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Office of the Provost and Vice President for Academic Affairs

Academic Affairs Strategic Plan 2013 – 2017

UNIVERSITY OF NORTH TEXAS™

1155 Union Circle #311190 Denton, Texas 76203-5017

940.565.2550 940.565.4438 fax www.vpaa.unt.edu

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**University of North Texas
Academic Affairs Strategic Plan 2014-2017**

The University of North Texas Academic Affairs Strategic Plan provides the foundation upon which each unit will develop strategic plans to achieve the goals outlined herein. The strategic plan draws upon the vision of the Academic Plan developed in Academic Year 2012-2013 by a team broadly representative of Academic Affairs; it reflects UNT’s mission, vision and *Four Bold Goals* (see attached Academic Plan). It also builds on the Academic Plan developed by the 2005 Academic Plan Steering Committee.

The success of Academic Affairs will be judged by progress toward targeted objectives and metrics that are consistent with those of the university, including the standards measured by UNT’s progress toward National Research University Fund (NRUF) Goals and as an Emerging Research University (ERU), the goals set by the President’s Enrollment Administrative Committee (PEAC) and recommendations of the PEAC subcommittees (Enrollment Assessment Committee and Retention Management Committee), as well as by the Retention Data Workshop (January 2012) and the resulting task force recommendations. **College/School/Vice Provost Unit strategic plans are due by June 2, 2014 and will include benchmarks, goals, strategies, and assessment plans that:**

- Are consistent with university values, and student and faculty recruitment, retention, and success that focus on quality, quantity, and diversity;
- Differentiate planning by academic program and, as appropriate, student rank and demographic category;
- Are based upon reliable and appropriate data, using careful and deliberative analysis to establish priorities, reflecting the depth and rigor that is characteristic of the academic enterprise;
- Identify resources needed for implementation – financial, space, equipment, technology and personnel – both within the unit and those that might be attained in collaboration with the Offices of the Provost and other UNT divisions, as appropriate;
- Designate and utilize specific unit and central-level assessment and tools, as appropriate, and use outcome measures for continual improvement;
- Are supported by careful and comprehensive budgeting for excellent and efficient stewardship of resources;
- Will follow the goals outlined in this plan and/or according to UNT President’s goals and directives.

Goal 1: Provide the best undergraduate experience in Texas.

Academic Affairs will continually enhance the environment for learning built upon strong academic programs that provide the tools to prepare students for successful careers, engaged citizenship, and life-long learning. Programs and courses will be led by faculty with terminal degrees and/or levels of experience appropriate to the discipline. We will employ pedagogies designed to provide discipline-specific knowledge, encourage intellectual growth, exploration, critical thinking, and a rich grounding in cultural and historical perspectives from which to approach new challenges.

In accordance with these principles, each unit will:

1.1 Develop plans to attract, support, retain, and graduate an undergraduate student body diverse by race/ethnicity, gender, and geographical background, with the following unit-specific and general UNT goals:

- Student Performance Indicators
 - Increase SAT average of entering freshmen class to 1112 by 2017;
 - Increase retention and success of First Time in College (FTIC) to be at or above 80% by 2017;
 - Exceed 30% 4-year graduation rate by 2017;
 - Exceed 60% 6-year graduation rate by 2017;
 - Continually improve gainful employment placement rates of students with baccalaureate degrees toward UNT's goal of achieving rates greater than or equal to 70% by 2017.

- Administrative Performance Indicators
 - Develop and implement strategies to achieve the student performance indicators;
 - Significantly increase enrollment of FTIC students to facilitate goal attainment of 5000 FTIC's at UNT by 2017;
 - Significantly increase total student enrollment to facilitate UNT's achievement of a student body of 38,000+ by 2017;
 - Annually increase Semester Credit Hour generation;
 - Act upon September 2013 *Retention Scorecards and Almanac* data to improve student success and retention and assess interventions and outcomes;
 - Act upon the course/instructor-specific DFWI data to improve student success and learning outcomes;
 - Improve a culture of ongoing student mentoring by faculty;
 - Implement centralized advising expectations for professional advising;
 - Ensure opportunity for students to achieve a 4-year baccalaureate degree timeline in each program;
 - Increase unit participation in all new student orientation sessions and First Flight;
 - Incorporate assessment of impact on the undergraduate educational experience in the faculty evaluation process for merit, promotion and tenure.

- Faculty Performance Indicators
 - Increase research opportunities for undergraduates;
 - Provide students with documented assessment on course progress within the first six weeks of each semester;
 - Facilitate increasing the quality and quantity of faculty-led study abroad opportunities for students;
 - Facilitate increasing the numbers of students who participate in study abroad opportunities;
 - Engage in the development and teaching of a summer school curriculum;
 - Actively encourage students to enroll in UNT's summer school courses;
 - Actively engage in the development, implementation, and achievement of unit plans and activities toward this goal.

1.2 Recruit, retain and support a collective of faculty, staff and administrators who share the responsibility of creating the best undergraduate educational experience.

- Administrative Performance Indicators
 - Increase the number and proportion of full-time faculty teaching upper- and lower-division undergraduate courses;
 - Continually improve the ratio of “adjuncts-to-lecturers” to increase the numbers and proportions of full-time faculty;
 - Working collaboratively with the Office of the Provost and appropriate university resources, engage faculty in development of their teaching effectiveness and expertise;
 - Working with the Vice Provost for Transfer Articulation, develop community college program alignments that result in a 4-year baccalaureate degree for each degree-granting program;
 - Working with units/departments, develop and implement assessment processes that assure that design, rigor and relevance of courses, programs, and services lead to continuous improvement based on learning outcomes.

- Faculty Performance Indicators
 - Actively engage in, improve, and contribute to assessment of UNT’s Core Curriculum;
 - Working collaboratively, increase contribution to interdisciplinary learning communities;
 - Actively seek to provide excellent service and support to our students;
 - Actively engage in the development, implementation, assessment, and achievement of unit plans and activities toward this goal.

Goal 2: Provide superior graduate education, scholarship and artistic endeavors and achieve status among the nation’s tier-one research institutions.

Academic Affairs places a premium on the integrated activities of outstanding graduate education and faculty scholarship. In doing so, we methodically seek and cultivate robust opportunities for graduate students and faculty to form synergistic relationships where they can work together to create new knowledge, to invent solutions to challenging societal and global issues, and to encourage interpretation and human expression – all hallmarks of excellence in graduate education and research. In turn, excellence in research and graduate education enables UNT to attract, recruit, and retain exceptional graduate students and faculty.

Beyond the individual level, synergies also exist between and among programs. To leverage these university-wide connections, Academic Affairs recognizes that research, scholarly and creative pursuits should engage all faculty members, with the primary purpose of engagement being the creation, integration and application of knowledge. Academic Affairs also recognizes that research and graduate education are not separate or discrete from undergraduate education. At UNT, the undergraduate engagement in research is an important element in attracting and retaining high-quality students and enhancing the student experience.

In accordance with these principles, each unit will develop plans to:

2.1 Attract, recruit, support, retain and graduate a strong cadre of graduate students from racially/ethnically, geographically, and gender diverse backgrounds.

- Administrative Performance Indicators
 - Identify and implement short term actions to immediately and continually increase graduate student enrollment;
 - Identify and implement short term actions to immediately and continually increase retention of graduate students at the masters and doctoral levels;
 - In collaboration with the Toulouse Graduate School, facilitate streamlining and timeliness of graduate student admissions;
 - In collaboration with the Toulouse Graduate School, develop programs that orient graduate students to UNT expectations and resources and facilitate connections and community for graduate student cohorts;
 - Develop and implement creative programs that will attract an increased number of high quality students, e.g., cost-effective 3 or 3.5 year degree programs, accelerated learning models, certificate, and credit-based professional development programs;
 - In collaboration with UNT-International (UNT-I), attract, recruit, retain, and support excellent students from across the globe;
 - In collaboration with the Toulouse Graduate School, the Learning Center, the library, and other available university resources, offer, document, and assess advising services to support graduate student success.

- Faculty Performance Indicators
 - Measurably increase faculty-graduate student scholarly collaboration and joint scholarly dissemination at the masters and doctoral levels;
 - Measurably improve timely degree completion of masters and doctoral students;
 - Actively engage in ongoing professional development and mentoring of graduate students for post graduate success;
 - Actively engage in the development, implementation, and achievement of unit plans and activities toward this goal.

2.2 In accordance with UNT’s growth toward Research I status, attract, recruit, support, and retain a highly productive cadre of faculty from racially/ethnically, geographically, and gender diverse backgrounds.

- Administrative Performance Indicators
 - In keeping with university policies, annually review all instructional faculty in the domains of scholarship, teaching, service, and citizenship and tie results to reappointments, promotions, and merit increases;
 - In keeping with university values, evaluate contributions to domestic and global diversity and to community engagement in the domains of teaching, scholarship, and service;
 - Analyze faculty attrition and develop and implement a strategic plan to improve faculty success and retention, assess intervention, and measure outcomes;
 - Develop and implement interventions and opportunities to increase scholarly productivity, including success with external funding;
 - Encourage faculty and administrative leadership team engagement in the Office of the Provost professional development resources, including T & P workshops, CLEAR teaching development activities, and leadership workshops.
 - Utilize UNT data to analyze faculty contributions with respect to research, service, and

- teaching and act to rectify inequities within the unit;
- Analyze faculty composition, especially relative to members of historically underrepresented groups in the unit and in the discipline, and develop and implement a strategic plan to fill identified voids relative to findings.
- Faculty performance indicators
 - Improve and document a culture of ongoing professional development and mentoring of junior faculty by more senior faculty across rank;
 - Actively engage in the development, implementation, and achievement of unit plans and activities toward this goal.

2.3. Ensure excellence and maximum research/creative opportunities for faculty and student development.

- Administrative Performance Indicators
 - Review all programs for excellence and continual improvement in scholarly productivity;
 - Contribute to the UNT aggregate development and/or recruitment of at least five faculty members who are National Academy or Nobel Prize winners by 2017;
 - Contribute to the UNT aggregate development and/or increase faculty with annually recognized awards by 7 (e.g., Fulbright, MacArthur, Guggenheim, Pulitzer, National and American Academics, NSF Career, PECASE, NEH);
 - Contribute to UNT's aggregate development of at least five doctoral programs that meet AAU standards by 2017;
 - Increase the number of programs in the top 100 by 25% by 2017, as measured by nationally recognized metrics;
 - Increase the number of programs in the top 25 by 40% by 2017, as measured by nationally recognized metrics;
 - Increase annual growth rate in restricted research expenditures by 15%;
 - In collaboration with UNT-I and the Office of the Provost, increase number of faculty and students engaged in international research.
- Faculty Performance Indicators
 - In collaboration with UNT-I and the Office of the Provost, facilitate collective engagement in international research;
 - Actively engage in the development, implementation, and achievement of unit plans and activities toward this goal.

Goal 3: Become a national leader among universities in student support, employee relations, operational effectiveness and service to constituencies.

Excellent research institutions are built upon a strong foundation of an energetic, vibrant and collaborative workforce that promotes a sense of community and shared purpose. Trust and mutual respect are the cornerstones of that community. Every person within Academic Affairs shares in the common aims of educating our students from matriculation to graduation, producing and consuming knowledge, and being good stewards of the resources with which we are entrusted. Ultimately,

Academic Affairs recognizes that engaged people, focused resources, and well-considered processes provide the basis for individual and institutional success.

In accordance with these principles, each unit will develop plans to:

3.1 Improve student support resources

- Administrative Performance Indicators
 - Strategically partner with Advancement to cultivate the resources necessary to increase gifts to the unit to achieve UNT annual gift revenue to \$20.5 million and achieve UNT endowment of \$145 million by 2017;
 - Work collaboratively with Offices of Information Technology, Faculty Success, Institutional Research, and other UNT divisions, as appropriate, to improve student success resources.

- Faculty Performance Indicators
 - Seek and obtain external funding for the active engagement in and achievement of scholarly activities, as appropriate to the discipline;
 - Mentor graduate and undergraduate students beyond minimum office hour expectations;
 - Seek and obtain external funding for graduate students, as part of the funding requests for scholarly engagement;
 - Facilitate post-graduate placement of graduate students;
 - Support and encouragement student engagement in unit and discipline-specific organizational activities;
 - Expand partnerships that will enhance the number of internships and professional opportunities for UNT students;
 - Actively develop and engage in activities that facilitate community and belonging of graduate students and faculty.

3.2 Improve employee relations

- Administrative Performance Indicators
 - Provide the necessary equipment, training and opportunities to employees, allowing for improved staff and faculty performance;
 - Develop equitable and transparent processes for faculty and staff evaluation and promotion;
 - Employ evaluative structures to facilitate continual improvement and institutional effectiveness, using upon reliable and appropriate data, careful and deliberative analysis to establish priorities;
 - Develop and/or enhance and implement effective communication processes down line, up line, and across ranks and levels;
 - To the extent allowed by resources, ensure that people and tools are available to help students, faculty and staff find the resources they need to serve in their appropriate professional roles;
 - Develop a culture that supports holistic quality of life for faculty, including sensitivity to family responsibilities and concerns.

