**The Graduate School
2010-15 Strategic Plan**

I. EXECUTIVE SUMMARY	
1-2 pages	
A. Mission and goals:	Mission: The Graduate School functions to advance excellence in graduate and professional studies including research, teaching and service and is the primary advocate for graduate education and for graduate students at the University. It is the role of graduate education to explore and advance the limits of knowledge and to define the state of the art in every field. Its purpose is to serve society's needs in specific and technical and professional ways, but also to serve the need for intellectual expansion. The central purpose of the plan that follows is to make certain that this commitment to excellence in graduate education and scholarship will continue to characterize the role of the Graduate School at UNC Charlotte.
B. Summary of process used to develop unit goals:	• In August 2009 the strategic planning goals for the Division of Academic Affairs were given to the Graduate School Senior Staff (Associate and Assistant Deans, Director of Development, Financial Aid Coordinator), The Senior Staff and Dean met and made suggestions which were sent as a response to the Provost on September 8. • Staff meetings were held to revise the Graduate School mission statement • The Graduate Senior Staff and Dean met for an all day retreat on October 9 with the goal to prepare a rough draft of the Graduate School goals and action items. • In November the Goals and action items for the plan were formalized and submitted to the Provost as a progress report on December 15. • Sub committees were established to develop effectiveness measures and outcomes for the goals and action items. • The subcommittees solicited input from a variety of constituents and In April submitted their reports to the Dean. • The Graduate School finalized its plan in early May 2010.
C. Summary of major goals in strategic plan:	Goal 1. Provide effective management in the recruitment, admission, enrollment, and retention of qualified and diverse graduate student populations Goal 2. Build a graduate culture based on integrative teaching, research, and service. Goal 3. Support and communicate the quality of graduate education at UNC Charlotte to both internal and external constituents.
D. Summary of new resources required to achieve new goals:	New positions in Graduate Admissions, International Undergraduate Admissions, and Graduate Academic Affairs (a new unit that combines Graduate Funding Support and Enrolled Student Services) will be required to meet enrollment growth over the next five years. To support the Center for Graduate Life there is a critical

need for funding for Faculty Associates, lecturers, and instructors. In addition to staff these units all require increased operating budgets. The budgets for GASP, the Graduate Assistantship pool and Health Insurance fund have not changed in two years. In order to continue to help support the long-term growth of our degree programs, especially at the doctoral level, there must be new monies for these accounts annually. Although the CGL is a great start, the Graduate School needs to look at ways to increase operating space, as well as budget, and staff for that facility. Now that a full-time Director of Development will support the Graduate School's fundraising efforts new resources such as an operating budget and support staff will be required to maintain momentum for our development, communications, and public relations efforts.

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

II. ENVIRONMENTAL SCAN / UPDATES SINCE LAST FIVE –YEAR STRATEGIC PLAN	
1-2 pages	
A. Assessment of cumulative progress in meeting goals in current strategic plan:	Despite a severe economic downturn during the last two years of the 2005-2010 strategic planning period, the Graduate School made excellent progress in achieving the goals described in our strategic plan. Some of the measureable outcomes we have achieved include: • Graduate enrollment increased in size, quality, and diversity each year of the planning cycle. • The inventory of new degree programs and graduate certificates increased annually. • The Graduate Assistant Support Plan was launched which greatly enhanced our ability to attract and support high quality doctoral students. • Funding in the form of stipends, tuition awards, and health insurance awards increased almost annually. • New Graduate Fellowships were established. • The visibility of the quality of our programs and students was raised as evidenced by several students being awarded NSF Graduate Research Fellowships and consecutive invitations to attend the Lindau Nobel Laureates meeting. • New technological solutions were implemented for a variety of business practices including graduate admissions applications and the processing of graduate assistantships. • New initiatives to encourage and support graduate student professional development centrally and through the individual academic units were implemented; • Graduate education and career preparation of professional master's programs were enhanced; • Established a new focus to improve the career development and working conditions for post-doctoral scholars.
B. Environmental scan/updates of challenges, opportunities, and obstacles since last strategic plan:	In the fall of 2005 the graduate student headcount was 4,217 (20% of the total student headcount). Five years later the number has increased by more than 1,000 students to 5,282 which is nearly 22% of the University student body. Since 2005 not only has the total number of enrolled graduate students increased but so has the diversity of those students. We enroll more international students, more women,

more students from historically underrepresented groups, and more students with young children. Maintaining this level of growth with the right mix of students and programs to sustain a research university will require careful management of enrollment targets and capacities for each graduate program. Additionally, it will be necessary to study barriers to degree completion to identify ways to reduce the attrition rates of students who drop out from a program without completing the degree. We must also recognize that there is an increasing global competition for students and a changing perception of the U.S. as the destination of choice for international students.

