of Starfish (a student communication tool).

- Explore optimum utilization of Starfish in non-academic departments.
- Add Starfish expectations to position descriptions.

Measurement 5.1.1: Number of students retained.

Anticipated Benefit(s):

- Increase in early intervention measures for students to aid in student retention.
- Increased communication between faculty, non-academic support units and students.

Action Step 5.1b: Reorganization of Diversity & Inclusion department

- Restructure organization and staff roles to serve diverse students in a manner that aligns with implementation of strategic goals, including incorporation of key metrics into annual reviews, completion by June 30, 2018.
- Hire a leader for Diversity & Inclusion.

Measurement 5.1.1b:

- Leader for Diversity & Inclusion is hired.
- Vacant positions within Diversity & Inclusion are filled.

Anticipated Benefit(s):

- Increase in national visibility and recognition of UND's brand as a welcoming and safe campus community.
- Increase in educational opportunities for diverse students from across the country.

Action Step 5.1c: Restructure the undergraduate recruitment plan for diverse student populations.

- Assess and restructure the Cultural Diversity Tuition Waiver to attract and retain the greatest number of students from under represented student populations.
- Increase number of students having completed degrees from Tribal Colleges.
- Develop standard marketing and publication guidelines for recruitment purposes that foster a welcoming, safe and inclusive campus climate.

Measurement 5.1.1c:

- Student enrollment (student credit hours) based on IPEDS data.
- Student retention based on IPEDS data.

Anticipated Benefit(s):

- Increase in national visibility and recognition of UND's brand as a welcoming and safe campus community.
- Increase in educational opportunities for diverse students from across the country.

Action Step 5.2. Assess climate on a regular basis (include definition and tracking of cross-cultural opportunities).

Action Step 5.2a: Assess campus climate.

- Develop and implement a cycle of climate assessment to target campus improvement.

Measurement 5.2.1a:

- Student credit hours from diverse student populations (measured by IPEDS data).
- Retention rates from diverse student populations (measured by IPEDS data).

Anticipated Benefit(s):

- Identify and address issues that are barriers to student success.
- Education to campus on mitigating biased incidents
- Increase in national visibility and recognition of UND's brand as a welcoming and safe campus community.
- Increase in educational opportunities for diverse students from across the country.

Action Step 5.2b: Comply with the NCAA Diversity Commitment.

- Identify, recruit and interview individuals from diverse backgrounds in an effort to increase their representation and retention as commissioners, athletics directors, coaches and other leaders in athletics.
- Engage in regular diversity, inclusion and equity review to inform campus policy and diversity initiatives.

Measurement 5.2.1b: Number of identified, recruited and interviewed individuals from diverse backgrounds.

Anticipated Benefit(s):

- Promote diversity and gender equity in college sports hiring practices.
- Increase in national visibility and recognition of UND's brand as a welcoming and safe campus community.
- Increase in educational opportunities for diverse students from across the country.
- Engage in regular diversity, inclusion and equity review and inform campus of policy and diversity initiatives.

Action Step 5.2c: Implement Committee on Sexual Violence Prevention & Response (CSVPR) utilizing Peter Lake's 4-Corners Model to address sexual violence prevention and response.

- Collaborate with all areas of the campus to eliminate, prevent and address sexual violence on campus.
- Develop an annual and comprehensive plan and measurement for sexual violence prevention and response for UND.

Measurement 5.2.1c:

- Student credit hours from diverse student populations (measured by IPEDS data).
- Retention rates from diverse student populations (measured by IPEDS data).

Anticipated Benefit(s):

- Mitigation and reduction of sexual violence on campus.
- Community members are engaged in the mitigation and sexual violence prevention on campus.

- Increase in national visibility and recognition of UND's brand as a welcoming and safe campus community.
- Foster a welcoming, safe and inclusive campus climate.

Action Step 5.3: Increase opportunities for intentional cross-cultural interaction and engagement amongst students, staff, and faculty.

Action Step 5.3a: Organize professional gathering for area Black, Hispanic, and Asian professionals within the greater Grand Forks region.

- Establish relationships with business and non-profit organizations to collaborate and provide support to employees from diverse backgrounds.
- Provide opportunities for area professionals to engage in the UND community.

Measurement 5.3.1a: Events are held to provide cross-cultural interaction and engagement amongst students, staff and faculty.

Anticipated Benefit(s):

- Individuals feel greater connection to UND and Grand Forks community.
- Increase in national visibility and recognition of UND's brand as a welcoming and safe campus community.

Action Step 5.3b: Increase and promote intentional cross-cultural programming events for students.