- Faculty Performance Indicators
 - Engage and facilitate a collaborative, inclusive and professional work environment where staff and faculty members view each other as partners in achieving the mission of the university;
 - Include values of collegiality and excellent citizenship in evaluation of peers;
 - Mentor peers and facilitate provision of opportunities for professional development beyond minimal expectations of evaluative committee membership;
 - Actively engage in the recruitment of high quality personnel who can contribute to unit goals and university values;
 - Seek and support campus employment opportunities for students;
 - Actively engage in the development, implementation, and achievement of unit plans and activities toward this goal.

3.3 Improve Operational effectiveness

- Administrative Performance Indicators
 - Minimize unit-level span of control to facilitate UNT’s goal to be the top 50% of comparable institutions in administrative efficiency in Texas by 2017;
 - Maximize use of personnel, space, and other resources to be in the top 50% of comparable institutions in administrative efficiency in Texas by 2017;
 - Review each degree-granting program and act upon results;
 - Develop budgets with available resources and maintain operations within budgetary boundaries;
 - Strategically partner with appropriate UNT divisions to identify and develop resources needed to achieve strategic plans;
 - Reward teaching, research, and service activity that supports environmental, social and economic sustainability;
 - Develop and facilitate engagement of faculty and staff in areas that maximize their talent and contribute to the excellence of the unit;
 - Develop and implement creative cost-effective programs that will afford students the opportunity to graduate in less than four years;
 - Develop and implement creative programs that will afford students the opportunity to earn competency-based training and certification in a competitive time period (as appropriate to the discipline and compared to regional educational institutions).

- Faculty Performance Indicators
 - Contribute to the development of clear, mission-driven strategic plans within the unit;
 - Contribute to successful accreditation review processes;
 - Develop and implement outcome-based assessment plans for each course;
 - Act upon results of the assessment;
 - Engage in peer evaluation that facilitates continual improvement toward professional development and the unit’s reputation within the discipline;
 - Collegially engage in the service of the department, college, and university, leading to continual improvement in university effectiveness;
 - Build opportunities to share scholarly and research activities with colleagues and

- students;
- Engage in strategies for encouraging students to build affinity with the department and the academic discipline;
- Develop and participate in activities that facilitate a welcoming climate that engages a broad diversity of constituents and communities;
- Actively engage in the development, implementation, and achievement of unit plans and activities toward this goal.

Goal 4: Establish UNT as a nationally recognized, engaged university and regional leader by building and expanding mutually beneficial partnerships and resources.

Academic Affairs has a responsibility to engage in sustainable collaborative action with communities that mutually enriches both UNT and those communities through research, scholarship, and creative endeavors. By promoting the social, economic, and creative development of communities, Academic Affairs enhances educational opportunities, offers information about discipline-specific resources, and shares technological advances to improve the quality of life for everyone. Through community partnerships UNT develops and supports an environment that contributes to the vitality and quality of life of the region and beyond.

Academic Affairs recognizes that these beneficial partnerships are broadly inclusive, encompassing students, alumni, parents, employers, donors, and neighbors – all stakeholders in mutual endeavor. These lifelong relationships deepen the value of UNT degrees, advance pride in our university, and strengthen UNT’s ties to communities.

In accordance with these principles, each unit will develop plans to:

4.1 Develop and foster community-at-large engagement service and activities

- Administrative Performance Indicators
 - Include expectations of community-at-large engagement services and activities in the annual evaluation of faculty, as appropriate to their talents;
 - Expand UNT-employer mutual partnerships that increase the number and quality of professional opportunities and internships for UNT students and alumni;
 - Collect data that will allow the university to report, oversee, and manage, in aggregate, the collective service contributions of students, faculty, and staff;
 - In collaboration with the offices of Community Engagement and University Relations, and other UNT divisions, as appropriate, inform the community-at-large of the extent and relevance of the community engagement and service activities of faculty, staff and students;
 - Identify and implement strategies for engaging students and faculty with state, national, and global discipline-specific organizations and activities;
 - Develop supportive and collaborative engagement between academic programs and other UNT divisions, e.g., Athletics, Student Affairs, Equity and Diversity, Finance, URCM.
- Faculty performance indicators
 - Participate in the development of a methodology for communicating and documenting community-at-large engagement and service activities of faculty, staff and students;

- Foster academic community outreach by developing significant partnerships with local, national and international institutions and communities, as appropriate to disciplinary area, talents, and interests;
- Engage and encourage alumni participation in unit activities, as appropriate to the discipline;
- Actively engage in the development, implementation, and achievement of unit plans and activities toward this goal.

4.2 Effectively communicate the application of scholarly activities to the community-at-large

- Administrative Performance Indicators
 - Develop concise and applied understanding of the relevance of unit’s scholarly activities;
 - In collaboration with the offices of Community Engagement and University Relations, inform the community-at-large of the extent and relevance of the scholarly activities of faculty, staff and students;
 - Collect data that will allow the university to report, oversee, and manage, in aggregate, the collective scholarly contributions of students, faculty, and staff.
- Faculty performance indicators
 - Develop concise and applied understanding of the relevance of scholarship activities;
 - Participate in the development of a methodology for communicating and documenting community-at-large engagement and service activities of faculty, staff and students;
 - Foster academic community outreach by developing significant partnerships with local, national and international institutions and communities, as appropriate to disciplinary area, talents, and interests;
 - Engage and encourage alumni participation in unit activities, as appropriate to the discipline;
 - Actively engage in the development, implementation, and achievement of unit plans and activities toward this goal.

4.3 Develop and foster environmentally friendly and sustainable practices

- Administrative Performance Indicators
 - Facilitate development of environmentally friendly and sustainable practices in the annual evaluation of faculty, as appropriate to their scholarship and teaching areas;
 - Include expectations of environmentally friendly and sustainable practices in the annual evaluation of faculty, as appropriate to their scholarly and teaching areas;
 - Develop methodology for documenting sustainable practices;
 - Collect data that will allow the university to report, oversee, and manage, in aggregate, the environmentally sustainable benefits of the unit’s efforts.
- Faculty performance indicators
 - Facilitate development of environmentally friendly and sustainable practices in scholarship and teaching, as appropriate to discipline;
 - Participate in development of a methodology for documenting sustainable practices, as appropriate to discipline;

- Actively engage in the development, implementation, and achievement of unit plans and activities toward this goal.

**The University of
North Texas**

Academic Plan
2014 – 2019

Vision of the Academic Plan Committee 2012-2013

UNT

UNIVERSITY OF NORTH TEXAS®

University of North Texas Academic Plan 2014-2019

The University of North Texas Academic Plan draws upon the foundation of the University Strategic Plan and its Four Bold Goals¹ and sets the course for the division of Academic Affairs as a whole, providing a framework for the individual unit plans, which will subsequently be developed.

University Mission Statement:

UNT is a major public research university deeply committed to advancing educational excellence and preparing students to become thoughtful, engaged citizens of the world. This is accomplished through a broad and balanced array of programs where well-prepared students and dedicated scholars and artists collaborate with our local and global communities in the creation, integration, application and dissemination of knowledge. In this way, UNT creates an enriched and sustainable future for our students, state, nation and world.

University Vision Statement:

As the most comprehensive public research university providing a top quality education in one of the nation's largest, most dynamic regions, UNT will be celebrated for its academics, arts and athletics. UNT will be a diverse and inclusive institution creating knowledge and innovations that will shape the future, while cultivating excellence in the next generation of scholars and leaders for the global community.

UNT's Academic Plan: Rationale and Format

At UNT, our greatest passion is to give a green light to greatness in all we do: in the achievements of our students, in the excellence of our teaching and research, and in the impact our university has on the larger North Texas region.

At the heart of the UNT Strategic plan are four cornerstone goals that will transform UNT so that we provide the best education and scholarship possible and rival the nation's best higher education institutions. This Academic Plan addresses each of UNT's Four Bold Goals in the context of the whole of Academic Affairs, examining how the faculty and staff within that organizational unit will work together with the students to realize this four-fold vision.

The Academic Plan will serve as a conceptual bridge between the overall university plan and the detailed plans for each unit within Academic Affairs. In this way the Academic plan addresses both the priorities that will be essential within each academic unit, as well as priorities that can best be addressed through collaborations across units. By May 1st, 2014, each unit within Academic Affairs (Colleges, Departments) will develop a new strategic plan that aligns with this plan (or revise an existing one), describing the specific contributions of that unit and setting metrics that will allow us to track our progress toward each goal.

¹ <http://www.unt.edu/features/four-bold-goals/>

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- Celia Williamson, Chair, Vice Provost, Faculty Member (PACS)
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- Francisco Guzman – Faculty Member (Business), Vice Chair Faculty Senate
- Jean Miller – Faculty Member (Art), Associate Dean CVAD
- Patrick Pluscht – Staff Member – CLEAR
- Rick Reidy – Faculty Member (Engineering)
- Rudy Reynoso – Student (SGA President)
- Jim Scott – Faculty Member (Music), Dean COM
- Jason Simon – Staff Member –Institutional Research
- Ruthanne Thomas – Faculty Member (Chemistry), Associate VP for Research (thru 02-2013).
- Ruthanne Thompson – Faculty Member (Biology)
- Mark Wardell – Faculty Member (Sociology), Graduate Dean

Ad Hoc Member:

Yolanda Flores Niemann – Senior Vice Provost & Professor of Psychology

Strategic Planning Consultants:

Derrick D'Souza, College of Business

Mike Sexton, College of Business

Feedback and Review of Foundational Academic Plan: Provost Council Members

We in Academic Affairs deeply appreciate their efforts.

Warren Burggren

Provost and Vice President for Academic Affairs

August 27, 2013

Goal 1: Provide the best undergraduate educational experience in Texas

In Academic Affairs, our vision – indeed our commitment – is to create a context for learning built upon strong academic programs that provide the tools to prepare students for successful careers, effective citizenship and life-long learning. These programs employ carefully designed pedagogies that encourage intellectual growth and exploration. Faculty members structure and guide the curriculum; staff members provide support, encouragement and advice; peers round out the learning community by adding energy and new perspectives. In this environment, our students are challenged to engage in the learning endeavor with discipline and creativity.

The undergraduate experience creates the context for the intellectual coming-of-age of our students. It provides a set of tools for critical thinking and exploration, as well as a rich grounding in cultural and historical perspectives from which to approach new challenges. In the major, it focuses those tools allowing students to explore a particular field of study more deeply as they build a foundation of knowledge and refine the skills particularly applicable to their life and career goals. Thus empowered, our students create a productive future for themselves and for society.

1.1. Academic Affairs will engage faculty, staff and students in an ongoing conversation, focused on defining the 'best undergraduate education,' as embodied in a research university and within the context of our changing times – bringing clarity and coherence to our work across the campus and within units.

- 1.1.1. The Provost will convene an academically diverse, inclusive committee to facilitate this process, with the charge of providing periodic reports and recommendations to the Provost, the Faculty Senate and Staff Senate, with an initial report due by the end of January, 2014.

1.2. Academic Affairs will attract, support, retain, and graduate a diverse student body that fits the programs, rigor & mission of UNT, by:

- 1.2.1. Providing resources and creating incentives to attract students in accordance with plans developed by individual academic units
- 1.2.2. Providing early and ongoing advising designed to support the student's identification of strengths, interests and life goals, and aligning them with academic programs and opportunities for leadership and challenges of academic life
- 1.2.3. Providing opportunities for challenge, growth and engagement, in the context of supportive relationships
- 1.2.4. Nurturing each student's intellectual curiosity, critical reasoning and growth as a citizen

1.3. Academic Affairs will recruit, retain and support a collective of faculty, staff and administrators who share the responsibility of creating the best undergraduate educational experience, by:

- 1.3.1. Generating and adopting best practices and leveraging them through communities of practice

- 1.3.2. Recognizing those individuals and activities that are exemplary, acknowledging that the reputation of the institution is built upon the inspiration and leadership of those who truly excel

1.4. Academic Affairs will ensure that academic programs and services are well-designed, rigorous, and relevant; characterized by:

- 1.4.1. Design that incorporates clearly articulated learning outcomes that are aligned with current disciplinary standards
- 1.4.2. Relevance for career and citizenship – leading to a better future for graduates
- 1.4.3. Assessment processes that lead to continuous improvement

1.5. Academic Affairs will promote and facilitate innovative and effective pedagogy, characterized by:

- 1.5.1. Mindful application of the scholarship of teaching and learning
- 1.5.2. Educational and research experiences that make a significant difference to student persistence, learning outcomes, and success.
- 1.5.3. The use of tools, techniques and technology that lead to student engagement and deep learning across the curriculum.
- 1.5.4. Assessments at the onset and throughout the educational pathway, providing discernment of students' abilities, skills, aptitude, proficiency, and experience; and using feedback from these assessments as a navigational tools for both student and instructor.
- 1.5.5. Thoughtful use of the pedagogy of mentoring, within academic units and across service areas

1.6. Academic Affairs will create infrastructures that maximize effective teaching and learning, including classrooms, labs, the library, and virtual and physical gathering places that support academic excellence.

1.7. The Office of the Provost will intentionally celebrate both individual and collective success as Academic Plan milestones are reached.

Goal 2: Provide superior graduate education, scholarship and artistic endeavors and achieve status among the nation’s tier-one research institutions

Academic Affairs places a premium on the integrated activities of outstanding graduate education and faculty scholarship. In doing so, we methodically seek and cultivate robust opportunities for graduate students and faculty to form synergistic relationships where they can work together to create new knowledge, to invent solutions to challenging societal and global issues, and to encourage interpretation and human expression – all hallmarks of excellence in graduate education and research. In turn, excellence in research and graduate education enables the University to attract, recruit, and retain exceptional graduate students and faculty.

