

TAKING STOCK OF PLANS AND PROGRESS

Robbyn Wacker, Provost and Senior Vice President / Spring 2015

PLANNING PROCESS

UNC's planning process is intended to engage our campus in setting priorities that then drive decisions about resource allocation. While we have taken significant steps to make the process more inclusive and to strengthen the links between planning and resource allocation, our efforts to evaluate and communicate about planning are still very much works in progress.

UNC's mission, Academic Plan, Strategic Framework, and Planning Map are the foundation for our ongoing, iterative planning efforts.¹ In 2012, we created the Planning Map to show the connections among our numerous efforts to operationalize the Strategic Framework.

The Planning Map includes nine Core Plans and five Support Plans. The nine Core Plans articulate aspirations and action steps for areas comprising the core mission and function of UNC, creating transformative learning experiences for students. The five Support Plans address major university-wide support functions that are necessary to implement the Core Plans. We operationalize these multiyear plans one year at a time through annual budgets and action steps. The Planning Map, which includes the Strategic Framework, is included at the end of this document.

PLAN IMPLEMENTATION

Committees of faculty, staff, and administrators have developed the nine Core Plans. As the plans are being implemented, these committees also guide strategies and reflect on progress.

This first annual report is an update on progress in implementing the plans as of the end of the 2014-2015 academic year. In the remainder of this report, accomplishments related to the Core Plans and other key initiatives are summarized.

Integrated Student Support Plan

Efforts to improve student retention, persistence, and graduation are the initial focus of the Integrated Student Support Plan. Two initiatives launched in 2014 provide the groundwork for the plan.

- The Student Success Collaborative (SCC), whose technology comes from the Education Advisory Board, has been piloted at UNC since 2014. SCC is a web-based

¹You can find more detailed information about UNC's planning process in the Criterion 5 chapter of [UNC's Self-Study Report to the Higher Learning Commission](#).

platform that analyzes UNC-specific longitudinal data so as to provide information for student advising and identify trends that inform support practices. The SSC uses a software platform to detect risk factors for individual students and provide faculty advisors with desktop resources for advising. The SSC also aggregates previously disparate data on student information, academic records, and course registration into historical patterns and trends. Based on the characteristics of thousands of previous UNC students, SCC detects risk factors for not graduating and applies that information in identifying individual students who may need additional support. Using SCC data, advisers can reach out to students who are not on track to complete particular courses on time or are faltering in a critical course. The platform also identifies majors that may be a good fit for students based on their successes in previous coursework.

Forty faculty and staff have been trained to use the platform, seven staff have completed selective training to become SSC Specialists, and every college has developed action plans for using SSC data to inform their programs and practices. For example, the School of Biological Sciences has modified first-term course expectations for incoming freshmen; the College of Performing and Visual Arts has begun a procedure for advising specific to the Liberal Arts Core; the School of Mathematical Sciences will be piloting a supplemental academic instruction program; the Department of English is implementing plans to strengthen the number one predictor of graduation at UNC, ENG 122; and several units have developed Innovation@UNC (I@UNC) proposals incorporating the SSC data analytics.

- [***Degree Works***](#), a web-based degree audit and advising system that was also launched in 2014, allows students to monitor their progress toward degree completion. Students can conduct a degree audit; find out about the relevance of future courses for degree requirements; explore other UNC majors, concentrations, or minors; and estimate overall GPA based on anticipated end-of-semester course grades.

Enrollment Plan and Pricing Strategy

UNC's enrollment efforts are designed to support the following multiyear goals:

- Grow enrollment to over 15,000 students by Fall 2018.
- Increase the proportion of graduate students in our total enrollment from 20 percent to 25 percent by Fall 2018.
- Increase the average year-to-year undergraduate persistence rate by 2 percentage points by Fall 2018.

To meet the targets for new enrollment we are (a) responding to the increasing demand for graduate programs, particularly by serving the needs of growing populations such as working adults and degree completers, and (b) working to cement UNC's position in the undergraduate market by better communicating what differentiates us among the growing array of education providers.

In addition to ongoing outreach and recruiting efforts, several new strategies are being employed to support recruiting for Fall 2015. Undergraduate efforts include strengthening UNC's connection to high school counselors, tailoring follow-up communications to applicants that provide information specific to their major, and establishing new channels from community colleges. We are setting graduate targets program by program for both numbers of applications and new students enrolled. We are also launching two new programs being developed through I@UNC and working with schools in Southeast Asia to create pipelines of students to UNC.

We expect that some enrollment changes will take several years to realize desired impact, others will yield short-term gains, and still others will provide evaluative data on new procedures.