- Develop standard marketing and publication guidelines to advertise campus programming events that foster a welcoming, safe and inclusive campus climate.
- Develop a marketing publication to showcase key annual cultural events on campus.
- Develop and implement an incentive system for undergraduate students to attend key cultural events on campus.

Measurement 5.3.1b:

- Incentivized student involvement and increase in overall attendance at key cultural events on campus.
- Student credit hours from diverse student populations (measured by IPEDS data).
- Retention rates from diverse student populations (measured by IPEDS data).

Anticipated Benefit(s):

- Increase cross-cultural opportunities for students.
- Increase in national visibility and recognition of UND's brand as a welcoming and safe campus community.
- Increase in educational opportunities for diverse students from across the country.

Action Step 5.3c: Execute a faculty exchange agreement with North Carolina A&T (NC A&T).

- Develop and implement a faculty exchange agreement with NC A&T.

Measurement 5.3.1c: Faculty exchange agreement with NC A&T is implemented.

Anticipated Benefit(s):

- Provide UND and North Carolina A&T exchange faculty members the experience to teach in new and different environments.
- Expose UND and North Carolina A&T students to faculty members from varying academic backgrounds and experiences.
- Create increased opportunities for faculty to meet and work with colleagues at different institutions.
- Increase in national visibility and recognition of UND's brand as a welcoming and safe campus community.
- Increase in educational opportunities for diverse students from across the country.

CHALLENGE #6: UND program offerings ideal for military personnel are being underutilized due to a lack of being online or not having an articulation agreement with military branches facilitating acceptance of a precedent associates degree.

GOAL #6: Meet educational needs of active duty and reserve military personnel, veterans and their families

METRIC #6: A 25% increase in credit hours earned by active duty military personnel, veterans and their families.

Action Step 6.1. Create online undergraduate programs, certificates and master's programs aimed at military personnel, veterans and their families.

Action Step 6.1a. Identify high demand degrees and certificates for military personnel, veterans and their families and review UND's existing online programs, certificates and master's programs, completion by June 30, 2018.

Measurement 6.1a.1:

- A comprehensive list of degrees and certificates in demand by military personnel, veterans and their families.
- Identification of degrees and certificates needed to meet demands of military personnel, veterans and their families.

Anticipated Benefit(s):

- Ability to create additional degree programs and certificates that align with needs of military personnel, veterans and their families.

Action Step 6.1b. Work with Goal #3 team to initiate high demand degrees and certificates aimed at military personnel, veterans and their families.

Measurement 6.1b.1:

- Number of degrees and certificates initiated based on identified needs.
- Number of military personnel, veterans and their families enrolled in degree and certificate programs initiated based on identified needs.

- Number of student credit hours generated by military personnel, veterans and their families enrolled in courses associated with degrees and certificate programs initiated based on identified needs.

Anticipated Benefit(s):

- Increased educational opportunities for military personnel, veterans and their families.
- Increased recognition of UND as a military friendly university.
- Increased enrollment and financial revenue.

Action Step 6.2. Create pathways, reduce barriers for entry into UND.

Action Step 6.2a. Develop transfer credit equivalencies for military experience based on American Council on Education (ACE) recommendations.

Measurement 6.2a.1: Completed transfer credit equivalencies with individual colleges for courses in degree programs targeted to military personnel and veterans.

Anticipated Benefit(s):

- Standardization of awarded credits for military personnel and veterans.
- Increased recognition of UND as a military friendly university.

Action Step 6.3. Promote accessibility and flexibility of programs.

Action Step 6.3a. Develop a targeted marketing plan for military personnel, veterans and their families.

Measurement 6.3a.1:

- Number of military personnel, veterans and their families enrolled in degree and certificate programs.
- Number of student credit hours generated by military personnel, veterans, and their families enrolled in degrees and certificate programs.

Anticipated Benefit(s):

- Increased recognition of UND as a military friendly university.
- Increased enrollment and financial revenue.

Action Step 6.4. Become designated as an “Air University” by the U.S. Air Force.

Action Step 6.4a. Develop a targeted marketing plan for military personnel, veterans and their families.

Measurement 6.4a.1:

- Number of military personnel, veterans and their families enrolled in degree and certificate programs.
- Number of student credit hours generated by military personnel, veterans, and their families enrolled in degrees and certificate programs.

Anticipated Benefit(s):

- Increased recognition of UND as a military friendly university.
- Increased enrollment and financial revenue.

CHALLENGE #7: These strategic priorities require the support of alumni and donors to be fully achieved.

GOAL #7: Attract support for the University by actively engaging alumni and donors.