The Graduate Assistant Support Plan was implemented in the fall 2005 with a budget of $800,000 from a campus based tuition increase which funded an inaugural class of 96 doctoral students. Currently 454 students are supported on GASP at a cost of $3,981,889. This covers 92% of the full-time doctoral students compared to the 54% who were supported in 2005. In 2005 the Graduate School received $400,000 in funding for new graduate assistantships and initiated a new health insurance payment plan that supported 250 students. In 2009-10 $2,512,220 was allocated to the seven colleges from the Graduate Assistantship Pool and 437 students received health insurance at an expenditure of $287,208. In nearly all aspects our ability to fund graduate students, particularly at the doctoral level, has improved during the period of the last strategic plan. However, in order to preserve and enhance the quality of our graduate student body, and increase its size, we must, during this next 5 year planning cycle, continue to improve our financial support for graduate study. We will work to increase the funding for graduate students through various mechanisms including seeking monies from external funding agencies and from internal appropriations (e.g., new position allocations and private donations) consistent with enrollment management goals. We will set funding targets based on strategic need and the projected growth of graduate programming. Then annually evaluate the net funding for graduate students to ensure that it is consistent with the growth in the number of graduate students at the University. It will then become important to determine whether or not there is a corresponding enhancement of student retention, shortening of time-to-degree, and improvement of graduation rates. However, given the economic environment, achieving this goal has become increasingly difficult considering the needs for funding for faculty, physical facilities, and information resources.

Another change relates to the accelerated acceptance of the importance of interdisciplinary approaches in graduate training. As we enter the second decade of the 21st century, graduate education has increased in importance as an engine of social, intellectual and economic development. More baccalaureate students than ever are continuing their education as graduate students, more workers are seeking advanced training for their jobs and the expansion of knowledge across disciplines is requiring the application of multiple approaches to solving complex problems. In the last 5 years, growth in graduate programs has come primarily in interdisciplinary areas, driven largely by the problem rather than the discipline centered nature of much research funding. In the last year there has been strong attention nationally given to the need to insure that students planning research careers be trained in the broad fundamentals of their fields and be familiar with several sub-fields. Both the reality of research funding and research career preparation argues for organizing graduate education, especially in science, engineering and technological fields, under broad rubrics which facilitate interdisciplinary training. Some fields in the social science and humanities are moving in this direction as well.

We believe that the most effective graduate training for the future will prepare students to collaborate effectively across disciplines, adapt quickly to changing conditions, work well in teams, communicate effectively, and work effectively with people whose language and culture are different from their own. Although such a strategy will insure that UNC Charlotte establishes graduate degree programs designed to produce graduates who are marketable, we must remain aware of the current trends so that we may make adjustments in graduate enrollment across programs as federal funding for research shrinks and as employment opportunities for current graduates influences student choice about field of study. At the master's level, nationally there continues to be a significant interest in the development of Professional Master's programs to respond to documented local and regional workforce needs and student interest/demand for master's programs that prepare graduates for entry-level careers in business, government and non-profit employment sectors. In sciences, social sciences and humanities, baccalaureate graduates generally have inadequate technical/disciplinary background, limited mastery of desired skills sets, and insufficient understanding of non-academic work to qualify for entry-level professional employment. Currently graduate programs are not structured to address these needs directly, though many of these needs are actually addressed indirectly through informal mentoring.

