UNC CHARLOTTE

Graduate School Strategic Plan
Department: Graduate School

UNC Charlotte

  Academic Affairs

    Graduate School

      G **GOAL: GS01: Provide effective leadership for Strategic Enrollment Management**
        Start: 7/1/2016
        End: 6/30/2017
        Providing Department(s): Graduate School
        Responsible Roles: Associate Dean (Watson, Johnna), Graduate Operations Manager (Parks, Annette)

        Related Items
        OBJ: GS01.01: Effective Graduate Enrollment
          Progress: On Track, Complete, or Future Activity

          Use of Last Year's Results - Recommendations from Last Year's Assessment
- Our work to increase the number of full-time domestic and international doctoral 13 of 23 5/27/2016 students by 10%, who are fully funded by 2020, also continues.

- To help prepare our graduate students to be tomorrow's leaders; the Graduate School will endeavor to expand internal and external campus partnerships involving graduate students and graduate faculty that provide integrative mentoring opportunities.

- To encourage efficiency, effectiveness, and faculty satisfaction, we will grow mentoring, training, and funding opportunities for graduate faculty. Focus will be on interdisciplinary mentoring, and guidance for junior faculty, who have yet to graduate a doctoral student, as well as best practices relating to advising and mentoring graduate students at all levels.

- As part of our veterans' support program, we will conduct an inventory of existing on-campus veteran support assets and follow up with relevant community agencies to provide a full range of support services for veterans and their families pursuing higher education through UNC Charlotte.

- The increase in academic petitions expected as a result of the DegreeWorks implementation will require us to develop new, streamlined processes to manage the volume. While we are not certain how these processes will change, we will use the assessment findings to inform these decisions.

- As a result of long wait times for diplomas after graduation, the Graduate School is implementing DegreeWorks to support graduation and help students develop a plan of study.

- The inability to track program milestones will be addressed through DegreeWorks.

- The CGL evaluates each workshop and presentation. This year they carefully reviewed the workshop evaluations before inviting presenters to participate. Only the well-reviewed presenters were offered the opportunity to conduct workshops.

- The Orientation evaluations indicated that students would appreciate more on-line resources. The CGL will develop the Guidebook App for Graduate Orientation.

- Students in the Teaching at the College Level course (GRAD6001/8001) asked for assistance being understood in the classroom. These requests resulted in an initiative that will bring the CGL and ELTI together in collaboration to support accent modification for students.

- The Data Science Initiative (DSI) will move forward on securing and up-fitting centralized office space for DSI staff in the Bioinformatics Building, research space in the PORTAL Building, and a home for the Health Informatics (HI) faculty in the College of Health and Human Services. Anticipated completion: Spring 2017

- Outside campus, the Graduate Center and the DSI will work with corporate and academic partners to identify and recruit exceptional and diverse candidates to UNC Charlotte's graduate programs. The program will also continue to participate in regional and national recruitment events to raise the profile of the program and the institution.

- On campus, the Graduate Center and the DSI will continue to develop and implement a comprehensive recruitment plan that targets the rich pool of talent within UNC Charlotte's undergraduate programs and recent graduates. The program will implement a new scholarship program for UNC Charlotte Early Entry students.

- The DSI and Graduate Center will continue to look for partners to collaborate, in order to develop a quality distance delivery program for both the HI and DSBA (Data Science and Business Analytics) academic programs. We recently entered into early discussions with private companies to explore a public-private venture to finance the transformation of the curriculum.

- The Graduate Center will continue to identify and recruit potential partners to bolster its current inventory.

- We anticipate an increase of 10% in internships for the DSI programs by the end of the 2016-2017 academic year.

- The DSI expects to host the 2017 Health Informatics Career Fair on the UNC Charlotte campus. This is part of the larger statewide HI consortium including Duke, UNC Chapel Hill, NC Central, and East Carolina.

- We will continue to collaborate with the Graduate Enrollment Management (GEM) Working Group to refine enrollment projections and develop enrollment plans for all graduate programs.