Beyond the individual level, synergies also exist between and among programs. To leverage these university-wide connections, Academic Affairs recognizes that research, scholarly and creative pursuits should engage all faculty members, with the primary purpose of engagement being the creation, integration and application of knowledge.

Academic Affairs also recognizes that research and graduate education are not separate or discrete from undergraduate education. At UNT, the undergraduate engagement in research is an important element in attracting and retaining high-quality students and enhancing the student experience.

2.1. Academic Affairs will engage faculty, staff and students in an ongoing conversation focused on creating a robust, rewarding, and challenging graduate student community, commensurate with a research one university

- 2.1.1. The Provost will convene a committee to facilitate this process in an inclusive way, with the charge of providing periodic report and recommendations to the Provost, the Faculty Senate and the Staff Senate, with an initial report due by January 2014.

2.2. Academic Affairs will attract, recruit, support, retain and graduate a strong cadre of graduate students in accordance with UNT’s growth toward research one status

- 2.2.1. The Toulouse Graduate School, UNT I, and graduate programs will collaborate to attract, recruit, admit and support excellent students from across the nation and around the world, working to enhance internal efficiencies and responsiveness among and between programs
- 2.2.2. Academic Affairs will devise and implement improved funding models for financial support for graduate students commensurate with our current and aspirational peers
- 2.2.3. Departments, colleges, schools and the Toulouse Graduate School will offer dynamic advising services to support graduate student success
- 2.2.4. Academic Affairs will promote, support, celebrate, and reward student research and creative achievements regionally, nationally and internationally

2.3. Academic Affairs will recruit and retain a strong group of diverse faculty members, able to cultivate the research and creative environment and carefully mentor graduate students

- 2.3.1. Academic units will develop strategic hiring plans that are well aligned with university, college and departmental goals

- 2.3.2. Academic units will provide clear guidelines and helpful mentoring in support of faculty success
- 2.3.3. Academic Affairs will ensure that faculty teaching loads are appropriate to achieve research one expectations
- 2.3.4. Academic Affairs will support faculty research and creative activity across disciplines, including those with limited access to external funding.

2.4. Academic Affairs will ensure that academic and research programs are well-designed, rigorous, and relevant, developed in accordance with a strategic assessment of opportunities

- 2.4.1. Academic Affairs will continue to focus on areas where UNT has strong research and creative potential, conducting periodic reviews to examine capacity and potential, employing well-developed metrics and methods of analysis
- 2.4.2. Academic Affairs will capitalize on interdisciplinary initiatives by supporting students and faculty who wish to cross traditional boundaries in their research and degree programs
- 2.4.3. Academic Affairs will create innovative pathways for UNT undergraduates to seamlessly enter and complete graduate programs where remaining at UNT is in the best interest of both the student and the institution
- 2.4.4. Academic Affairs will promote ongoing evaluation and innovation in graduate program design – including rigorous academic program reviews

2.5. In partnership with the Office of Research and Economic Development, Academic Affairs will provide a supportive infrastructure designed to promote research and creative endeavors within and between disciplines, steadily enhancing UNT's standing as a research university

- 2.5.1. Academic Affairs will pursue funding in key areas consistent with the needs of a research institution, including the library, internal research support, and technologies in support of research and teaching.
- 2.5.2. Academic Affairs will continue to support productive research endeavors across the campus, including centers, clusters and research teams, especially those that engage graduate and undergraduate students.

Goal 3: Become a national leader among universities in student support, employee relations, operational effectiveness and service to constituencies

Excellent research institutions are built upon a strong foundation of an energetic, vibrant and collaborative workforce that promotes a sense of community and shared purpose. Trust and mutual respect are the cornerstones of that community. Every person within Academic Affairs shares in the common aims of educating our students from matriculation to graduation, producing and consuming knowledge, and being good stewards of the resources with which we are entrusted. Ultimately, Academic Affairs recognizes that engaged people, focused resources, and well-considered processes provide the basis for individual and institutional success.

3.1. Academic Affairs will cultivate a community built upon a shared educational purpose

- 3.1.1. Academic Affairs will have people and tools available to help students find the resources they need to meet their academic goals, attending to the specific needs of transfer, international, military, and new graduate students
- 3.1.2. Academic Affairs will ensure that people and tools are available to help faculty and staff find the resources they need to serve in their appropriate professional roles
- 3.1.3. The Office of the Provost will lead academic affairs in facilitating a transparent culture of confidence and trust
- 3.1.4. Academic Affairs will employ evaluative structures to assure continual improvement and institutional effectiveness

3.2. Academic Affairs will attract and support faculty and staff who fit the mission of the institution, reflect the diversity of our student body, and possess the appropriate skills and experience needed for their role at the university

- 3.2.1. Academic Affairs will recruit high quality personnel through competitive compensation, valuing quality of life, and promoting diversity
- 3.2.2. Academic Affairs will provide a work environment that facilitates productivity and strengthens the UNT community, providing clarity about performance expectations, mentoring individuals, and providing opportunities for professional development
- 3.2.3. Academic Affairs will build a culture of excellence and professionalism where people embody the principles and actions of a strong research institution.

3.3. All units within Academic Affairs will create clear, mission-driven plans to guide their work, such plans:

- 3.3.1. Will be based upon reliable and appropriate data, using careful and deliberative analysis to establish priorities, reflecting the depth and rigor characteristic of the academic enterprise, itself
- 3.3.2. Will differentiate planning by academic program and, as appropriate, student classification and diversity
- 3.3.3. Will identify resources needed for implementation –financial, space, equipment, technology and personnel

3.3.4. Will designate and track specific accountability measures (specific benchmarks, timelines, and responsibilities), using such measures for continual improvement

3.3.5. Will be supported by careful and comprehensive budgeting that minimizes administrative overhead

3.4. Academic Affairs will provide sufficient infrastructure to facilitate workflow and productivity, particularly in regard to information, processes, space and equipment

3.4.1. Academic Affairs will enhance the technology, space, furnishings and equipment devoted to teaching/learning, research activities, and operational effectiveness

3.4.2. Academic Affairs will provide training on the use of key data and information tools

3.4.3. Academic Affairs will develop transparent processes and lines of communication that make it clear how things get done

3.4.4. Academic Affairs will facilitate a calendar and scheduling framework that will provide sufficient notice of administrative reports and requests for information and will facilitate the timing of such requests in alignment with the academic calendar

3.5. Academic Affairs will embrace the broader definition of “sustainability”, pursuing academic activities that are self-renewing viable in the long-term.

3.5.1. Active pursuit of policies, infrastructure, and a culture that promotes enduring and self-renewing endeavor

3.5.2. Provide research support that addresses environmental, social and economic sustainability

3.6. Academic Affairs will strategically partner with Advancement to cultivate the resources necessary to accomplish our strategic goals.

3.6.1. Academic Affairs will provide support (e.g. training) and encouragement to all academic leaders in a position to contribute to UNT’s advancement goals.

3.6.2. Evaluation of academic leaders will be based in part on commitment and achievements related to Advancement goals.

Goal 4: Establish UNT as a nationally recognized, engaged university and regional leader by building and expanding mutually beneficial partnerships and resources

Academic Affairs has a responsibility to engage in sustainable collaborative action that enriches communities through its research, scholarship, and creative endeavors. By promoting the social, economic, and creative development of communities, Academic Affairs enhances educational opportunities, offers information about health resources, and shares technological advances to improve the quality of life for everyone. Through presentation and community partnerships, UNT's visual and performing arts support an environment that contributes to the vitality of the region and beyond.

Academic Affairs recognizes that these beneficial partnerships are broadly inclusive, encompassing students, alumni, parents, donors, and neighbors – all stakeholders in mutual endeavor. These lifelong relationships deepen the value of UNT degrees, advance pride in our university, and strengthen UNT's ties to communities.

4.1. In collaboration with the Vice President for Community Engagement, Academic Affairs will engage faculty, staff, students and representatives of the university communities in defining the role of community engagement in support of Bold Goals 1, 2 and 3, the drafting of a plan and an implementation strategy.

4.2. In coordination with the Vice President for Community Engagement, Academic Affairs will define its specific role in Community Engagement, by:

- 4.2.1. Coordinating the development of faculty incentives and rewards for community engagement that are clearly articulated
- 4.2.2. Fostering academic community outreach by developing significant partnerships with local, national and international institutions and communities to provide faculty, staff and students with opportunities for collaborative research, enriched education and professional advancement
- 4.2.3. Participating in the development of a methodology for communicating and documenting community engagement and service activities of faculty, staff and students

4.3. In coordination with the Vice President for Community Engagement, Academic Affairs will foster a greater sense of pride in the university with its community outreach and engagement efforts, by:

- 4.3.1. Enhancing the opportunity for students to make a personal connection with engaged faculty mentors by providing recognition of their collaborative accomplishments
- 4.3.2. Identifying strategies for encouraging students to build affinity with the department and the academic discipline
- 4.3.3. Building opportunities for sharing faculty and student research and creative pursuits on campus and publically
- 4.3.4. Creating relationships between academic programs and athletic programs
- 4.3.5. Providing a welcoming climate to engage a broad diversity of constituents and communities

4.4. Academic Affairs will ensure that every UNT degree continues to grow in value through community engagement efforts, by:

- 4.4.1. Increasing involvement by alumni and friends in the life of the University and its colleges and departments
- 4.4.2. Cultivating future alumni and promoting lifelong learning and engagement with UNT
- 4.4.3. Strengthening communication and collaboration among Academic Affairs, the UNT Foundation, Advancement, and Alumni Relations to project a unified voice and image to the public
- 4.4.4. Expanding partnerships to enhance the number of internships and professional opportunities for UNT students and alumni.

APPENDICES

Appendix I. Metrics and Measures: Tracking Our Progress

Progress toward the goals identified in this Academic Plan will be assessed using UNT's "Key Measures of Progress." Additional specific measures will be developed and included in as individual unit plans are created across Academic Affairs. UNT's Key Measures are aligned, as follows:

Goal 1:

Objective #1: Increase FTIC enrollment to 5,000 and one-year retention to 80% by 2017.

Objective #2: Increase freshmen SAT averages to be in the top three ERUs.

Objective #3: Attain 30% for 4-Year and 60% for 6-Year graduation rates.

Objective #4: Reach and maintain placement rate at the top of ERUs.

Goal 2:

Objective #5: Increase number of programs in the top 100 to 16.

Objective #6: Meet NRUF standards for faculty excellence by 2017

Objective #7: Reach at least \$45M in restricted research expenditures by 2020.

Goal 3:

Objective #8: Define and control administrative costs (measured as percent of payroll for executive, administrative and managerial positions).

Goal 4:

Objective #9: Increase annual gift revenue to \$20.5M and achieve endowment of \$145M by 2017.

Appendix II. Finding, Creating and Using Best Practices

The University of North Texas must be diligent about creating and applying best practices in all its endeavors. A ‘best practice’ is a method, technique, process or program that has consistently shown superior results in regard to targeted outcomes. Such practices may be developed internally or adopted from external sources. Care must be taken in assuring that the practice is well suited to the context and participants. Faculty and staff are encouraged to participate in national and regional conversations to develop and disseminate such practices, through engagement with professional associations, working groups, presentations and publications.