Today graduate schools must be able to accommodate a highly diverse population of students. There is also increasing demand for programs that don't fit into the traditional boundaries of disciplines and departments and that focus on scholarship that is applied rather than basic. New technologies have changed the way we respond to our constituents (e.g., on-line applications) and the ways in which scholarship is published and accessed. Another change is the use of technology in the delivery of graduate education for both courses and programs. Changes in this arena have been rapid and are having a dramatic impact on the way that graduate education can be delivered on and off campus. UNC Charlotte has video classrooms, teleconferencing facilities and video production facilities along with the necessary equipment and technical expertise to deliver programs by a variety of media outlets. These resources, along with our campus networking, provide us with the technology to expand further our off-campus graduate education offerings. Web-based technologies makes it possible for students to access class materials, grades, and even register on-line, thus reducing the need for trips to campus; this ability is particularly important to part-time students who commute long distances to campus. These new technologies will present many challenges and opportunities for graduate education. We must take a serious look at implications for program and course organization, structure, quality, and assessment. We must also revisit policy issues such as residency requirements, number of courses allowed via distance education, faculty workloads, FTE credits, student advising, support services (e.g., library and computer), and administrative responsibilities.

Over the past five years there was an increasing need for services geared specifically for graduate students, such as professional development, placement counseling and a new emphasis on developing teaching and communication skills of students throughout their academic careers. There is an increasing emphasis on accountability which requires the collection of data at the institutional and national levels that will help us understand the reasons for unacceptable levels of attrition and increasing times to degree completion seen in many Ph.D. programs.

The Graduate School recognizes these changes and accepts the challenges and opportunities they present.

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2010-15	

A. Graduate School Goal #1: Provide Effective Management in the Recruitment, Admission, Enrollment, and Retention of Qualified and Diverse Graduate Student Populations.	

B. Relationship of goal to next higher reporting unit goal:	Contributes to Academic Affairs Goals*: To integrate at the graduate level quality teaching and mentoring with research to prepare the next generation of leaders. To advance programs of research and scholarship that expand the frontiers of knowledge, including those that solve problems at the interface of disciplines, and leverage discovery for the public benefit. To offer a portfolio of educational programs that are forward looking and responsive to the intellectual, cultural, and economic needs of the region.*
C. Action plans to achieve goal:	Strategic Graduate Enrollment Management [GEM] is a crucial element of planning for new growth at this university as it concerns both academic program growth and human, fiscal, and facility needs. Graduate enrollment management must be data-driven and focus on what is best for students' success while increasing enrollment numbers and stabilizing institutional revenues. The Graduate School will partner with University administrators and faculty to provide effective graduate enrollment management by: • Using assessments and best practices • Providing and/or communicating funding opportunities • Fostering a sense of graduate community 1 Use best practices, technology, and assessment to strategically recruit, enroll, and graduate excellent domestic and international students, and develop alumni and donor relationships, while preserving personal service to the greatest extent possible and increasing the size of graduate enrollment. In all these activities we will seek campus-wide, sustainable solutions. • Provide leadership to the Graduate Enrollment Management [GEM] Workgroup to collaboratively develop and communicate well-planned strategies to proactively shape graduate enrollment at UNC Charlotte in an effort to meet established enrollment goals. Such strategies are informed by data collection and analysis in order to produce measurable improvements in such areas as recruitment, admissions, funding, and retention. • Apply a web-based technology and other technology solutions for continuous process improvement for service delivery to students and faculty. • Analyze enrollment data to strategically support enrollment growth at the program level in an effort to meet or exceed University enrollment projections. • In partnership with the Office of International Programs, serve as a resource to graduate faculty to develop international pipelines to cultivate collaborative opportunities and recruit excellent graduate students. • Support and expand the work of the Graduate Educational Opportunities committee to promote academic engagement for underrepresented student populations on campus.

- Promote best practices among graduate programs to develop domestic academic and non-academic pipelines to recruit excellent graduate students, particularly those seeking an integrative graduate experience.
- Formulate a deliberate strategy to support the University brand to recruit four generations of excellent students to the Graduate School, particularly in the use of social media.
- Support efforts to recruit underrepresented students to the Graduate School, particularly by nurturing relationships with HBCUs and other on- and off-campus constituents.
- Identify best practices that support graduate student persistence, as defined by retention rates and the timely completion of degree programs.
- Develop customizable tools that departments can use to improve retention and improve graduation rates.
- Take full advantage of recent and continuing information system technological advances to ensure maximum efficiency of service rendered by the Graduate School to all constituents.
- Provide leadership to the academic colleges in determining enrollment goals reflective of a qualified and diverse graduate student community that meets or exceeds those of peer institutions.
- Provide training and support for Graduate Program Directors and Coordinators.
- Develop a roles and responsibility template for Graduate Program Directors and encourage its adoption in the colleges.
- Work with internal and external constituents to identify and implement new graduate degree programs that are consistent with institutional goals. This must involve consideration of current and future occupational and educational needs of region, state, nation and globe to help drive future needs.
- Given that Graduate Admissions is also responsible for the recruitment, admission, and enrollment of international undergraduates to UNC Charlotte, we will establish enrollment targets for this group of students and develop appropriate recruitment strategies to increase the size and quality of this important segment of the student population at UNC Charlotte.