METRIC #7: Achieve annual fundraising goals and participation rates in order to support plan objectives.

- Goal by 2022: Increase alumni contribution participation to 10% and achieve targeted. fund raising goals set for each Dean, VP and President.
- Data Source: Alumni Foundation.
- Gradation: Straightline improvement from 8% 2017 baseline.

Action Step 7.1. Evaluate and refine the effectiveness and impact of alumni activities.

- Finalize the policy and process for crowdfunding initiatives.
- Marketing campaign and case for support around "I gave".
- Develop a phone-a-thon strategy by college using current students.

Measurement 7.1.1: Number of engaged young alumni (graduates of last 20 years).

Measurement 7.1.2: Number of opportunities for students to engage with UNDAAF.

Anticipated Benefit(s): Increase the number of engaged students and alumni, building the donor pipeline for the future.

Action Step 7.2. Finalize the policy and process for crowdfunding initiatives.

Measurement 7.2.1: Number of crowdfunding initiatives, completion by June 30, 2018.

Measurement 7.2.2: Success rate of crowdfunding initiatives.

Anticipated Benefit(s): Increased fundraising opportunities, increased awareness of UND projects and groups.

Action Step 7.3. Marketing campaign and case for support around "I gave".

Measurement 7.3.1: Alumni participation rate.

Anticipated Benefit(s): Increased alumni participation, increase donor retention, build comradery and excitement about giving to UND.

Action Step 7.4. Develop a phone-a-thon strategy by college using current students.

Measurement 7.4.1: Number of alumni acquired through phonathon.

Anticipated Benefit(s): Increased alumni participation following engagement with students.

Action Step 7.5. Establish fundraising targets for each college and encourage 100% percent participation by all advisory boards in annual giving.

Measurement 7.5.1: Number of engaged alumni.

Measurement 7.5.2: Number of engaged donors.

Measurement 7.5.3: Donor retention rate.

Anticipated Benefit(s): Improved relationships between donors and university, increased capacity for fundraising and increased dollars raised.

Action Step 7.6. Partner with University Relations and Public Affairs & Marketing to be increasingly integrated in messaging, communication, and branding across all areas.

Measurement 7.6.1: Collaborate with UND Marketing for consistent use of messaging, communication and branding (Leaders in Action).

Anticipated Benefit(s): A unified voice across campus.

Action Step 7.7. Create personalized engagement and stewardship plans for top donors and prospects.

Measurement 7.7.1: Number of actions completed from personalized engagement plans.

Anticipated Benefit(s): Deepened relationships with top donors and prospects, increased potential for future gifts.

Action Step 7.8. Expand the thank you strategy for first-time givers.

Measurement 7.8.1: Retention rate for first-time givers.

Anticipated Benefit(s): Improved retention of first time donors.

Action Step 7.9. Expand the recognition platform for participation and year of giving

Measurement 7.9.1: Number of recognition interactions (emails, events, mailings)

Anticipated Benefit(s): Donors feel recognized for loyalty, deepened relations with the University.

Action Step 7.10. Develop a library of impact stories and methods to reach donors with personalization impact communication.

Measurement 7.10.1: Number of stories

Anticipated Benefit(s): Increased awareness of the impact of private giving at UND, increased perception of personal impact on university.

Action Step 7.11. Establish fundraising targets for each college/unit and encourage 100% percent participation by all advisory boards in annual giving..

Measurement 7.11.1: Annual fundraising total.

Measurement 7.11.2: Participation rate of advisory boards.

Anticipated Benefit(s): Provide adequate support for university needs.

COMMUNICATION

Open, thorough and regularly updated communications will be driven by a communications plan approved by the President's Cabinet. As well, regular discussions will be held with leadership groups within the university whose members will have responsibility to encourage participation and act as ambassadors for the process.

Communications Content / Schedule

- Complete messaging strategies, schedule, and responsibilities based on various internal and external stakeholder groups.
- Develop summary, fact sheets, and other support materials as necessary.
- Development measurement guide and reporting

Content/Public Information (directives form meeting and communications content planning)

- Develop weekly or bi-weekly content for multiple uses
- Provide website, and social media posts
- Write original content for various publications including, but not limited to UND Today, Alumni Review, Dakota Student, Grand Forks Herald, etc.

COST ANALYSIS

The following will be used as budgeting guidelines during the planning phase of the project:

- To ensure that the amount allocated is only exceeded if the funds to do so are available and investments provide a sufficient return on investment, all approvals for expenditures will require to be recommended to the President's Cabinet, approved by the President, acknowledgement by the Vice President of Finance and Operations as being expenditures that have been accounted for in both the budgeting and MIRA processes.