Metrics and Measures: Tracking Our Progress

Our Academic Plan links to the UNT Mission, Four Bold Goals, and our “Key Measures of Progress” as reported to the Board of Regents. Success of this plan is assessed by monitoring overall institution performance on the “Key Measures of Progress” adopted by UNT. Localized specific measures can be found in individual unit plans as created across Academic Affairs. The following chart is designed to visually present these linkages (highlighted in green below):

| Key Measure of Progress | Related Academic Affairs Strategic Plan Tasks and Actions | | | | | | |
|--|---|-----|-----|-----|-----|-----|-----|
| Increase FTIC enrollment to 5,000 and one-year retention to 80% by 2017. | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 |
| | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | | |
| | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | |
| | 4.1 | 4.2 | 4.3 | 4.4 | | | |
| Increase freshmen SAT averages to be in the top three ERUs. | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 |
| | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | | |
| | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | |
| | 4.1 | 4.2 | 4.3 | 4.4 | | | |
| Attain 30% for 4-Year and 60% for 6-Year graduation rates. | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 |
| | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | | |
| | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | |
| | 4.1 | 4.2 | 4.3 | 4.4 | | | |
| Reach and maintain placement rate at the top of ERUs. | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 |
| | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | | |
| | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | |
| | 4.1 | 4.2 | 4.3 | 4.4 | | | |
| Increase number of programs in the top 100 to 16. | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 |
| | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | | |
| | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | |
| | 4.1 | 4.2 | 4.3 | 4.4 | | | |
| Meet NRUF standards for faculty excellence by 2017. | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 |
| | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | | |
| | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | |
| | 4.1 | 4.2 | 4.3 | 4.4 | | | |
| Reach at least \$45M in restricted research expenditures by 2020. | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 |
| | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | | |
| | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | |
| | 4.1 | 4.2 | 4.3 | 4.4 | | | |
| Control administrative costs. | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 |
| | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | | |
| | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | |
| | 4.1 | 4.2 | 4.3 | 4.4 | | | |
| Increase annual gift revenue to \$20.5M and achieve endowment of \$145M by 2017. | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 |
| | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | | |
| | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | |
| | 4.1 | 4.2 | 4.3 | 4.4 | | | |

Minutes/Outcomes for Retention Data Workshop
Workshop Chairs: Allen Clark & Yolanda Flores Niemann
January 4, 2013; 8:00 a.m. – 2:00 p.m., Sycamore Hall

General Notes

- **What’s missing regarding data?**
 - We report on one major per student, while many students have multiple majors, so THECB data is not accurate.
 - We don’t take advantage of robustness of modules available in People Soft.
 - Some units’ data has not been accessible to other units.
 - Lynn will share her data query capability with Allen and will train Allen’s people to use.
 - Have ready query access.
 - Interpretation and summaries of data, not just pages of statistics.
- **What do we know today – overarching key points of discussion**
 - Students who have been very successful in high school are not necessarily doing well at UNT.
 - Second quartile of student is where we have most opportunities to make a difference.
 - As UNT demographics are changing, consistent with Texas and U.S. changes, we must provide consistent, mandatory, and skilled advising to help students succeed.
 - We need to help our advisors progress through a career track and determine competitiveness of their salary so we can keep quality advisors.
 - We need to be more service-oriented in student affairs and academic affairs.
 - We need succinct student success scripts and a means of consistent communication.
 - Students visit with different advisors and faculty, but we don’t keep a record of the communication to students.
 - Great information regarding UNT services and student success scripts is covered in student orientations, but students can’t be expected to retain that much information. We need to find a way to repeat and do so consistently.
 - Deans, Chairs, Associate Deans need meaningful enrollment and general student information on a regular basis, without having to ask us for it.
 - People keep asking for more data instead on solving problems based on the information we have available, which is substantive.
 - IR has processed 1700 ad hoc data requests so far this year (many from faculty, chairs, college administrators). In addition, the data collection/reports have been duplicative.
 - In general we need to ask “what is the right thing to do by our students” and just do it. There has been extensive review of the literature on retention. We don’t need lots more data to know what the right thing to do is.
 - Many students don’t receive early feedback from instructors (needed within first 3-5 weeks of class).
 - Need infrastructure to create proactive support for students; Right now we’re mostly reactive.
 - Our concierge system now serves only a small number of students; we need to expand our “boutique” services to all students.

- We need to impact the culture of UNT to emphasize excellent teaching and serving students, especially from academic affairs and student affairs perspectives.
- The faculty's mentoring and expectations of students are not where we want them to be. A cultural shift is needed regarding teaching expectations and rewarding quality teaching.
- New students' perspective of what is needed to succeed at UNT is lacking; Students need a full understanding of the effort and resources required for success (include the resources available to them at UNT).

Task Force Guidelines

- Task Forces will work independently, but are expected to collaborate.
- Get it done within time boundaries, but final report/recommendations due no later than the end of the spring 2013 semester.
- Have a mid-term report ready, which may be presented to the Retention Workshop Group (or restructured group) at least once more.
- Keep Yolanda informed.
- Next Meeting for the Retention Data Workshop Group – TBD, probably March 2013. Consider adding representatives from UNT-I, Advising, Graduate School, Jean Schaaque, Jean Bush to this group, but future structure of this group will depend on decisions around PERC structure and success of task forces.
- There will be additional discussion of organizational needs to enhance retention at UNT.

TASK FORCES DEVELOPED AND RECOMMENDED MEMBERS

1. Academic/Faculty DataSpot

Charge

- Conceptualize and create a "data repository" accessible online.
- Design site to be user friendly.
- Develop summary of how available data can be used to take action, e.g., data needs to be exportable to excel for queries.
- Determine what reports/data elements should be included.
- Determine what raw data should be included and available to users (query function).
- Provide options for people to move data into spreadsheets and make queries.
- Do faculty need to pass FERPA training to have access to data?
- Assess ongoing reporting needs; Determine which elements require updates and on what schedule.
- Determine recipients and scheduling for dissemination of data.
- Establish training program and method to ensure compliance.
- Select and define terms/data definitions.
- Take steps and actions for developing a Data Governance Policy.
- What should be included in each data set, e.g., TAMS, Dallas?
- Provide clear, well written rules on what makes up the data (where data comes from)?
- What transactional data should be given to deans/chairs on a regular basis – they are already given data 2 times per year. We can continue to give to units with instructions and

expectations. Never just send out pages of statistics; we need to send summaries and interpretations, as well as data sources.

- Will need to recommend organizational structure that allows data summaries and interpretations.
- Password-protect the data that is disseminated.

Recommended Members

- Lynette O'Keefe(Chair; office of provost)
- Jason Simon (Institutional Research & Effectiveness)
- Stella Antic (Decision Support)
- John Hooper (IT)
- Lynn McCreary (Registrar)
- Mary Barton (Institutional Research & Effectiveness)
- Zelma Deleon (Student Financial Aid & Scholarships)
- Jose DaSilva (Equity & Diversity)
- Marilyn Wiley and/or Michael Sayler
- Peggy Tobolowsky (Political Science)
- Nick Evangelopoulos (ITDS Dept.)
- Richard Ruderman (Political Science)

2. Data Concierge

Charge

- Create funnel, new route/process, for data requests that provides details associated with required data and how it will be used.
- Create a funnel, not a wall.
- Collaborate with Academic DataSpot task force.
- Operational effectiveness is key.
- Create expectation/culture that data requests are atypical (because we will regularly post newly developed reports).
- Make allowances for urgent data requests.
- Educate campus about available data resources; Marketing needs to be included for communicating this new process.
- Develop collaborative campus-wide portal for data requests.
- Expect follow up on data requests for intervention/retention/recruitment.
- Requesters need a concrete reason for data and must include how they will use data and follow up what they receive.
- IR&E may need a position that is responsible for the query requirements.

Recommended Members

- Allen Clark (chair; IR)
- Student affairs representative (ask Elizabeth With)
- Dr. Stella Antic (Decision Support)
- Dr. Mary Barton (IR)
- Lynn McCreary (Registrar)
- Dr. Jason Simon (IR)

3. Mandatory One-on-One Advising for Students

Charge

- Determine how best to provide mandatory advising to all FTIC students. Expand mandatory advising to all students, one cohort group at a time.
- Move forward with advising workshop on topic “what would we do if time and money were no object?”
- Provide supportive advising that goes beyond class selection and major compliance
- Provide advising where students hang out and not just places convenient to advisors/faculty/staff.
- Provide tables with advisors at Rec Center, Eating Commons, Residence Halls, etc..
- Provide food to entice students to attend advising workshops
- Obtain financial info on \$\$ needed to have effective advisor-student ratio (per national advising standards).
- Mark half-way progress in all classes.
- Progress reports need to be shared with all students, e.g., how are they doing on the way to their degree?
- Some kind of course progress feedback/early performance benchmark evaluation must be provided in first 3-4 weeks of class.
- John Hooper and Lynn McCreary will work out cost of providing early performance benchmark.
- Bring The College Mindset list speakers to campus.
- What statistics do advisors need to help them do their job?
- How do we scale Alert, Engage, Stark, etc for more than a few students?

Recommended Members

- Yolanda Flores Niemann (chair; office of provost)
- Dale Tampke (Undergraduate Studies)
- Cinnamon Sheffield (athletics)
- Jean Schaaque (College of Arts and Sciences)
- Eric Ligon (CVAD)
- Brenda McCoy (PACS)
- Melissa McGuire (Student Affairs)
- Carole Anne Costable-Heming (World Languages, Literatures, and Cultures)
- Lea Dopson (Hospitality and Tourism Mgmt)
- Sally Vahle (Dance & Theatre)
- Beverly Davenport (Anthropology)
- Amanda Breaz (Dance & Theatre)

4. Mentoring Students

Charge

- Improve quality and quantity of mentoring for graduate and undergraduate students.
- Determine what is needed in mentoring process for first generation students and note that there’s not just one model; the type of mentoring expectations may be culture/ethnic group specific.
- Mentoring students should be part of everyone’s job – faculty and staff.
- Consider making mentoring part of a job contract for faculty.
- Make mentoring part of expectations for annual reviews, merit increases, tenure & promotion.

- Consider developing a resource portal for mentoring.
- Define mentoring; what are expectations of mentee and mentor?
- Develop a comprehensive inventory of all current mentoring activities.
- How do we train faculty and staff for appropriate mentoring?
- Work with grad school and colleges to develop expectations for mentoring graduate students.
- We need to put an end to the myth that if students are not succeeding that means they are not qualified to be at UNT.
- We need to help all faculty and staff meet students where they are.

Recommended Members

- Gilda Garcia (chair; Equity and Diversity)
- Melissa McGuire (Student Affairs)
- Dale Tampke (Undergraduate Studies)
- Ben Dearman (Graduate School)
- Kimi King (Political Science)
- Mike Simmons (Center for Learning Enhancement, Assessment, and Redesign)
- Christy Crutsinger (Vice Provost)
- Christopher Weber (World Languages, Literatures, and Cultures)
- Cynthia Moore (Dept. of Design)
- Gloria Olness (Speech and Hearing Sciences)

5. Documenting Student Contact

Charge

- Document who said what to whom and when?
- The ID # of a student will give us all advising info, plus financial aid, SAT scores, high school graduation profile, all courses taken at UNT, grades, any and all info we have on a student.
- Include imaging/ scanning of existing paper documents.
- Consider using existing UNT software products, e.g., People Soft; Razor's Edge,)
- Investigate other technology options.

Recommended Members

- John Hooper (chair; IT)
- Hope Garcia (Student Affairs)
- Dale Tampke (Undergraduate Studies)
- Jennifer Hodges (Undergraduate Studies)
- Lynn McCreary (Registrar)
- Sudha Arlikatti (Public Administration)
- April Kuykendall (Management)

6. Develop a Script on How to Be a Successful Student

Charge

- Develop a script on how to be a successful UNT student.
- Develop a process to consistently, frequently disseminate script to students and parents.
- Determine if/how we can include the script in all syllabi.
- Develop a script that faculty can give students in every first class.

- Do script model by demographic group when appropriate.
- Conversation begins with orientation, but orientation messages are easily forgotten, so we need to find a way to repeat everything on a regular basis.
- Follow up with First Flight; should it be extended to all students?
- First week of class, we need to let students know where to get problems solved, e.g., financial aid, drop/add, changing majors, etc... What messages do we want from all faculty to students?
- What guests speakers should we send to all classes, e.g., student-to-student advice; UG office; SA...
- In general, let's develop and implement a good customer service model for academic affairs and for student affairs.
- Develop a campaign (like 4 bold goals) on how to communicate success strategies.
- Elizabeth will include someone from parent committee on this group.
- We also need to send messages to parents in English and Spanish.
- Include script in every tour of campus.
- Two years ago, Allen completed a study on what successful students do; Elizabeth uses this study on her orientation speeches, but the work has not been communicated to faculty (use that to help with script).
- Determine best ways to get messages to students (SA and Register use email); Purdue uses "Signals" software.
- Have "concierge" visit every class by 3rd class day to catch early semester student problems.
- Expect deans to respond to DFWI report with action items.
- Help faculty understand our retention situation and engage them in solutions; we believe that most faculty will respond positively to requests to make a difference.

Recommended Members

- Deborah Leliaert (Chair; URCM)
- Elizabeth With will ask parent task force to do this -- messages to parents; include marketing; opt-out model on parent access to portal
- high school teacher and/or counselor
- graduate student
- undergraduate student(s) [not TAMS; they need to be UNT undergraduates]; FTIC and transfer student reps needed
- Mike Spector (Learning Technologies)
- Jim Meernick (Political Science)

Additional Provost's Office Follow up

- Mandatory early feedback from professors to students needed.
- Provost's office needs to determine if there are "weed out" courses (high DFWI) that need to be addressed by deans. If there's a problem with a particular type of course, how do we change the pedagogy to emulate best practices across the country?
- Provost office needs to empower chairs to hold faculty accountable for learning outcomes (not just passing a course).
- Consider out-come based credits for courses (students just need to demonstrate that they know the required content).
- SI (Student/Supplemental Instructors) in classrooms above certain DFWI report (above 35%?); we could charge the fee for that class; include in dean discussion referring a funding model

currently in place. This must be in place by last week of registration for the semester that it's employed.

- Determine if additional teaching development is needed for TA's and TF's.
- Utilize CLEAR and Christy's office to help us with cultural shift in teaching excellence.

Additional Student Affairs Office Follow up

- Continue to examine our infrastructure for providing optimal student service. What can students reasonably expect in terms of support?
- Utilize Call Centers for more prompt/immediate response to students throughout UNT tenure.

Additional Decisions and Recommendations

- Ask all units, including all academic departments, not to cut student employment when they have budget cuts. Consider moratorium on axing student wages during budgeting processes (ask for support from decision making authority); In general, we need more opportunities for undergraduate and graduate students to be employed on campus.
- We need a central office of Institutional Research. We need to make all data types "sing" together and agree that we will all use a given data set.
- All unit leaders are expected to set priorities for their staff members' time, taking into consideration our EM/Retention goals.
- Unit leaders are asked to consider where there might be overlap and work consolidation.
- Keep working on PERC strategic plan (3-page handout shared with this group).
- We need more intentional conversations about the academic progress of male students.