2 Initiate funding innovations that are scalable to support graduate students and maximize the use of existing funding.

- Provide leadership and other actions necessary to increase the number of fellowships for domestic and international graduate students.
- Increase the number of full-time domestic and international doctoral students who are fully and adequately funded.
- Develop strategies to increase funding for research and travel support for graduate students.
- Increase the number of master's students who receive funding support, particularly in light of recession-related reductions in employer and third-party funding and increased unemployment.
- Collaborate with academic units to increase the number of paid internships completed by graduate students.
- Analyze funding allocations by program and level to provide recommendations on stipend levels needed to recruit, enroll and retain highly qualified graduate students.
- Apply a web-based management tool to coordinate the funding offers among

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graduate programs, the Graduate School, and financial aid such that assistantship and tuition award offers go out simultaneously, and earlier in the enrollment cycle.

3   Develop a complete infrastructure for graduate education to cultivate and sustain a graduate community at the University.

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

- Establish the Center for Graduate Life [CGL]. This facility will be housed within the Graduate School and will work to help achieve University graduate education goals including attracting and retaining outstanding graduate students and supporting the continued development of graduate programs of the highest quality.
- In order to allow graduate students to take full advantage of opportunities to use their expertise to make a meaningful and lasting difference in their discipline, the community, and the world, the Graduate School will expand the Graduate Professional Development Program which is supported through the Center for Graduate Life. The Professional Development Program provides curricula to responsively teach graduate students skills required as professionals, including the responsible conduct of research and ethics training.
- Expand the Graduate Life Fellows program as a means to increase student engagement in the graduate community.
- Support the Graduate and Professional Student Government [GPSG] in their efforts to enhance the group's visibility and encourage the leadership to explore new areas of programming and activities to support graduate students.
- Advocate for dedicated physical facilities to meet the needs of graduate students related to housing, dining, child care, social interaction, and interdisciplinary learning.

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D. Effectiveness measures/methods to assess outcomes/goal attainment:

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1.   Utilization of technology, best practices, and assessment to support campus-wide, sustainable solutions to recruit, enroll, and graduate excellent domestic and international students.

- The development and utilization of the electronic Graduate Enrollment Management program.
- Evaluate the GEM Workgroup meeting schedule and associated minutes describing work done.
- Enrollment numbers compared to projections.
- Provide a framework for the implementation of 5-year bachelors/masters degree program.
- Program retention, completion and time-to-degree data.
- Student suspension and termination numbers.
- Survey of applicant satisfaction with admissions application process.
- Application and admission reports.
- Data on graduate enrollment by race, ethnicity, gender, and academic performance in relation to available comparable data of peer institutions.

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- Number of collaborative partnerships developed and/or sustained.
- Students enrolled via collaborative partnerships.
- New technologies deployed to support continuing student processes (e.g., graduation clearance, funding, special requests, and retention).
- Annual satisfaction survey of Graduate Program Directors.
- Annual Graduate Program Director stipend amount average.
- Annual turnover of Graduate Program Directors.
- Training/best practices workshops offered to program directors.
- New initiatives to support the enrollment of a diverse student population.

2. Initiate funding innovations that are scalable to support graduate students.

- Development/utilization of eGA funding system.
- Funding offers made/accepted total and by program compared to prior years.
- Funding data including award expenditures, number of students assisted, and average funding package by degree and program.
- New fellowships implemented.
- Students supported with new travel/research grants.
- Student satisfaction surveys regarding funding availability, funding publicity, and effectiveness of the application/nomination process.

3. Development of a graduate student culture throughout the University.

- Persistence data by level and program.
- Utilization data of CGL.
- Graduate Professional Development program attendance and satisfaction.
- Graduate Professional Development offerings and variety.
- Graduate student and Graduate School representation on University committees.
- Evidence of graduate student support in strategic plans across the University.
- Graduate Student Needs Assessment and Exit Surveys.