Undergraduate enrollment initiatives now include:

- Capitalization of growing interest among prospective students from Greeley-Evans District 6 and Denver metro area
- Enrollment Coaches who assist with recruitment in post-traditional student markets
- New merit packages for students in the Resident, Non-Resident, and Western Undergraduate Exchange markets
- Enhanced need-based financial aid formulas
- New and engaging visit-day models with an intensified focus on academic quality
- Increased attention to recruiting in Hawaii, California, Washington, Texas, and Oregon
- Partnerships with Noel-Levitz that identify best-fit students for UNC
- Increased on-campus Housing scholarships
- Relationship enhancements with key Colorado high school counselors
- Targeted marketing and recruitment for selected academic programs
- Improved constituent relationship management system that enhances communications and marketing
- Business intelligence and data mining capabilities to better understand distinct markets

Many—perhaps most—of our faculty have participated in the drive to increase graduate enrollment this year. Graduate faculty have taken on a variety of tasks, including refreshing their program websites, reaching out to accepted students in advance of enrollment, adding new delivery systems, setting up new cohorts, realigning responsibilities in their units to ensure that the needs of additional students are met, and,

when necessary, proposing new resources for achieving significant growth. Graduate recruitment and marketing communications portray the quality and extent of UNC's research, scholarship, and creative works; the presence of dedicated and innovative faculty; and the degree to career pathways. Graduate initiatives include:

- Enrollment Coaches in the Graduate School and Extended Campus who assist with recruitment and enrollment of adult student learners
- Integrated marketing for selected academic programs
- Increase in the total numbers of Western Regional Graduate Programs (WRGP)
- Alignment of assistantships and scholarships with enrollments
- Institutional monitoring and analysis to better understand the needs of prospective graduate students.

As a result of these and other projects, many programs are moving methodically toward—and sometimes exceeding—established capacity.

Equity and Diversity Action Plan

In late 2014, President Norton acknowledged that although many people at UNC are engaged in meaningful endeavors to support diversity, we have not yet connected our work to create a systemic effect. She asked the Equity and Diversity Council to take a leadership role in moving UNC toward a more systemic effort by taking on the following responsibilities:

1. Serve as a touch point for organizations, programs, and courses that provide education and information. This may include, but is not limited to: serving as the hub for deliberate dialogues, cataloging and communicating current and future campus-wide efforts and providing training to campus-wide groups to advance understanding and actions related to diversity, inclusion, social justice, and inter-cultural competence.
2. Monitor and report on campus climate for students, faculty, and staff through a multi-method approach.
3. Facilitate and report on UNC's progress toward meeting the goals established in the Equity and Diversity Plan.
4. Provide recommendations to campus leadership on policy and training needs to increase the inter-cultural competency of UNC faculty, staff, and students as we continue to build an inclusive campus community.
5. Provide communication to the campus community related to diversity, inclusion and social justice.
6. Advise campus leadership on policy development related to diversity and inclusion.

The Equity and Diversity Council convened in December 2014 and created sub-committees to focus on assessment of campus climate, communications, external peer-group comparisons, and internal inventories of equity, diversity, and inclusion efforts. The Council wrapped up its spring semester work by making recommendations for next steps to President Norton.

Compensation Identity

UNC's Compensation Identity was developed in 2012 to establish sustainable practices for offering competitive compensation. Creating a UNC compensation identity gave us a meaningful way to incorporate competitive compensation targets into our budget. At the time, we recognized that offering a competitive salary to a diverse and talented faculty and staff was necessary for delivering on our promise of giving students a transformative education.

To pursue our compensation identity, we set five-year targets, beginning in FY13, that were intended to move UNC salaries to 90 percent of the average salary of institutions in our identified peer group by FY17. We pursued an overall university compensation target of 90 percent of the CUPA² average salary in our identified NCHEMS³ peer group (n=10). We now commit to compensation upfront during the budget process rather than after other expenses have been allocated.

In the last three years, the BOT has approved salary pools of 5 percent of total salary dollars for FY13; 3 percent of total salary dollars for FY14; and 3 percent of total salary dollars for FY15. Each spring, after new CUPA data are available, we compare current year average salaries to current year CUPA data to assess how we are progressing toward our goal. These comparisons show an increase in our average full-time faculty salaries from 82.7 percent of CUPA in FY12 to 89.5 percent in FY15, and an increase in average full-time exempt staff salaries from 76 percent of CUPA in FY12 to 88.2 percent of CUPA in FY15. Classified employees are part of the Colorado Classified State Personnel System and compensated according to state regulations.