Workshop notes developed by Yolanda Flores Niemann and Annette Miller.

University of North Texas
President’s Enrollment and Administrative Council
2013 – 2022 Strategic Enrollment Plan

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UNT Four Bold Goals

Goal 1: Provide the best undergraduate educational experience in Texas

To attract and support high-quality students, UNT will foster an environment of excellence with:

- Dedicated faculty who are committed to the highest standards of teaching, research and scholarship
- Rigorous and innovative programs that enhance the relationship between teaching and learning
- Strong support systems to ensure that more students stay in school, engage in service and campus life, and graduate on time

Goal 2: Provide superior graduate education, scholarship and artistic endeavors and achieve status among the nation's tier-one research institutions

To expand our high-quality faculty body in strategic areas and ingrain research and scholarship into every discipline, UNT will:

- Recruit and support distinguished faculty who are fully engaged in research and mentorship
- Strengthen graduate education to build a strong pipeline of scholars

Goal 3: Become a national leader among universities in student support, employee relations, operational effectiveness and service to constituencies

To ensure that students remain central to the work of the university and our employees, UNT will:

- Strengthen service standards and improve operational processes

Goal 4: Establish UNT as a nationally recognized, engaged university and regional leader by building and expanding mutually beneficial partnerships and resources

To better serve students and communities, UNT will:

- Expand our efforts to reach out and help
- Ensure that every UNT degree continues to grow in value

UNT Mission

UNT is a major public research university deeply committed to advancing educational excellence and preparing students to become thoughtful, engaged citizens of the world.

UNT Vision

As the most comprehensive public research university providing a top quality education in one of the nation's largest, most dynamic regions, UNT will be celebrated for its academics, arts and athletics. UNT will be a diverse and inclusive institution creating knowledge and innovations that will shape the future, while cultivating excellence in the next generation of scholars and leaders for the global community.

UNT's Promise

The University of North Texas' ultimate responsibility is to provide students with the best education possible so they may achieve their goals, succeed at the highest levels and improve their communities, the state of Texas, the nation and the world.

UNT promises to offer students a challenging, rigorous, high-quality education and provide a supportive environment to help them successfully learn and grow.

UNT promises to contribute to the greater good through scholarship, research, creative endeavors and public service.

UNT's Core Values

Access: UNT will keep access and opportunity a central focus in fulfilling our mission as a public university.

Accountability: UNT employees will be good stewards of the public's trust and funding.

Collaboration: UNT students, faculty and staff will be driven by collaboration, working in partnership with each other and our communities to create, leverage and disseminate knowledge.

Diversity: UNT will promote a culture of diversity, respect and dignity that values individuals and people's differences.

Engagement: UNT will engage our communities through mutually beneficial partnerships and by supporting their economic and cultural well-being.

Excellence: UNT will be a national leader in public higher education.

Sustainability: UNT will be a leader in environmental sustainability, pledging to follow and promote

green standards in our operations and practices.

Service: UNT will promote the economic and cultural development of the North Texas region, the state of Texas and the nation by providing a highly educated, highly skilled workforce of critical thinkers and fostering a wellspring of knowledge, ideas and solutions.

PEAC Operating Guidelines:

The PEAC is committed to engaging in a campus-wide approach to planning and execution in fulfillment of the goals outlined in the Strategic Enrollment Plan. The PEAC is a collaborative decision-making body that focuses on realizing progress through data and mission driven decision-making practices. The efforts and actions of the PEAC will ensure that the University of North Texas continues to support the mission of educational excellence.

UNT 2022 Enrollment Goals and Metrics

The recommendation of the PEAC is that, assuming favorable resources and economic conditions, UNT continually increase enrollment to reach 45,000. This goal is ideally reached in 2022 by matching our growth to our capacity. In addition:

- Achieve a net growth of approximately 9000 students, distributed as follows:
 - 4000 graduate students (including our expanding carousel/accelerated learning model and other on-line offerings). This will change UNT's profile from approximately 21% graduate students to approximately 25% of the total enrollment.
 - 5000 undergraduate students, of which the majority will be first time freshmen.
- Critically, fully 50% of the growth in 9000 students should be through increased student retention.
- Generate a student body that increases quality and diversity, and maximizes revenue.
 - We anticipate an ever-increasing portion of our undergraduate students will be from the top 25% quartile of their high school class and
 - We anticipate the students will mirror the college-eligible demographic of the DFW region and State of Texas,
 - We expect to attract the largest proportion of our students from the DFW with 25% of the students from outside of DFW.
- Achieve retention and graduation goals:
 - The most important element regarding enrollment is to impact the First Time in College (FTIC) freshman retention rate. Goal for FTIC: retention rate of 83% overall by 2016, 85% by 2019, and 87% by 2022. The 6-year graduation rate should be of 68% by 2022.
 - For Transfer students the current first year retention rate is 73%. Goal: retention rate of 78% by 2016, 80% by 2019, and 82% by 2022. The 4-year graduation rate for transfers should be 60% by 2016, 62% by 2019, and 64% by 2022.
 - For Graduate students, the goal is to improve retention to 68% by 2016, to 71% by 2019, and to 75% by 2022. Detailed data analysis will drive further modifications in that projection.

Strategic Enrollment Planning Process

Process and Timeline

Annually, after 12th class day, the PEAC will review progress on the previous year plans, enrollment and retention data, and other relevant information. During that meeting, the PEAC will set goals and metrics for coming year.

PEAC sends strategic plan documents and any proposals for funding to the President and President's Cabinet for approval. Once approved, all divisions participate in creating their enrollment-related plans for the year.

Included with the PEAC Strategic Enrollment Plan:

- Academic Plan (enrollment-related plans)
- Divisions (enrollment-related plans)
- Comprehensive Student Recruitment Marketing Plans: FTIC, Transfer, Graduate
 - Early Years Outreach Plan (including middle school students/parents);
 - Hispanic Marketing Plan
- Diversity Strategic Plan (enrollment-related plans)

2013 PEAC Annual Enrollment Direction Priorities

OCTOBER 2012- AUGUST 2013 Highest Urgency and Priority

A. Create Strategic Enrollment Plan

Lead: PEAC; Due October 2012

B. Leverage Financial Aid and Scholarships, including the following: Lead: Academic Affairs

- a. Address both need and merit-based aid;
- b. Emphasize renewable scholarships for transfer students;
- c. Majority decision-making on scholarships/financial aid for the following fall semester will be made by the end of March;
- d. Incorporate Noel-Levitz findings and recommendations as appropriate to align with UNT values and enrollment goals.

C. Retention

Lead: Academic Affairs (*see appropriate notes below*)

- a. Establish Comprehensive Retention Oversight (i.e.; office, officer, or coordinating group);
- b. Immediately begin process to provide course wait-listing, to be effective in Fall 2013; (Lead: Dr. Flores Niemann)
- c. Immediately examine and address DWFI report information; Lead: Dr. Flores Niemann)
- d. Complete comprehensive attrition study including but not limited to the following factors: student rank, demographic category, admissions criteria, academic discipline, and financial aid status; (IRE)
- e. Remove barriers to student success identified in the attrition study. (PEAC/Retention Committee)
- f. Emphasize and leverage the ENGAGE effort; evaluate the predictive model for retention (Retention Committee/PEAC)
- g. Utilize efforts of current consultant (Rimpau) to conduct a “Profile of the Persister.” (PEAC)

D. Selectivity

Lead: President’s Cabinet

Examine and revise admissions criteria to enhance student quality at the undergraduate and graduate levels, ensure an appropriate appeal process for student admissions.

E. Graduate Student Enrollment

Lead: Academic Affairs (*see appropriate notes*

below)

- a. Identify short term actions to immediately increase graduate student enrollment. (Lead: Dr. Wardell)
- b. Implement tactics to retain current students. (Lead: Dr. Wardell)

- c. Focus enrollment tactics on re-enrolling former students (target market, etc.) (Lead: Dr. Wardell)

OCTOBER 2012 – AUGUST 2013 PLANNING PROJECTS and Reporting Units *(Implemented or fully planned by Fall 2013)*

A. Engaging the Academic Enterprise: **Lead: Academic Affairs (In collaboration with PEAC)**

Develop differential planning, details, metrics, and strategies for:

- Inter- and intra-college analyses of building enrollments for all academic programs;
- Student recruitment by program (including FTIC, transfer, graduate, gender, and race/ethnicity);
- Completing and acting upon findings of attrition study;
- Faculty engagement plans (advising, recruitment, retention, etc.), including increasing faculty meeting with students one-on-one;
- Increasing number of full-time faculty teaching upper- and lower-division undergraduate courses;
- Net revenue generation/instructional costs and program fees;
- Future growth capacity and facility needs for graduate and undergraduate programs, creative academic program offerings (i.e.; identify appropriate colleges to design a 3 or 3.5 year degree program, accelerated learning model, online programming), and cost-effectiveness;
- Diversity Action Plans - increase faculty/student/staff diversity, with particular attention to increasing membership of historically underrepresented groups;
- Reverse Transfer Agreements.

B. Advising: Analysis and Recommendations of Advising Process **Lead: Academic Affairs**

- Investigate IT and other solutions for improving advising, including e-Advising, enterprise appointment scheduling, and notes system);
- Conduct analyses, through an external consultant, of best practices currently employed at UNT and develop an annual UNT Advising Conference;
- Conduct analyses of retention and training of advisors and act upon findings.

C. Comprehensive Student Recruitment Marketing Plans **Lead: URCM**

- (In collaboration with Academic Affairs (through Enrollment Management), and E&D
- FTIC Student Recruitment Marketing Plan, including increasingly more academically talented students;
- Transfer Student Recruitment Marketing Plan;
- Graduate Student Recruitment Marketing Plan including domestic and International students;

- Early Years Outreach Plan (including middle school students/parents);
- Hispanic Marketing Plan
- Leverage the prospective student and VIP visitor experience, including the physical landing sites and post-tour experiences
- Enhanced CRM delivery and content for prospective and accepted students;
- Enhanced web portal experience (myUNT.edu) for prospective, accepted, and enrolled students

D. University-wide Diversity Plan

Lead: E&D

- Implement a plan to include achieving HSI status, increasing cultural competence of UNT faculty and staff, making UNT - the school of choice for the “Great Mix”, and increasing diversity content in curriculum.

E. Optimize Customer Service

Lead: Student Affairs & Academic Affairs

- (External consultant recommended), Improve the quality and responsiveness in all customer service function areas (including all entry points for students, and beyond), , ensuring the perspective of UNT’s diverse student population.

F. Assessment of Academic Curriculum

Lead: Academic Affairs

- Goal is to increase synergistic, cohesive learning experience for undergraduate students.

G. Personalizing the First-Year Experience Lead: Student Affairs & Academic Affairs

- Plan to include a First Year Seminar for all freshmen; development of learning community opportunities for all freshmen; optimize one-on-one experiences for all first year students especially in the first six weeks (and throughout the first year); increase and optimize student engagement utilizing peer involvement.

Academic Plan/Engaging the Academic Enterprise

Divisions Enrollment-Related Plans

- Advancement
- Athletics
- Community Engagement
- Equity and Diversity
- Finance and Administration
- Research and Economic Development
- Student Affairs
- URCM

Enrollment-Related Plans

- Comprehensive Student Recruitment Marketing Plans: FTIC, Transfer, Graduate
 - Early Years Outreach Plan (including middle school students/parents);
 - Hispanic Marketing Plan
- Diversity Strategic Plan (enrollment-related plans)

2013 PEAC Annual Enrollment Direction Priorities (Updated by Elizabeth With and Yolanda Flores Niemann for Enrollment Planning Workshop September 2013)

OCTOBER 2012- AUGUST 2013 Highest Urgency and Priority

F. Create Strategic Enrollment Plan **Lead: PEAC; Due October 2012**

Complete Spring 2013 – adopted by PEAC.