E. Assessment schedule to assess goal:	Regular data collection, progress reports, and feedback
F. Person/group responsible:	Graduate School Senior Staff, Graduate School Director of Development, Dean's Office, Graduate Program Directors, GEM Working Group, ITS, Office of International Programs, Sponsored Programs.
G. Performance outcomes for goal:	1. Utilization of technology, best practices, and assessment to support campus-wide, sustainable solutions to recruit, enroll, and graduate excellent domestic and international students. • Development and utilization of eGem to provide historical enrollment data and generate projections for future enrollment at the program level. • A clear and well defined recruitment plan related to Graduate School mission and associated assessment. • Improved recruitment/admission/enrollment yields in the aggregate and at the program level. Focus on master's and doctoral students with an increasing quality of admission credentials. • Implement a new web site and on-line application process for international

undergraduate applicants.

- Approval and implementation of new 5-year bachelor/masters degree programs.
- Higher retention and shorter time to degree data by student and program level.
- Increased number of workshops offered to program directors and graduate faculty in conjunction with the Office of International Programs.
- Increased number of training workshops offered to program directors and administrative staff.
- Increased participation by program directors and coordinators in training and information workshops.
- Development and delivery of deliberate communications strategy with various constituencies to include the use of social media.
- Increased number and improved effectiveness of recruitment events on campus to support initiatives to enroll a more diverse graduate school class.
- Increased number of sustainable new technology systems to support recruitment, funding, enrollment, and graduation both at the Graduate School and at the program level.
- Growth of recruitment awards to programs from the Graduate School as well as the amount of resources expended by the programs to support graduate student recruitment, enrollment, and retention.
- Number of new degree and certificate programs established.

2. Initiate funding innovations that are scalable to support graduate students.

- Increased funding evidenced by additional fully supported doctoral students and increased numbers of master's students with assistance.
- Increased student support for research and related travel, and increased number of paid internships.
- Increased funding for students seeking an international experience and summer research opportunities.
- Increased number of students funded in programs that historically have little funding available to support full time enrolled students.
- The number of stipends and their amount from external sources increase.
- Enhanced utilization of web-based tool to coordinate funding offers.
- Increased number and amount of philanthropic fellowships generated to support excellent students.

3. Development of a graduate student culture throughout the University.

- Increased number of opportunities provided via the Graduate Professional Institute and an increasing number of students attending the workshops.
- Enhanced utilization data for the new Graduate Life Center.
- Improved student satisfaction as related to the annual Graduate Student Needs Assessment and Graduate Exit Survey data.
- Enhanced and more effective ethics training and responsible conduct of research training programs available and attended.
- Expanded for-credit offerings through the Professional Development Program to include certificate programs.
- An increased number of events sponsored by the GPSG to promote a graduate student culture and the number of students participating in the various events.

UNC CHARLOTTE
The Graduate School

	• More graduate student representation on University-wide committees. • Increased availability and use of University facilities to support graduate students.
H. Resources Required:	1. Additional admissions staff and enrolled students processing staff to meet enrollment growth 2. Funding for Faculty Associates, lecturers, and instructors to support CGL 3. Increased operating budget for Graduate Admissions and International Undergraduate Admissions. 4. Increased operating space, budget, and staff for CGL. 5. With new responsibilities for graduate student funding and enrolled/graduating student services, there is a need for an increased operating budget and staff for the new Graduate Academic Affairs unit. 6. Re-establish and increase graduate fellowships available through development efforts 7. Funding for a new Computer Consultant to support new technology enhancements 8. Additional funding for GASP, the Graduate Assistantship Pool and gradSHIP

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I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES	
A. Graduate School Goal #2: Build a Graduate Culture Based on Integrative Teaching, Research, and Service.	

B. Relationship of goal to next higher reporting unit goal:	Contributes to Academic Affairs Goals: *To respond to the educational needs of a diverse community of learners through innovative programming and delivery of credit and non-credit programs of study. To graduate students prepared for personal success and civic responsibility in the 21st century by offering challenging degree programs, encouraging community engagement, and integrating the values of liberal education throughout the undergraduate curriculum. To engage in focused efforts to creatively address university and community needs through internal collaboration and partnerships with public, private, and non-profit organizations. To support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure.*