Research, Scholarship, and Creative Works Plan

UNC's Research Plan, developed by the multidisciplinary Research Advisory Council, lays out an ambitious agenda for investing in research, scholarship, and creative works (RSCW). The plan calls for a spectrum of investments in RSCW, from ones that are inclusive (supporting the full range of areas examined by its scholars) to others that are strategic (tactically fostering particular areas that visibly extend the heritage of the institution and overlap with intersections between academic instruction, community building, and students' learning). The commitment to an inclusive philosophy is infused into the majority of goals, for example, in such far-reaching initiatives as addressing faculty workload and clarifying rewards and expectations related to RSCW. The strategic perspective is evident in goals related to identifying signature areas and supporting centers and institutes.

²College and University Professional Association of HR Directors

³Identified in 2007 in consultation with the National Center for Higher Education Management Systems (NCHEMS) as part of a State-initiated effort to demonstrate the extent to which Colorado's public colleges and universities are underfunded

Examples of recent accomplishments relevant to the Research Plan include the launch of the Faculty Reassignment Program; Differentiated Workload Recommendations; Start-Up Packages for New Faculty; new data security plan; revisions to IRB procedures to address data security and the new IRB-Net platform; establishment of a web-based service for UNC researchers to recruit research participants; a new [research website](#); profiles of student researchers; a handbook with guidance on grants for project investigators and administrative staff; a new website that supports UNC grant writers; a revision to the University's plan for responsible research; the co-location of the Office of Undergraduate Research (OUR), Office of Research, and the Innovation Development and Enterprise Advancement in the OSP office suite in Kepner Hall; a contract with Hanover Research for the Grant Proposal Development "queue" of pre-proposal services, proposal development, and capacity building; revision to Summer Support Initiative for 2015; and update of OSP policies and procedures to be in alignment with new federal government Uniform Guidance 2 CFR 200. Additionally, in 2014 the Office of Research and OSP selected the university's first cohort of Sponsored Research Fellows. The eleven Fellows participate for two years in a program to foster their skills for planning and writing high-quality grant proposals for external funding.

Externally funded projects are important to UNC because they allow us to innovate in our instruction, conduct cutting-edge research, and enrich our services to students. We have numerous externally funded projects that serve these functions and bring recognition to UNC and to our exemplary faculty and staff. Through facilities and administrative costs (F&A), externally funded projects also support RSCW more broadly. Due to recent reductions in external funds, we have had to discontinue the Annual Scholarly Travel Support (ASATS) program, whose source was F&A, but have been able to increase the Faculty Professional Development Funds from \$1000 to \$1200 per year. We are hopeful that our efforts to encourage grant writing and research portfolios of faculty will yield an increase in external funds in the future, so as to better fund everyone's RSCW.

Community and Civic Engagement Plan

With the guidance of Community and Civic Engagement (CCE) Committee, UNC has made demonstrable progress with implementing the CCE plan over the past year, including with the launch of its [website](#). As a result of UNC's efforts, the Carnegie Foundation for the Advancement of Teaching selected UNC in 2015 as one of 240 U.S. colleges and universities to receive the Community Engagement Classification. UNC is one of only three universities in Colorado to hold the designation from the Carnegie Foundation (Colorado State and the University of Denver are the others.)

Significant developments in the past year include:

- The Office of Engagement, after research and consultation with faculty, instructors, and student affairs professionals, has proposed [guiding principles](#) for defining student learning outcomes in engaged learning. These are intentionally broad procedures in formulating program or course-level student learning outcomes.

- CCE is finalizing work with an external task force to develop Partnership Principles for supporting new and existing collaborations. The framework examines issues of expectations, capacity, impact, communications, and other logistics. These principles were developed by a group of representatives and partners from a cross section of professionals in local schools, city government, healthcare, non-profit agencies, businesses, energy, and libraries.
- The CCE assessment committee, in consultation with the Digital Measures Task Force, has finalized codes based on the Carnegie Foundation Engagement classification. These codes will enable faculty to self-identify Engaged Scholarship in Teaching and Learning or Engaged Scholarship. Application of the codes will support annual reporting and identify campus-wide engagement indicators.

Sustainability Plan

The UNC Sustainability Council approaches sustainability systemically, with aspirations in protecting the environment; nourishing a sense of community with careful attention to the atmosphere of our buildings, trees and plants, and grounds; and educating students with relevant academic programs. Specific goals pertain to maintaining a physical environment that supports the University role and mission, physical character that symbolizes the University's presence, and quality of education and sense of community; protecting the health, safety and wellbeing of University patrons; creating a collegiate atmosphere with a park-like setting for all of us; and developing an environmentally responsible campus.