G. Leverage Financial Aid and Scholarships, including the following: Lead: Academic Affairs/Student Affairs

- a. Address both need and merit-based aid; **Merit aid began 2013 and refinement for 2014; need-based evaluation beginning fall 2013 to be in place for fall 2014.**
- b. Emphasize renewable scholarships for transfer students; **Funds not currently available, no transfer scholarships offered for fall 2013.**
- c. Majority decision-making on scholarships/financial aid for the following fall semester will be made by the end of March; **Began offers in December 2012, completed scholarship offers March 22, 2013. Anticipated completion date, March 1, 2014.**
- d. Incorporate Noel-Levitz findings and recommendations as appropriate to align with UNT values and enrollment goals. **Ongoing – will be complete for Fall 2014.**

H. Retention **Lead: Academic Affairs** (*see appropriate notes below*)

- a. Establish Comprehensive Retention Oversight (i.e.; office, officer, or coordinating group); **Complete: Retention Management Committee created.**
- b. Immediately begin process to provide course wait-listing, to be effective in fall 2013; (Lead: Dr. Flores Niemann) **Complete – wait listing in effect for Fall 2013.**
- c. Immediately examine and address DWFI report information; Lead: Dr. Flores Niemann) **Ongoing work with the Deans and AADC; Don Wood presented to President's Council and Dept. Chairs on the role of professor-student engagement to increase retention; will invite Dr. Wood back to campus to present to all Chairs**
- d. Complete comprehensive attrition study including but not limited to the following factors: student rank, demographic category, admissions criteria, academic discipline, and financial aid status; (IRE)
- e. Remove barriers to student success identified in the attrition study. (PEAC/Retention Committee) **Examples include: centralized student veteran support with Student Veteran Services; Help Desk in Sage; temporary Call Center for SFAS; Pride Alliance of UNT; implementing Male Symposium Fall 2013 to train faculty and staff. Task Force work complete with recommendations made – Student Success Tips campaign began Fall 2013. Some task force recommendations awaiting funding. Work will continue through the RMC/Student Affairs**

- f. Emphasize and leverage the ENGAGE effort; evaluate the predictive model for retention (Retention Committee/PEAC) **Project work continued for Fall 2013 and expanded to include transfer students; awaiting retention data.**
- g. Utilize efforts of current consultant (Rimpau) to conduct a “Profile of the Persister.”(PEAC) **Profile was created and data currently being evaluated by RMC.**

I. Selectivity

Lead: President’s Cabinet

Examine and revise admissions criteria to enhance student quality at the undergraduate and graduate levels, ensure an appropriate appeal process for student admissions. **Evaluation to begin Fall 2013.**

J. Graduate Student Enrollment

Lead: Academic Affairs (*see appropriate notes below*)

- a. Identify short term actions to immediately increase graduate student enrollment. (Lead: Dr. Wardell) **Wardell has revised graduate scholarships to facilitate quality graduate enrollment; Wardell will be asked to lead graduate admissions streamline taskforce; Wardell is currently working on developing an online graduate admissions process.**
- b. Implement tactics to retain current students. (Lead: Dr. Wardell) **Mentoring task force will address graduate and undergraduate students**
- c. Focus enrollment tactics on re-enrolling former students (target market, etc.) (Lead: Dr. Wardell)

OCTOBER 2012 – AUGUST 2013 PLANNING PROJECTS and Reporting Units (*Implemented or fully planned by Fall 2013*)

H. Engaging the Academic Enterprise:

Lead: Academic Affairs (In collaboration with PEAC)

Develop differential planning, details, metrics, and strategies for:

- Inter- and intra-college analyses of building enrollments for all academic programs;
- Student recruitment by program (including FTIC, transfer, graduate, gender, and race/ethnicity);
- Completing and acting upon findings of attrition study; **Mandatory advising implemented effective Fall 2013 (require advising at orientation, fall semester and spring semester. Student cannot enroll without advising. Implementing mandatory First Flight for fall 2014 (after piloting for fall 2013 in CAS & Engineering). Advising, Mentoring, and Student Success task forces are developing specific action items; Supplemental Instruction proposal to have SI’s in courses with large DFWI rates is being reviewed**
- Faculty engagement plans (advising, recruitment, retention, etc.), including increasing faculty meeting with students one-on-one; **Advising task force is developing specific advising strategies**

- Increasing number of full-time faculty teaching upper- and lower-division undergraduate courses; **Provost office has provided funding for “adjuncts – to- lecturers” program to College of Business and is assessing additional proposals for this initiative**
- Net revenue generation/instructional costs and program fees; **Colleges of Engineering and Business have developed these plans, with the support of Finance; Engineering plan to be effective Fall 2013; additional proposals are expected from other colleges**
- Future growth capacity and facility needs for graduate and undergraduate programs, creative academic program offerings (i.e.; identify appropriate colleges to design a 3 or 3.5 year degree program, accelerated learning model, online programming), and cost-effectiveness; **AOP implemented spring 2013 with more to be effective in coming semesters; AA strategic plan overarching template to be complete March 2013, and will then be sent to deans for further development**
- Diversity Action Plans - increase faculty/student/staff diversity, with particular attention to increasing membership of historically underrepresented groups; **Hispanic Serving Institution plan has been discussed and may be carried out formally or informally**
- Reverse Transfer Agreements. **Created Vice Provost for Transfer Articulation to focus on articulation agreements.**

I. Advising: Analysis and Recommendations of Advising Process **Lead: Academic Affairs**

- Investigate IT and other solutions for improving advising, including e-Advising, enterprise appointment scheduling, and notes system); **Task force work complete; recommendation made; awaiting identification of funding. Advising task force is developing concrete recommendations; task force on documenting student-staff contact is developing specific recommendations; AA is investigating use of Swipe cards to document student attendance and encourage faculty to use class attendance and encourage faculty to use class attendance as a tool.**
- Conduct analyses, through an external consultant, of best practices currently employed at UNT and develop an annual UNT Advising Conference; **Task force work complete; recommendation made; awaiting identification of funding.**
- Conduct analyses of retention and training of advisors and act upon findings.

J. Comprehensive Student Recruitment Marketing Plans **Lead: URCM**

- (In collaboration with Academic Affairs (through Enrollment Management), and E&D
- FTIC Student Recruitment Marketing Plan, including increasingly more academically talented students;
- Transfer Student Recruitment Marketing Plan;

- Graduate Student Recruitment Marketing Plan including domestic and International students;
- Early Years Outreach Plan (including middle school students/parents);
- Hispanic Marketing Plan
- Leverage the prospective student and VIP visitor experience, including the physical landing sites and post-tour experiences
- Enhanced CRM delivery and content for prospective and accepted students; **Task force work complete; recommendation made; awaiting identification of funding**
- Enhanced web portal experience (myUNT.edu) for prospective, accepted, and enrolled students

K. University-wide Diversity Plan

Lead: E&D

- Implement a plan to include achieving HSI status, increasing cultural competence of UNT faculty and staff, making UNT - the school of choice for the “Great Mix”, and increasing diversity content in curriculum. **Plan discussion has begun; we need to decide whether to make plan formal or informal.**

L. Optimize Customer Service

Lead: Student Affairs & Academic Affairs

- (External consultant recommended), Improve the quality and responsiveness in all customer service function areas (including all entry points for students, and beyond), ensuring the perspective of UNT’s diverse student population. **Recommendation made to utilize survey; external consultant is cost-prohibitive.**

M. Assessment of Academic Curriculum

Lead: Academic Affairs

- Goal is to increase synergistic, cohesive learning experience for undergraduate students.

N. Personalizing the First-Year Experience Lead: Student Affairs & Academic Affairs

- Plan to include a First Year Seminar for all freshmen; development of learning community opportunities for all freshmen; optimize one-on-one experiences for all first year students especially in the first six weeks (and throughout the first year); increase and optimize student engagement utilizing peer involvement. **Completed pilot for mandatory First Flight, full program in place for Fall 2014 cohort; Mandatory advising implemented effective Fall 2013 (require advising at orientation, fall semester and spring semester. Student cannot enroll without advising.**



Vision, Plan and Budget for UNT

VISION AND PLAN:

To improve the performance, vision and reputation of UNT by pursuing "Four Bold Goals."



Best Undergraduate Education



Top-Quality Research, Scholarship and Graduate Education



Cost-Effective and Client-Friendly Operations



Community Engagement and Pride

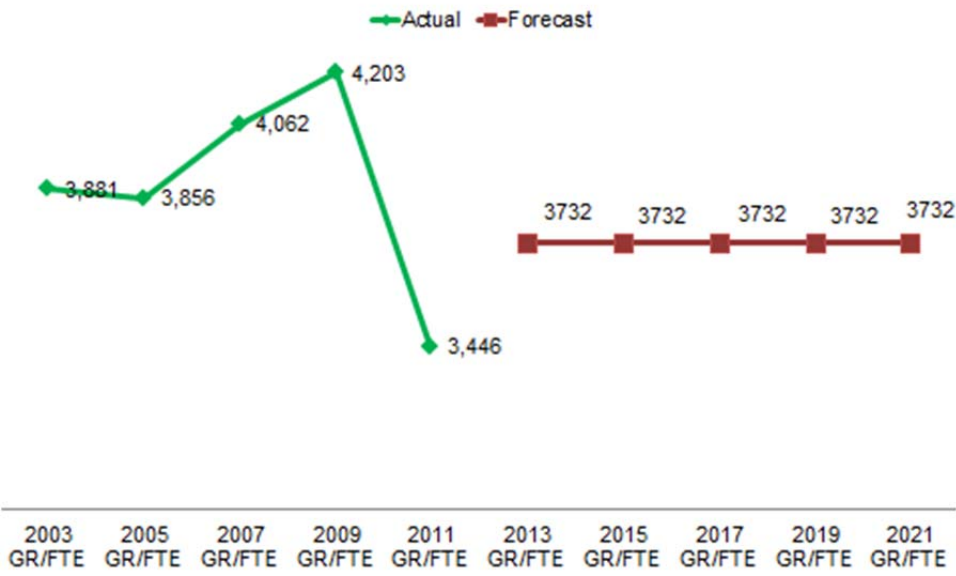
| A Look at UNT | | |
|--|--|---|
| In 2008 | In 2012 | In 2017 |
| Student Body: 34,698 | Student Body: 35,836 | Student Body: 38,000+ |
| Degrees Awarded: 7,000 | Degrees Awarded: 8,770 | Degrees Awarded: 9,000+ |
| Tuition and Fees/Semester: \$3,584 | Tuition and Fees/Semester: \$4,567 | Tuition and Fees/semester: ? |
| State Support as % of Revenue: 32.19% | State Support as % of Revenue: 29.2% (in 2011) | State Support as % of Revenue: ? |
| Budget: \$870M | Budget: \$868M | Budget: ? |

Funding for UNT needs to be enhanced to enable the institution to pursue its goals.

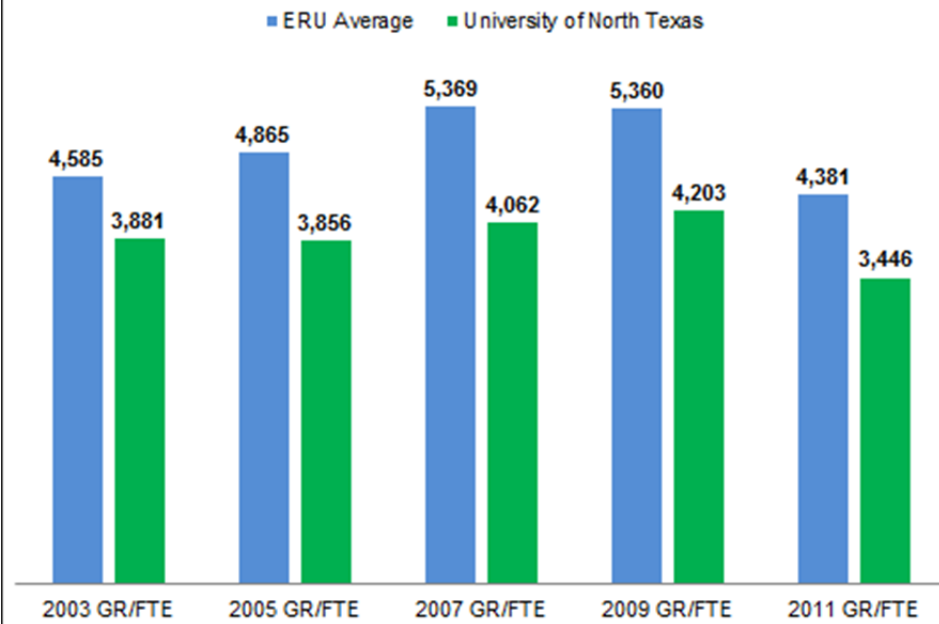
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UNT's General Revenue Funding Divided by Student FTE



ERU Comparison: General Revenue Divided by Student FTE



**Our future success must be judged
by progress toward targeted
objectives.**

**We should adopt metrics that are
widely used and accepted
nationally and regionally.**

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**A key element is how we rank relative to
Texas' Emerging Research Universities.**

| | |
|---|--------------------|
| University of North Texas | UNT |
| University of Houston | UH |
| Texas Tech University | Texas Tech |
| Texas State University | Texas State |
| University of Texas at Dallas | UTD |
| University of Texas at Arlington | UTA |
| University of Texas at El Paso | UTEP |
| University of Texas at San Antonio | UTSA |

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The standards, as measured by progress toward NRUF qualifications.


An ERU must meet the research funding criterion and at least 4 of the 6 other criteria to qualify for National Research University Funds.