C. Action plans to achieve goal:	The classroom rarely incorporates the diversity of the many cultures and communities of our world; yet students of today must function and lead in a very diverse and complex workplace. Learning experiences must be provided beyond the classroom, using the community and the natural environment as sustainable engines to propel learning and teaching. As a result of the need for new teaching and learning styles, efforts are underway to reform graduate education and training programs in ways that prepare students for new models of research, professional practice, and service. Together, these changes have led to the development and diffusion of integrative approaches to graduate education and training. This approach seeks to: (a) ground students in the fundamentals of their own fields as well as expose them to several subfields of the discipline; (b) develop students' technical proficiencies as well as their abilities to communicate complex ideas and work well in diverse teams; and (c) prepare students to engage in conversations and activities that shape policy and inform sustainable and inclusive practice in public, private, and government sectors both regionally and across the globe. - The Graduate School's objective is to work with colleges and other campus units to integrate curriculum development, faculty development, and assessment in order to provide an integrative learning environment for our graduate students. This way we seek to initiate transformative change through internal and external partnerships, develop and support nationally and internationally recognized programs of research, scholarship, and service that foster excellence and promote sustainability and inclusion in a very diverse world. - Increase and expand internal and external campus partnerships involving graduate students and graduate faculty that provide integrative mentoring opportunities, including those that prepare the future leaders of tomorrow. - Promote and facilitate the establishment of interdisciplinary degree and certificate programs. - Implement the first interdisciplinary degree housed in the Graduate School, the Health Informatics Professional Science Master's. - Support interdisciplinary curriculum development that includes linked courses, team teaching, bridge programs (undergraduate to graduate), study abroad, summer research experiences, and internships. - As a component of an integrative curriculum, provide meaningful and periodic review of existing graduate degree programs that includes skill, learning, and attitude outcomes assessment. - Assess the role of the UNC Charlotte Academies in new program development. - Expand the number of programs offered through the UNC Charlotte Graduate Center. - Work to fully integrate graduate education with campus-based research centers. - Expand mentoring opportunities for faculty. Focus on cross-disciplinary mentoring and guidance for junior faculty who have yet to graduate a doctoral student. - Encourage exemplary professional development for graduate students and graduate faculty. - Assist with the development and implementation of graduate academic partnerships with international universities and organizations.

	• Improve the education and working conditions of postdoctoral scholars by providing them advocacy, support, and professional development. • Assess various mediums of instruction and methodically work to support alternative delivery methods based on public need.
D. Effectiveness measures/methods to assess outcomes/goal attainment:	• Development of a web-based database containing information related to domestic and international partnerships/collaborations. • Assess the number of new internal and external partnerships annually. • Annual needs assessment and satisfaction survey of post-docs. • Count of mentoring opportunities available for junior faculty. • Increase in the professional development offerings available to students and faculty. • Number of interdisciplinary degrees and certificates and programs offered by the colleges and by the Graduate School. • Integration of campus-based research centers with graduate education. • Identification and assessment of programs delivered via alternative methods.
E. Assessment schedule to assess goal:	Regular data collection, progress reports, and feedback
F. Person/group responsible:	Graduate School Senior Staff, Dean's Office, Graduate Program Directors, Office of Research, Faculty Governance, UNC Charlotte Graduate Center Director.
G. Performance outcomes for goal:	• Development, deployment, and utilization measures of partnership/collaboration database to make such information readily available and marketable to University constituents. • Increase in the number and quality of interdisciplinary degree and certificate programs in the colleges and the Graduate School. • Annual increases in number and quality of programs to support interdisciplinary curriculum development. • Assessment of students in degree programs that evidences skill, learning, and attitude outcomes. • Increase in the number of graduate programs and students involved with campus-based research centers. • Increase in the number of junior faculty mentored by senior faculty. • Strategy developed to cultivate internationalization of graduate education with key evaluation measures incorporated. • Improved number of distance education courses and programs needed to respond to public need. • Increased satisfaction and work environment of post-doctoral fellows. • An established and working process for Graduate Program review. • New degree programs hosted by the UNC Charlotte Graduate Center. • An assessment and corresponding plan of development for the UNC Charlotte Academies.
H. Resources Required:	1. Operational space and staff for post-doctoral scholars office 2. Funding for travel and development of international partnerships

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I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

A. Graduate School Goal #3: Support and Communicate the Quality of Graduate Education at UNC Charlotte to Internal and External Constituents