The Sustainability Council is noteworthy in its origins and breadth of membership. The group emerged because individual university citizens across organizational lines organized themselves into a collaborative effort. Council subcommittees focus on the academic curriculum; buildings, energy, and operations; communications; finance and economic sustainability; student and community engagement; and website design.

Recent accomplishments include:

- The creation of a sustainable office program, which helps campus departments become more efficient and ecological in their water and energy use, waste management, purchasing practices, and transportation choices. A [sustainable office program toolkit](#) has been developed to assist units in meeting goals.
- The start of an Energy Performance Contract (EPC). As part of the EPC, an energy audit will be performed in selected campus buildings. Measures identified by the audit will be selected for implementation, with design and construction costs paid for with the guaranteed savings from the selected measures.
- Activities by the student club Youth for Environment and Sustainability (YES) are testimonies to students' feeling that they make a difference.

- The League of American Bicyclists recognized UNC as a Bronze Bicycle Friendly University.
- UNC is being recognized (again) as a Tree Campus USA.
- [A Bear's Guide to Sustainable Living](#) is being disseminated with a wide range of recommendations for conservation at work, in the residence halls, and in the classroom.
- Numerous conservation measures have been made in campus-wide energy consumption and information technology; food preparation, storage, and recycling; water consumption and irrigation control systems; landscaping; and green buildings.

Internationalization Plan

UNC faculty and staff have prepared our internationalization plan with goals for implementing, coordinating, sustaining, and growing international engagement at UNC. Several recent accomplishments affirm our commitment to taking an active role in our global world.

During the past year UNC delegations traveled to Mexico and Southeast Asia to strengthen partnerships in these regions. We also began to collect and review written documents of our partnerships with universities in other countries. New international recruitment videos and print brochures were developed in a cooperative venture between the Graduate School, CIE, and Creative Services of University Relations. Funding was allocated to an I@UNC project to hire a Chinese-speaking staff member to assist with incoming Chinese students and recruitment.

More than 40 international scholars visited UNC this year and several UNC faculty researched and taught abroad. Several UNC faculty leveraged partnerships at international universities and academic societies with sabbatical leaves, collaborative research, and sharing of expertise. UNC's Intensive English Program and Center for International Education hosted 29 visitors from Mexico for four weeks of intensive English language study. The visiting contingent included university students and professors, a dentist, a high school chemistry teacher, and other professionals. Their exchange was funded through Mexico's *Proyecta 100,000*, a program whose goal is to have 100,000 Mexican students studying in the U.S. and 50,000 American students studying in Mexico by 2018. That program complements the U.S.'s *100,000 Strong in the Americas* effort, which seeks to send 100,000 American students to study at Latin American universities and vice versa.

Several other groups of international students came to campus for short-term study. UNC hosted extended visits by students from Seoul National University of Education; teachers from Pakistan, Central America, and the Caribbean; and Kasetsart University in Thailand.

Approximately 550 UNC students attended information sessions or visited CIE to inquire about Study Abroad programs in 2014-2015. Just over 200 students went abroad for semester, academic year, or faculty-led programs. In addition, student teaching

opportunities have been established in China, Thailand, South Korea, and Ireland. Increasing numbers of faculty-led programs (which are generally short-term) are a cost-effective way for even more students to have a study-abroad experience. To support these opportunities for students, the Study Abroad Office worked with Extended Campus to develop procedures that facilitate successful faculty-led study abroad programs.

MAJOR INITIATIVES TO SUPPORT PLANNING GOALS

Three other large-scale projects, Innovation Development and Enterprise Advancement (IDEA), I@UNC, and the Campus Commons are helping us achieve goals in the Planning Map.

Innovation Development and Enterprise Advancement (IDEA)

IDEA assists university researchers with protection of intellectual property and marketing of innovations that have commercial potential. Since IDEA's launch in August 2014, we have identified two potential patent applications, one marketable assessment tool, and numerous mobile applications, all developed by faculty from across the university. In addition, the Director and IDEA's partners from Foresight Science and Technology have met with nearly 50 faculty members and their Deans, as well as with representatives of the City of Greeley, the Greeley Downtown Development Authority, the Greeley Chamber of Commerce, and Upstate Colorado Economic Development. IDEA has referred two businesses that have spun out of research conducted by UNC faculty to the Small Business Development Center (SBDC) and the UNC BizHub Collaborative for next steps. IDEA's partnership with SBDC and BizHub, as well as our focus on "non-traditional" technologies, set us apart from traditional technology transfer offices.