- While new one-time funding from Academic Affairs to maximize enrollment in fall 2015 was appreciated, continued support and resources beyond this academic year will be required in order to recruit and enroll the optimum number of graduate students. Of particular interest is the need to access recruitment funds early in the fall semester in order to leverage the recruitment of new students. International enrollment at the master's level is up considerably, but efforts like GradConnect and additional certificate and/or program campaigns to increase domestic enrollment must be funded.

- Expanded support and training for Graduate Program Directors will continue. While we added more training opportunities for GPDs in the last academic year, participation continued to be low, so admissions counselors will meet individually with GPDs to share best practices.

- We hope to acquire funding to continue to market the University's graduate programs, particularly the graduate certificates through online banner and retargeted advertising.
  We continue our support of the graduate programs flagged by the UNC General Administration for low productivity.

- SPRINT projects are shared and ideas and staff are exchanged but, FAPESP funds the activities of the São Paulo based researchers and the Graduate School funds the activities of UNC Charlotte Researchers. FAPESP has agreed to put in another $50,000 and we will reciprocate. We will have new calls for proposals in 2016-17.

- Although 90% of the Graduate School administrative processes are now paperless and can be accessed by students and faculty at any time, the administrative work load has increased to the point that I must find ways to supplement our staffing needs. The utilization of technology, best practices, and data to improve efficiency can only go so far. We now need additional staff to sustain these administrative tasks. A crucial goal for the Graduate School this year is to secure resources for the vital staffing needs for the office.

D. Actions/Tactics

1. Provide leadership to the Graduate Enrollment Management [GEM] Workgroup, Department Chairs, and Graduate Program Directors to effectively anticipate and respond to challenges and opportunities to effectively manage graduate enrollment and meet enrollment goals.

2. Annually analyze funding allocations by program and level and provide recommendations on stipends and tuition support needed to recruit, enroll and retain highly qualified graduate students. Strategically tie centrally provided funding to program outcomes as identified on Graduate Enrollment Management Plans, projections, and annual reports.

3. Utilize technology, best practices, and data to support campus-wide, sustainable solutions to recruit, enroll, support, and graduate excellent domestic and international students, while preserving personal service and strategically increasing the size and quality of graduate enrollment.

4. Because of the Graduate School's unique capacity to engage all colleges and academic units, and in close cooperation with Student Affairs, we accept and exercise oversight responsibility to align and coalesce all aspects of an accelerated effort to serve the military-affiliated student population.

5. With the realization that the effective recruitment and enrollment of top graduate students, especially at the doctoral level, require funding for stipends, tuition and health insurance, we must provide leadership and other actions necessary to increase the number of fellowships and assistantships for domestic and international graduate students. Identify opportunities for philanthropic support that can be used to fund domestic, international, and underrepresented students, including the returning military and develop strategies to increase funding for tuition, research, travel support, and paid internships for graduate students.

6. Support interdisciplinary curriculum development that includes linked courses, team teaching, bridge programs (undergraduate to graduate), study abroad, summer research experiences, and internships.

7. Work with the Graduate Program Directors, Program Faculty, the Executive Director of the Data Science Initiative, Deans of the College of Health and Human Services, Belk College of Business, and College of Computing and Informatics to develop and implement strategies to meet or exceed enrollment goals established in the 2014 Eduventures Graduate Enrollment Strategic Planning Report.

8. Actively engage in the UNC Charlotte Data Science Initiative by administering the corresponding PSMs, and supporting the Executive Education and Economic Development Programs

E. Effectiveness Measures/Assessment Methodology

Data collected for analysis will include:

- College program graduate enrollment plans and enrollment management strategies
- Utilization of an electronic Graduate Enrollment Management program
- Enrollment numbers compared to projections
- Program retention, completion and time-to-degree data
- Persistence data by level and program
- 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, veteran status, and academic performance in relation to available comparable data of peer institutions
- Number of collaborative partnerships developed and/or sustained
- Students enrolled via collaborative partnerships
- 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 and traineeships implemented
- Increased funding from external grants and contracts for assistantships, tuition and health insurance awards and students supported with new travel/research grants and internships
- Student satisfaction surveys regarding funding availability, funding publicity, and effectiveness of the application/nomination process