The UNDAAF is a separate 501(c)3 entity, and considered an affiliate of the University of North Dakota. The budget for these projects comes from the UNDAAF budget which is approved by the Board of Directors, of which the UND President and Vice Presidents are a part.

UNIVERSITY RISK ANALYSIS

Risks of Performing the Overall Project:

Risk (1): Primary risk of moving forward with project: A lack of or shifting in institutional capacity and/or support to sustain the project

Risks of Performing Goal #1:

Risk (1):

Impact: Length of time required to bench mark progress diffuses impact of effort.

Response: Deliberate effort to promptly expand usage and evaluation of high impact practice.

Risks of Performing Goal #2:

Risk (1): Graduation rates increase.

Impact: Enrollment drops due to accelerated graduation rate resulting in a reduction in credit hours and tuition revenue.

Response: Transfer – Implement additional recruitment strategies to bolster number of incoming freshmen, transfer and non-traditional students.

Risks of Performing Goal #3:

Risk (1):

Impact: Successful achievement of Goal #3 may stretch and stress current instructional capacities and support unit resources.

Response: UND may need to consider alternate and innovative ways to continue providing quality instruction and superb student support services to an ever-increasing student population with diverse educational needs.

Risks of Performing Goal #4:

Risk (1):

Impact: Identified research areas could become obsolete as a result of some unforeseen technological development.

Responses: Monitor evolution of grand challenges to ensure research remains relevant.

Risks of Performing Goal #5:

Risk (1): Increased dialogue across campus on issues of race, ethnicity, and diversity.

Impact: Issues of race, ethnicity and diversity are barriers for student recruitment, retention and graduation.

Responses: Improved dialogue on social issues, campus climate, civil discourse and relationships amongst students, faculty and staff.

Risks of Performing Goal #6:

Risk (1):

Impact: Anticipated needs based on survey data do not fully align with the current needs of military personnel, veterans and their families.

Responses: Reevaluate degree and certificate programs aimed at military personnel, veterans and their families and develop new programs and marketing strategies as needed.

Risks of Performing Goal #7:

Risk (1): Increase dollars and donors too quickly

Impact: Influx strains capacity of existing systems (database, gift processing, website, etc.)

Response: Transition to NXT, to take advantage of a cloud-based platform, streamlining fundraising activities. Plan for additional resources in gift processing and website activities.

Risk (2): Donor/Prospect fatigue from constant marketing pieces and stewardship
Impact: increase in requests for no solicitation, decrease in donor retention, decrease in acquisition
Response: Establish a SMART timeline for all communications to monitor frequency of donor interaction, Review opt-in/opt-out processes

Risks of Not Performing the Project:

Risk (1):

Impact: Reduction in enrollment research and stature.
Response: Achieve plan.

Risks of Not Performing Goal #1:

Risk (1): Primary risk of not moving forward with project.

Impact: Student learning may suffer.
Response: Achieve goal

Risks of Not Performing the Goal #2:

Risk (1): Declining graduation rates put UND's reputation at risk.

Impact: A shaky reputation would attract fewer students resulting in a reduction in tuition revenue and potential state funding.

Response: Mitigate – Initiate planning and implementation stages of project management for goal 2.

Risks of Not Performing the Goal #3:

Risk (1): UND is unable to fully attract and enroll those who would benefit from the opportunities offered by our programs; therefore, student enrollments do not increase and the opportunities to offer excellent educational opportunities at UND become progressively restricted.

Risks of Not Performing the Goal #4:

Risk (1): Workflow could further concentrate on overworked junior faculty and cause higher attrition from qualified candidates, as a result of tasking.

Risks of Not Performing the Goal #5:

Risk (1): Lack of dialogue across campus on issues of race, ethnicity and diversity.

Impact: Lack of dialogue across campus on issues of race, ethnicity and diversity are barriers to students, faculty and staff success.

Responses: Improved dialogue on social issues, campus climate, civil discourse and relationships amongst students, faculty and staff.

Risks of Not Performing the Goal #6:

Risk (1):

Impact: Insufficient staffing levels in support service offices to handle benefit-processing specific to an increase in enrollment levels of military personnel, veterans and their families.

Responses: Evaluate staffing levels and administrative processes to determine if additional staffing or changes in processes are needed to handle influx.

Risks of Not Performing the Goal #7:

Risk (1): University is not funded at necessary levels.
 Response: Implement the strategic plan.