≥ \$45 Million in Annual Restricted Research Expenditures

1. > \$400 Million in Annual Endowment
2. > 200 Ph.D. Graduates Annually
3. High-Quality Entering Freshman Class
4. High-Quality Faculty
5. High-Quality Graduate Education
6. Association of Research Libraries member, Phi Beta Kappa or Phi Kappa Phi chapter, or has received an equivalent recognition of research capabilities and scholarly attainment

How UNT stands among ERUs

|  | Restricted Research Expenditures | | |
|---|----------------------------------|----------------|----------------|
| | FY 10 | FY 11 | FY 12 |
| UNT | \$13.3M | \$14.5M | \$16.6M |
| UH | \$56.6M | \$53.1M | \$51.7M |
| Texas Tech | \$50.1M | \$50.2M | \$46.1M |
| Texas State | \$17.8M | \$19.1M | \$21.8M |
| UTD | \$40.9M | \$43.7M | \$45.6M |
| UTA | \$32.3M | \$29.9M | \$32.3M |
| UTEP | \$37.8M | \$40.2M | \$43.2M |
| UTSA | \$28.1M | \$30.4M | \$32.4M |

| How UNT stands among ERUs | | | | | | | | | | | | |
|---|--------------|--------|--------|-----------|-------|-------|---|-------|-------|---|-------|-------|
|  | 1. Endowment | | | 2. Ph.D.s | | | 3. 50 percent in top 25% of High School Class | | | 3. Avg. SAT of Top Quartile ≥ 1210 (Reading and Math) | | |
| | FY 10 | FY 11 | FY 12 | FY 10 | FY 11 | FY 12 | FY 10 | FY 11 | FY 12 | FY 10 | FY 11 | FY 12 |
| UNT | \$95M | \$109M | \$113M | 165 | 169 | 174 | 49% | 51% | - | 1190 | 1210 | - |
| UH | \$491M | \$591M | - | 200 | 239 | - | 38% | 36% | - | 1190 | 1200 | - |
| Texas Tech | \$434M | \$475M | - | 215 | 232 | - | 51% | 52% | - | 1200 | 1190 | - |
| Texas State | \$95M | \$120M | - | - | 26 | - | - | - | - | - | 1050 | - |
| UTD | \$229M | \$252M | \$274M | 195 | 160 | - | 53% | 57% | - | 1350 | 1370 | - |
| UTA | \$68M | \$81M | \$89M | 127 | 125 | - | 60% | 61% | - | 1180 | 1190 | - |
| UTEP | \$153M | \$175M | \$179M | 50 | 61 | - | 35% | 35% | - | 1020 | 1020 | - |
| UTSA | \$60M | \$82M | - | 56 | 59 | - | 36% | 40% | - | 1140 | 1140 | - |

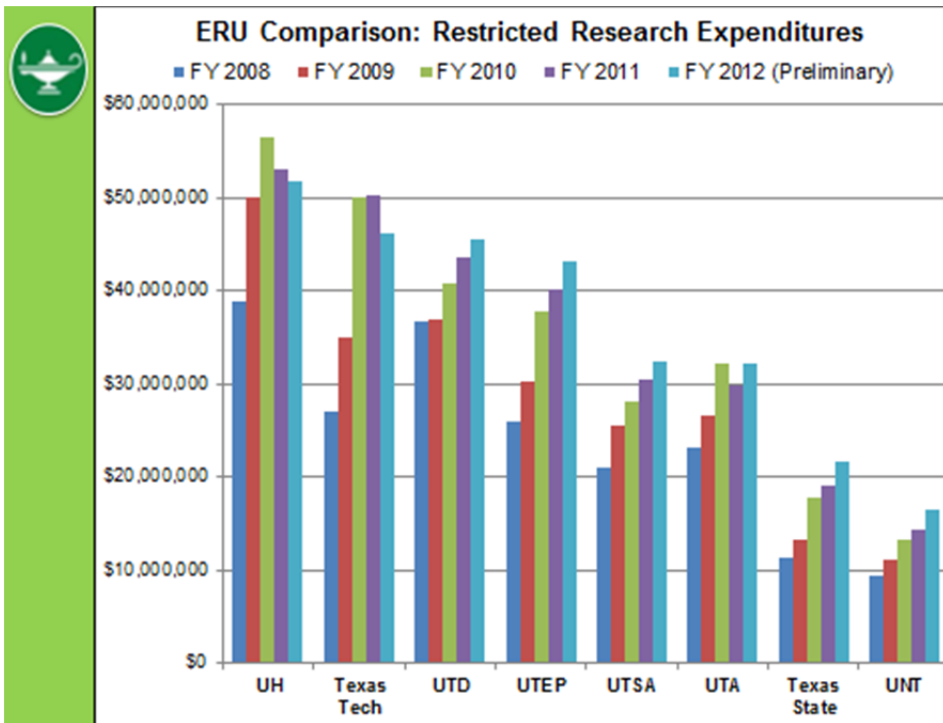
| How UNT stands among ERUs | | | | | | | | | | |
|---|---|-------|----------------|------------------------------|-------|-------|------------------------------|-------|-------|--|
|  | 4. National Academy members, Nobel Prize recipients | | | 5. Master's Graduation Rates | | | 5. Doctoral Graduation Rates | | | 6. Membership in prestigious academic associations |
| | FY 10 | FY 11 | FY 12 | FY 10 | FY 11 | FY 12 | FY 10 | FY 11 | FY 12 | |
| UNT | 1 | 1 | 2 3 by 2013 | 69% | 66% | - | 43% | 55% | - | ΦKΦ |
| UH | 7 | 8 | ? | 74% | 81% | - | 53% | 56% | - | ARL, Carnegie CE, ΦKΦ |
| Texas Tech | 1 | 1 | ? | 74% | 70% | - | 68% | 58% | - | ARL, ΦBK, ΦKΦ |
| Texas State | - | - | ? | - | - | - | - | - | - | - |
| UTD | 5 | 5 | ? | 74% | 78% | - | 40% | 51% | - | ΦKΦ |
| UTA | 0 | 0 | ? | 59% | 60% | - | 55% | 51% | - | ΦKΦ |
| UTEP | 0 | 0 | ? | 55% | 60% | - | 60% | 65% | - | ΦKΦ |
| UTSA | 0 | 1 | ? | 59% | 63% | - | 80% | 70% | - | 0 |

Proposed Metrics for Measuring UNT's Progress

9 Measures of Success Based on Common, Objective Standards

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UNT's progress toward NRU status depends heavily on 4 basic areas poised for growth and momentum.

- Plant Sciences**
- Behavioral Sciences/Autism**
- Materials Science and Engineering**
- Logistics**

UNT must continue investing in faculty and will need more research space to support this growth.

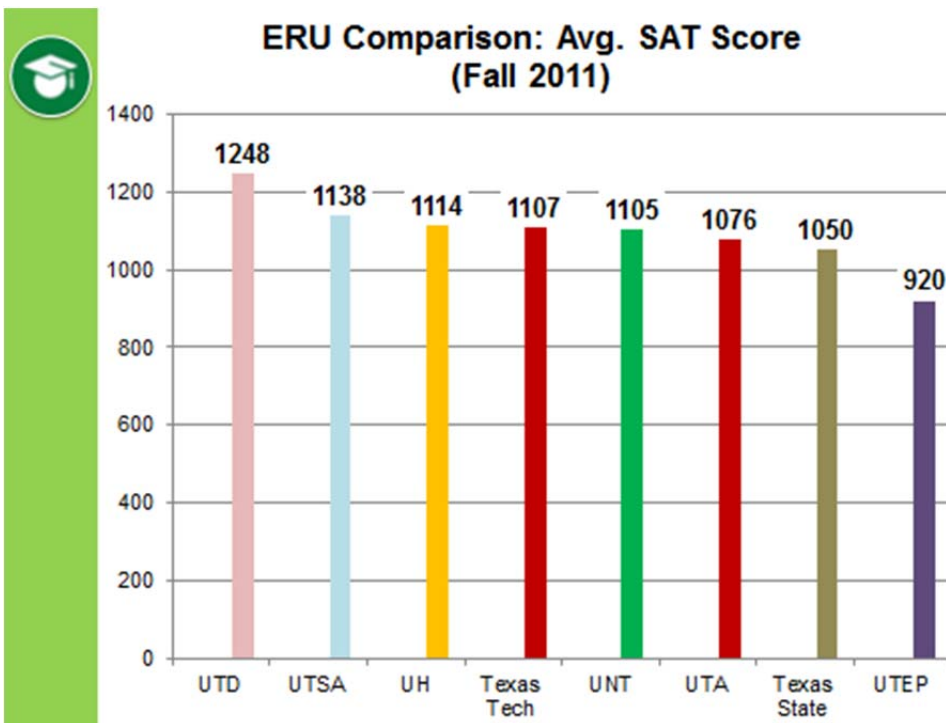
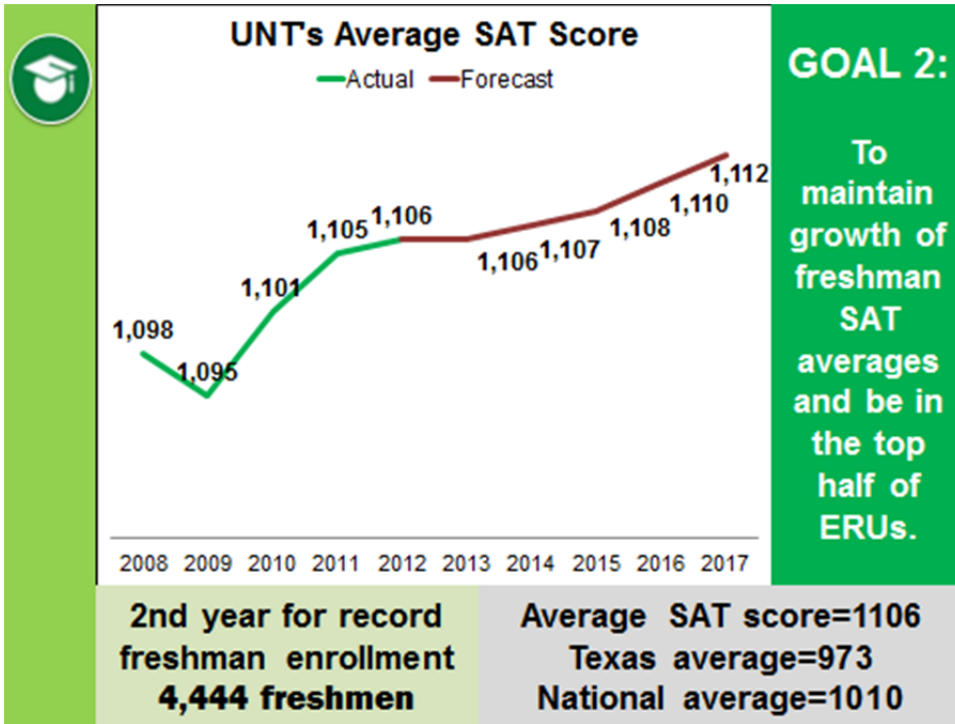
UNT's Restricted Research Expenditures (figures in millions)

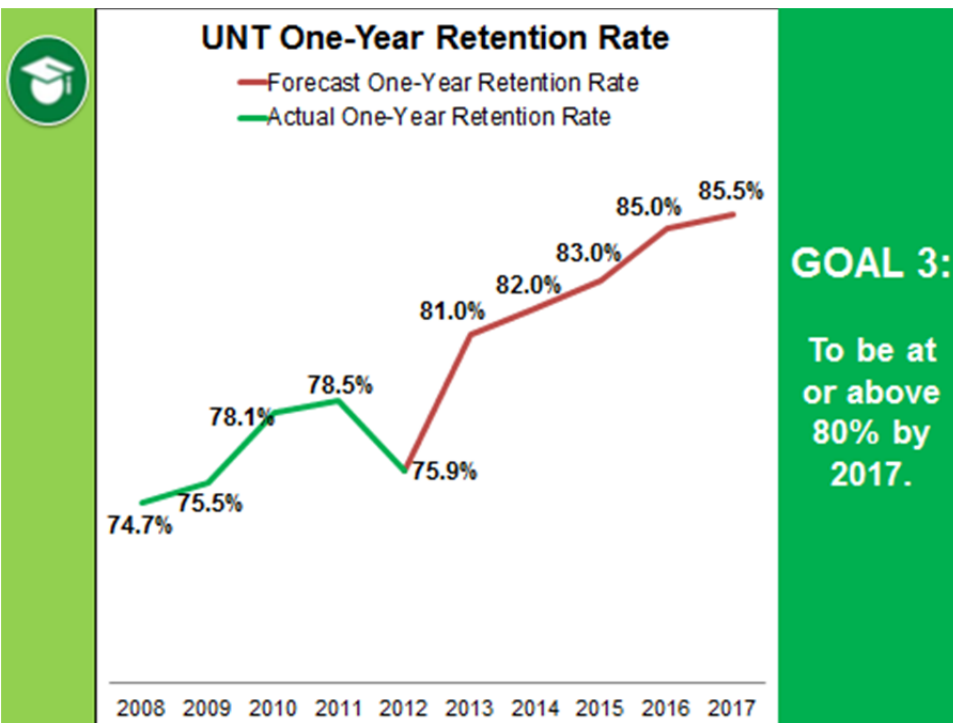
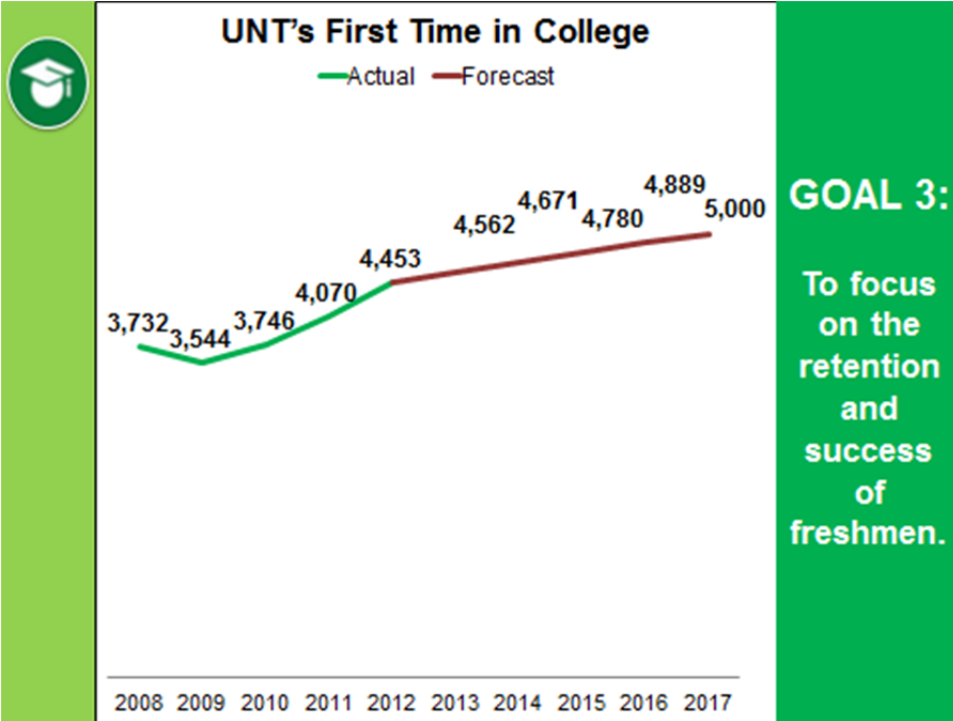
| | |
|---------------------|---------|
| FY 2020 (Forecast) | \$50.0+ |
| FY 2019 (Forecast) | \$45.0 |
| FY 2018 (Forecast) | \$39.1 |
| FY 2017 (Forecast) | \$34.0 |
| FY 2016 (Forecast) | \$29.6 |
| FY 2015 (Forecast) | \$25.7 |
| FY 2014 (Forecast) | \$22.4 |
| FY 2013 (Forecast) | \$19.4 |
| FY 2012 (estimated) | \$16.9 |
| FY 2011 | \$14.5 |
| FY 2010 | \$13.3 |
| FY 2009 | \$11.2 |
| FY 2008 | \$9.4 |