F. Expected Performance Outcomes

- Starting with the graduate enrollment projections identified in the campus-wide planning effort completed in June 2014, work toward a target enrollment of 6,303 graduate students by 2019-20. To support this action, by 2016 each graduate program will have established enrollment and graduation projections, an enrollment plan with clear goals and strategies to achieve those goals, a systematic process for annual reporting of enrollment plans and projections, and a well-defined procedure for requesting resources in support of graduate enrollment management. (Reference Eduventures Report June 2014 Appendix 1) Aligns with Actions/Tactics #
- Purchase/build/implement a BI dashboard nimble enough to build on over time that renders historic key data metrics by program (fall 2017), accepts annual enrollment and graduation projections (fall 2016), and incorporates key performance indicators (KPIs) (fall 2018) that monitor graduate programs' progress for GEM strategic goals and projections. Aligns with Actions/Tactics #1, 3
- By 2016, complete the implementation of a Degree Progression and Degree Audit tool (DegreeWorks) - that supports students, faculty and staff and provides reporting capability: to identify barriers to graduation, target students for specific professional development programming, and supports strategic enrollment management goals. Aligns with Actions/Tactics #1, 2, 3.
- Establish open and active channels of communication with appropriate agencies on military installations and with Reserve and Guard units in the broad region through which we can identify veterans' interests, needs and concerns relative to higher education and quality of life issues as they consider transitioning to civilian life. The target here is at least one new partner annually for the next 5 years. Aligns with Actions/Tactics #4.
- Aid in the completion of the graduate catalog and graduate course and curriculum tools (Acalog and Curriculog) by 2016/2017 that accurately reflects program requirements and changes and produces Acalog-derived, program-specific plans of study), and provide staffing to manage associated curriculum changes and program development. Aligns with Actions/Tactics #3.
- Establish a centralized location for the PSMs in conjunction with the Data Science initiative that includes administrative and faculty offices, collaborative and study space for students, and interdisciplinary lab space by 2017. Aligns with Actions/Tactics #7, 8
- Strategically partner with educational institutions, educational/business/corporate entities, professional associations, and testing companies to recruit an excellent and diverse pool of students. Increase prospects, applicants, and enrolled yields by 1.5% annually, and increase the number of ethnic minority students and veterans who enroll each year. Aligns with Actions/Tactics #3,5
- Create a dedicated position to manage social media for the recruitment of new graduate students, and help educate program faculty and staff on best practices related to social media utilization. Aligns with Actions/Tactics #3.
- Offer training opportunities for Graduate Program Directors, Department Chairs, and administrative support personnel to help them effectively manage enrollments at least monthly in a face-to-face format and increase the inventory of virtual "on demand" training by six per year. Aligns with Actions/Tactics #1, 6.
- Establish a structured program to identify and assist returning students to complete their degrees by fall 2016 such that at least 10 new/returning students participate each year. Aligns with Actions/Tactics #3, 6.
- Encourage the development of new Early Entry programs so that at least 90% of graduate programs at the certificate and master's levels offer Early Entry to exemplary undergraduate students by 2020. Aligns with Actions/Tactics #3, 6.
- Triple the number of Accelerated Master's Programs offered to academically qualified freshmen by 2020 and enroll at least two new students per year. Aligns with Actions/Tactics #3, 6.
- Collaborate with the Office of Extended Academic Programs (Distance Education) to identify underserved populations of North Carolina and other states that might benefit from a UNC Charlotte graduate program, and partner with GPDs to develop innovative methods to deliver programs to serve specific regions and populations. Expand the number of graduate programs delivered either 100% online, hybrid, or off campus by one per year, and offer at least 15 online (under-enrolled) courses via UNC Online per semester. Aligns with Actions/Tactics #1,3, 6
- Double the number of Professional Science Master's or other Professional Master's degrees by 2020. Aligns with Actions/Tactics # 3,5, 6, 8
- Partner with the Office of International Programs to serve as a resource for graduate faculty to develop international conduits to cultivate collaborative opportunities, recruit excellent graduate students, and promote the exchange of domestic students and faculty for international educational opportunities. Initiate two new options per year while sustaining two existing (active) collaborations with foreign entities. Aligns with Actions/Tactics #3, 5,
- Increase the number of full-time domestic and international doctoral students who are fully funded by 10% by 2020. Aligns with Actions/Tactics #2, 5
- Increase the number of students who receive monetary support, particularly in light of recession-related reductions in employer and third-party funding and increased unemployment, by 25% by 2020. Aligns with Actions/Tactics #2, 5
- Increase the Graduate Center inventory of programs by two in five years. Aligns with Actions/Tactics #6.
- Implement a Graduate Certificate in Professional Development by 2016-17. Aligns with Actions/Tactics #6.