RESOURCE ANALYSIS

The planning of this project is estimated to take # weeks. The following identifies the resources required for planning only. It also includes the percentage of time and anticipated hours that will be required from each resource for the planning period.

Table 2: Resource Analysis

Planning Start Date: June/06/2017	Planning End Date: 05/2022	
<u>Resource, Role</u>	<u>% Time Expected</u>	<u>Hours Required</u>
Angelique Foster – Lead Project Manager	25%	10 hours / week
President Mark Kennedy – Sponsor	7.5%	3 hours / week
Lisa Earls / Karyn Plumm – Goal 1 Project Manager	25%	10 hours / week
Dean Debbie Storrs – Goal 1 Captain	7.5%	3 hours / week
Goal 1 Committee Members	7.5%	3 hours / week
Jen Rogers – Goal 2 Project Manager	25%	10 hours / week
Dean Hesham El-Rewini – Goal 2 Captain	7.5%	3 hours / week
Goal 2 Committee Members	7.5%	3 hours / week
Jeff Holm – Goal 3 Project Manager (Online)	10% or 15%	6 hours / week
Jennifer Swangler – Goal 3 Project Manager (Marketing)	25%	10 hours / week
President Mark Kennedy – Interim Goal 3 Captain	7.5%	3 hours / week
Goal 3 Committee Members	7.5%	3 hours / week
Evan Boucher – Goal 4 Project Manager	25%	10 hours / week

VP Grant McGimpsey – Goal 4 Captain	7.5%	3 hours / week
Goal 4 Committee Members	7.5%	3 hours / week
Sara Kaiser – Goal 5 Project Manager	25%	10 hours / week
VP Cara Halgren - Goal 5 Captain	7.5%	3 hours / week
Goal 5 Committee Members	7.5%	3 hours / week
Sherry Lawdermilt – Goal 6 Project Manager	25%	10 hours / week
Provost Tom DiLorenzo – Goal 6 Captain	7.5%	3 hours / week
Goal 6 Committee Members	7.5%	3 hours / week
Melissa Garceau, Goal 7 Project Manager	25%	10 hours / week
Muriel Kingery, Goal 7 Project Manager	25%	10 hour / week
CEO DeAnna Carlson-Zink, Goal 7 Captain)	7.5%	3 hours / week
Goal 7 Committee Members	7.5%	3 hours / week
Kaylee Cusack, Communications	7.5%	3 hours / week
Office of Institutional Effectiveness	7.5%	3 hours / week

PROJECT AUTHORITY

Assumptions:

Assumptions are factors that, for planning purposes, are considered to be true, real, or certain without proof or demonstration.

The project has the following assumptions:

- That all students, faculty and staff are fully knowledgeable of actions to date pertaining to the strategic plan and the implementation process
- Staying within allocated budget once approved by the President and Vice President of Finance
- Lead Project Manager will be primary on managing implementation schedule

- Goal Project Managers will stay within the 25% time allocated (10 hours per week) towards this initiative
- Goal Captains, Project Managers, committee members and other key members availability
- Project completion date will be May 2022 and accuracy of scheduled dates
- Technology platforms utilized will be accessible and comprehensible to all users (i.e. TeamDynamix, Data software etc.)

Constraints:

Constraints are defined as the state, quality, or sense of being restricted to a given course of action or inaction. An applicable restriction or limitation, or limitation, either internal or external, to the project that will affect the performance of the project or a process.

The project has the following constraints:

- Cost, schedule, scope and quality are often in conflict during projects. The sponsor (the President) elected to prioritize as follows:
 1. Scope – Unless a disciplined approach to staying on course exist, a highly focused strategic plan can retreat to being everything to everyone, leaving UND devoid of a strategic direction.
 2. Schedule – Without a sense of urgency, there is no way that the pace of change at UND will match demanded by the current higher education environment.
 3. Quality – As a flagship university, quality should always trump costs, recognizing that limitations may compel the opposite.
 4. Cost

AUTHORITY / ESCALATION

Authority to proceed with this charter is granted to the Project Manager. The Project Sponsor must approve any diversion from the aforementioned scope which would materially impact the overall scope, or incur cost. The project manager has the authority to manage all costs allocated to the planning process.

The Project Manager is authorized to utilize the resources necessary to plan the project based on the information above and will be required to receive sign-off on the project plan prior to execution.

APPROVAL

Project Charter Approval:

Project Sponsor Name: _____ Action: Approve: Reject:

Comments:

Project Sponsor Signature: Mark Kennedy Date: 10/12/2017

Agreement to Secure Required Resources

Approver Name:

Comments:

Approver Signature: Mark Kennedy Date: 10/12/2017