B. Relationship of goal to next higher reporting unit goal:	Contributes to Academic Affairs Goals*: To engage in focused efforts to creatively address university and community needs through internal collaboration and partnerships with public, private, and non-profit organizations.*
C. Action plans to achieve goal:	Cooperate with the Chancellor, Provost, and other appropriate external relations officers in the University to function as a liaison with the community to help promote and advocate for graduate education at UNC Charlotte. - Take full advantage of recent and continuing information system technological advances to ensure maximum efficiency of service rendered by the Graduate School to all constituents by partnering with ITS. - Work with the Office of Alumni Affairs to enhance relationships between the University and Graduate School alumni. - Prepare and implement a comprehensive strategic plan for Graduate School Development. - Establish the Graduate Dean's Advisory Cabinet which will consist of the presidents of each of the student organizations that hold a charter through GPSG. The function of this cabinet will be to share information and provide advice to the Dean on issues concerning graduate students and graduate education on campus. - Promote effective communication among the Graduate School and its campus constituents including Graduate Faculty, staff, and students. - Work with the UNC Charlotte Graduate Council to develop or enhance its effectiveness and communications with the University at large. - Now that strategic organizational changes within the Graduate School office have been implemented, continue a structured approach to the transition to new administrative teams designed to further the Graduate School's mission to lead and support graduate education at UNC Charlotte. - Encourage effective personnel practices in the Graduate School by maintaining an attractive, efficient work environment and supporting training initiatives for staff. - Provide streamlined and responsive administrative processes for graduate services. - Regularly review staff job classifications to determine whether they are at the appropriate levels. - Provide regular training for all staff, with particular attention on standardized

	training for new staff. • Provide streamlined and responsive administrative processes for graduate programming. • Communicate the Graduate School's role and initiatives to departments and colleges • Coordinate and manage the message sent to program coordinators and departments on behalf of the Graduate School • Monitor communication sent to graduate students from all sources on campus • Advocate for resources to support Graduate Program Directors. • Develop a consistent avenue through which to communicate with the public and key stakeholders.
D. Effectiveness measures/methods to assess outcomes/goal attainment:	• Annual amount of philanthropic money raised via development efforts. • Number of individuals/companies active in the Graduate School's development database. • Number of articles written by the Public Information Office related to graduate education. • Number of articles in the Friends of the University Magazine related to graduate education. • Development of advisory board for the Graduate School. • Students and prospective students report high satisfaction with Graduate School, advisors, graduate program directors/coordinators, programs and services on exit surveys and through the annual assessment of student needs • Existing paper processes are evaluated for areas of process improvement and are converted to electronic processes; processes are evaluated annually • New technologies are reviewed for possible implementation • Styles of communication are evaluated annually in order to be prepared to communicate effectively with future generations • Increased collaboration with ITS and other units across campus to achieve goals. • Job satisfaction and retention of Graduate School staff.
E. Assessment schedule to assess goal:	Regular data collection, progress reports, and feedback
F. Person/group responsible:	Graduate School Senior Staff, Graduate School Director of Development, Communication Manager, Dean's Office, Graduate Program Directors, Graduate Council, ITS
G. Performance outcomes for goal:	• At least 75% of eligible faculty and 50% of eligible students attend a Graduate School sponsored workshop or training during the academic year. • At least 90% of Graduate School processes are paperless and accessible to students and faculty at any time. • Increase the name recognition of the UNC Charlotte Graduate School demonstrated by a corresponding increase in applications, offers of admission, and decisions to enroll. • Increase in the number of students supported on fellowships generated by Graduate School development efforts. • Increase the funding award amounts for students supported on fellowships generated by Graduate School development efforts.

	• Methodically increase the quantity and quality of contacts in the Graduate School development database. • Connect with currently enrolled students prior to graduation to establish relationship of giving and support. • Annually collaborate with the Office of Alumni Affairs to capitalize on efforts to engage alumni and also encourage them to serve as ambassadors to recruit excellent students. • Provide leadership to an active advisory board to support graduate education at UNC Charlotte. • Routinely have articles related to graduate education in press releases and University Magazine communications. • Develop and disseminate a Graduate School Newsletter to market the activities of the faculty, students, and staff. • Improved job satisfaction for Graduate Program Directors and increase their knowledge of processes that impact on their students.
H. Resources Required:	1. Increased operating budget to support development and community relations 2. Support staff for fund raising, development, communications, and public relations.

ANNUAL REPORT	
I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	