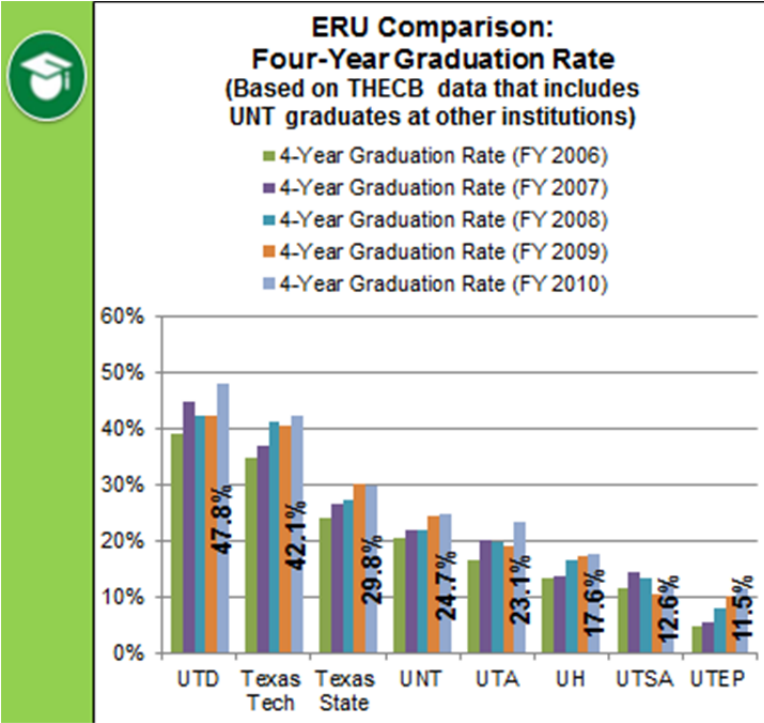
GOAL 1:
To reach at least \$45M in restricted research expenditures by 2020,
 by maintaining UNT's current 15% annual growth rate.

UNT's Federally Reported Research Expenditures (figures in millions)

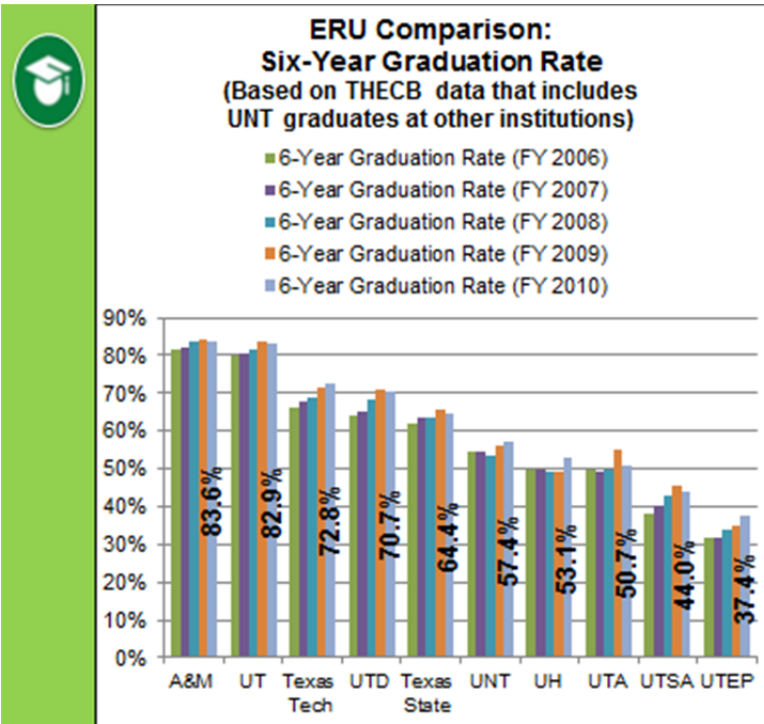
| | |
|---------------------|--------|
| FY 2008 | \$18.1 |
| FY 2009 | \$24.1 |
| FY 2010 | \$31.5 |
| FY 2011 | \$42.5 |
| FY 2012 (estimated) | \$44.0 |








GOAL 4:
To remain in top half of ERUs and exceed 30% by 2017 by increasing retention rates.




GOAL 4:
To remain in top half of ERUs and exceed 60% by 2017 by increasing retention rates.



UNT awards one bachelor's degree for every FTE, meaning that for every third undergraduate enrolled, UNT awards a degree.


| | Bachelor's Degrees (FY 2011) | Undergraduate FTE | FTE/Degree |
|-------------|------------------------------|-------------------|------------|
| UNT | 6,571 | 23,752.7 | 3.61 |
| UH | 5,103 | 18,487.9 | 3.62 |
| Texas Tech | 2,314 | 10,124.9 | 4.38 |
| Texas State | 5,349 | 24,614.9 | 4.60 |
| UTD | 3,008 | 14,234.3 | 4.73 |
| UTA | 5,092 | 25,203.1 | 4.95 |
| UTEP | 4,605 | 23,550.3 | 5.11 |
| UTSA | 4,148 | 21,624.7 | 5.21 |



Gainful Employment Placement Rates 2009-2011
(Total Working Students / Students with a bachelor's degree)

| | Fall 2009 | Fall 2010 | Fall 2011 |
|-------------|-----------|-----------|-----------|
| UTA | 71% | 71% | 70% |
| Texas Tech | 65% | 69% | 70% |
| Texas State | 76% | 70% | 70% |
| UNT | 71% | 69% | 69% |
| UTSA | 67% | 68% | 68% |
| UH | 71% | 68% | 68% |
| UTD | 63% | 67% | 67% |
| UTEP | 65% | 67% | 67% |
| A&M | 64% | 65% | 67% |
| UT | 59% | 68% | 68% |

GOAL 5:
To reach and maintain placement rate $\geq 70\%$ and be at the top of ERUs.



Standards for Faculty Excellence


National Academy or Nobel Prize winners \geq 5
(Currently at 3)

OR: Annual recognized awards \geq 7
(Ex: Fulbright, MacArthur, Guggenheim, Pulitzer, National and American Academies, NSF CAREER, PECASE, NEH)

OR: 5 Doctoral programs meeting AAU standards (?)

GOAL 6:

To meet NRUF standards by 2017 through careful recruitment and faculty development — most likely with the first option.



U.S. News & World Report: A Sample List

The College of Information is ranked 17th in the nation for its graduate programs and has 3 graduate programs in the Top 15.

- 3:** Health librarianship graduate program
- 11:** School library media graduate program
- 13:** Services for children and youth graduate program

- 8:** Public administration (city mgt./urban policy) master's program
- 12:** Graduate counseling program
- 13:** Graduate rehabilitation counseling program
- 51:** Political science graduate program
- 59:** Public affairs graduate program
- 120:** Education graduate program

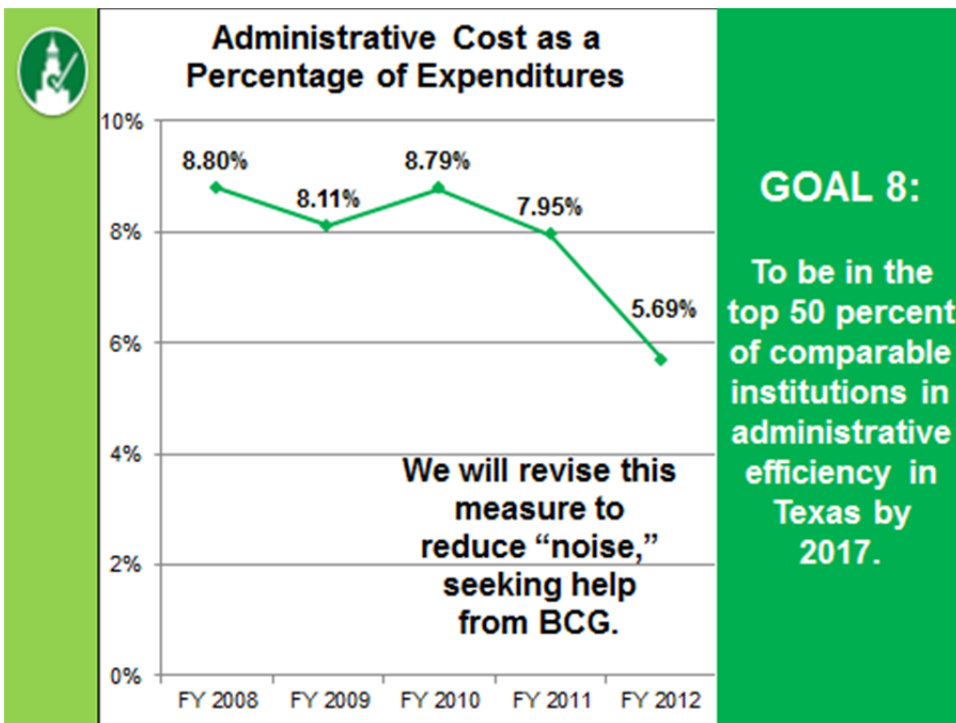
GOAL 7:

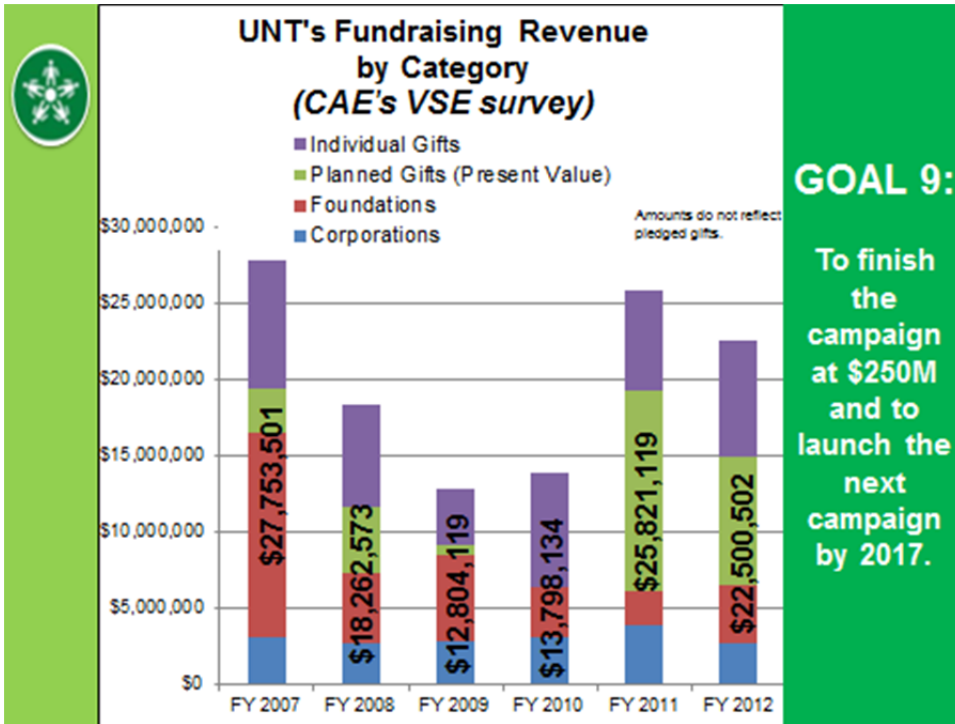
To increase the number of top-ranked programs.



Steps Toward Goal of Increasing the Number of Top-Ranked Programs

- Complete surveys of all programs.
- Initiate steps to assure that all programs will seek national rankings.
- Increase the number of programs in Top 100 by 25% by 2017.
- Increase the number of programs in the Top 25 by 40% by 2017.





Other Engagement Measures

- To measure and increase alumni support and participation.
- To raise the level of success and private support of athletic programs.
- To increase the endowment.
- To focus most on raising the level of fundraising.



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