Innovation@UNC

The Provost's Call for Innovation (I@UNC) is about responding to the most significant and complex external challenges (e.g., increased competition, reduced state funding, changing demographics) we have ever faced as a university with inspiration from our faculty, staff, and administrators.

I@UNC is a request for collaborative proposals to pilot innovative ideas for developing new programs, reaching out to new learners, implementing new pedagogies, and promoting student success. The initiative taps into the ingenuity of our faculty and staff in envisioning forward-looking programs.

Over the past two years, roughly 200 faculty and staff have put their imagination to work.

In Fall 2013, 74 teams submitted concept papers, and the following ten were funded:

NEW PROGRAMS

- Arts Undergraduate Entrepreneurship Initiative
- Brewing Laboratory Science Program
- FETCH~LAB UNC—Facility for Education and Testing of Canine Hearing and Laboratory for Animal Bioacoustics
- Preparing Educators to be Leaders of Comprehensive School Physical Activity

NEW LEARNERS

- Diversifying UNC Student Population—International Student Recruiting; Focus on China and Eastern Asia

NEW PEDAGOGIES

- Interdisciplinary Patient Simulation Academy
- Gee, I Finally Made the Connection—Bridging Principle and Application using Guided Information Exploration Apps
- Impacting Student Learning by Reforming the Biology First-Year Experience
- The UNC Flipped Classroom Academy: Propelling UNC to National Prominence in Higher Education Flipped Learning Excellence

STUDENT SUCCESS

- Supplemental Academic Instruction in English and Mathematics

In Round Two, 24 concept papers were submitted, and final deliberations are currently underway for selecting projects for funding (for summaries, see the [I@UNC website](#)).

Campus Commons

The [Campus Commons](#), a signature campus-building project, is designed to be a gateway to campus, a unique navigation and one-stop support hub for students, and a showcase for our world-class music and musical theatre programs.

The Campus Commons is all about connections. Through the Commons, UNC students will connect with faculty, support services, and opportunities on and beyond campus. Alumni and community members will connect with students and what's happening at UNC. And prospective students and their families will connect with the wealth of opportunities that awaits them here.

The Campus Commons will connect students with opportunities and services that address their individual interests, needs, and aspirations. Staff will be cross-trained to assist with everything from student financial aid and registration to advising and access to support services. In addition to offering UNC students one-stop student support, the Campus Commons will be home base for admissions counselors, new student orientation, study abroad programs, international student support, career services, community and civic engagement, and alumni relations.

The Commons will also provide information for campus visitors, serve as the starting point for campus tours, and feature an art gallery, 600-seat performance venue, 400-seat multiuse auditorium, ticketing office, and student-run café. Thus, our world-class arts programs will gain access to much-needed venues, and the café and other features of the building will provide valuable internship sites for students. The Commons exemplifies our commitment to providing students first-rate academic programs with customized learning opportunities and individual support.

Input from faculty, staff, students, and community members has been key throughout the planning period for the Campus Commons. The planning process has four phases: 1) concept development, 2) securing state capital funding, 3) detailed building planning, and 4) implementation. Over the 2013-14 academic year, concept development for the Campus Commons was led by a steering committee of students, faculty, and staff members. The steering committee assisted with collecting campus feedback at an open house in January 2014, through a “graffiti wall” at the University Center in January and February 2014, through focus groups, and at discussions with various campus groups. The steering committee then translated these ideas into a conceptual plan. In late March, UNC received word that we had secured state funding of \$23 million to begin building the Commons. Students, faculty, staff and members of the community will be invited in the coming academic year to inform the details of the third and fourth planning phases, building planning and implementation. Ground breaking will begin next summer, and the building is scheduled to be completed by Summer 2018.

UNIVERSITY OF NORTHERN COLORADO PLANNING MAP



WHAT PLANNING MEANS AT UNC

UNC planning is an ongoing, iterative process of taking control of our own future in order to fulfill the University's mission and our shared vision for UNC. The process includes multiyear direction setting and priority setting (A and B); development of a multiyear University plan and resource allocation strategy (C); annual identification and implementation of action steps and budgets (D); and evaluation of both the planning process and its outcomes (E).

KEY SYSTEM ELEMENTS

The ultimate purpose of planning at UNC is to ensure that we are implementing the vision articulated by the Strategic Framework as effectively and efficiently as possible. Considering eight Key System Elements and the interactions among them is a way of thinking about the organic, dynamic nature of the University as we plan. The elements are not of equal importance, but each has some bearing on our ability to fulfill the vision articulated by the Strategic Framework.

- UNC Mission & Identity
- External Funding
- Cost of Attendance
- Capital
- Cost-saving Innovations
- Compensation
- Other Operating Costs
- Reserves Strategy