- Increase number of externally funded assistantships and fellowships by 5% in 5 years. Aligns with Actions/Tactics #2, 5
- Increase the number of part-time students with funding through the Graduate School Tuition Scholarship program by 25% in five years. Aligns with Actions/Tactics #2, 5
- Expand the number of external grants and contracts with graduate assistantship that cover the cost of tuition and health insurance by $200,000 before 2020. Aligns with Actions/Tactics #2, 5
- Prepare effective metrics to tie University resource allocation to graduate enrollment plans by 2016. Aligns with Actions/Tactics #2.
- Establish at least one research/travel grant for graduate students by 2020. Aligns with Actions/Tactics #5.
- Inventory current levels of internships for graduate students and develop strategies to increase them by 10% in 5 years. Aligns with Actions/Tactics #7.
- Set the goal that at least 80% of the non-resident domestic students who hold assistantship or fellowship funding from the University become residents for tuition purposes once eligible to apply for residency. Aligns with Actions/Tactics #5
- Purchase/design and implement a web-based management tool by fall 2016 to coordinate the assistance offers among graduate programs, the Graduate School, Grants and Contracts, the Scholarship Office, and the Office of Student Financial Aid such that assistantship and tuition award offers are made simultaneously to students, and earlier in the enrollment cycle (preferably with the offer of admission). Aligns with Actions/Tactics #3.
- Explore the opportunities to offer the PSMs internationally (e.g., Chile and Bosnia) and at locations in the Charlotte region and state. Aligns with Actions/Tactics #1, 6
- Promote awareness of the importance of Professional Science Master's programs in meeting the economic, technological, and civic/societal needs of the Charlotte region, and the State of North Carolina. Aligns with Actions/Tactics #1, 3, 6

- In support of the DSI we will collaborate with our internal and external partners to achieve our total enrollment goal of 279 students in Health Informatics and Data Science and Business Analytics by 2019-20 with a goal to reach 312 students by 2024-25 by realizing the enrollment projections below: Aligns with Actions/Tactics #7, 8.

Program	Level	2019-2020 Goals			2024-2025 Goals		
		Low	Target	High	Low	Target	
Health Informatics	Master's	80	100	110	100	110	
Health Informatics	Certificate	27	33	36	33	36	
DSBA	Master's	80	110	100	110	125	
DSBA	Certificate	27	36	33	36	41	

G. Budget and Resources
- To support the focus on graduate enrollment over the next 5 years, Graduate Admissions must hire 2-3 new Counselors. At $60,000 per counselor, the total cost will be $180,000.
- The existing Graduate Admissions Counselors are SPA. Due to the nature of the position, these positions are to be reclassifies as EPA - $50,000.
- Increased operating budget for Graduate Admissions for recruitment and strategic GEM initiatives - $190,000.
- Create a new position of Associate Director of Graduate Academic affairs to support the coordination of Acalog and Curriculog with the implementation of Degree Works to manage the 1,000+ graduation applications submitted to the GS each semester, update the 1,000+ student-specific study plans per semester in Degree Works, update time limits, enter non-courseork milestones for master's and doctoral students, and, efficiently and accurately perform graduate degree audits - $55,000
- Implement an on-line system for Graduate Enrollment Management. This would be a Web-based Business Intelligence tool to support Graduate Program Directors, Department Chairs, School Directors, Associate Deans, Deans, and administrators in managing enrollment in nearly 150 graduate programs. Enrollment strategies must be informed by data to produce measurable results in areas such as recruitment, admissions, retention, funding, graduation, and the utilization of human, fiscal, physical and technological resources - $65,000
- The budget for Graduate Assistant Support Plan has not increased in over 5 years. We are no longer able to support all eligible full-time enrolled doctoral students. We have already overcommitted funding beyond our stretch goal for

2015-16 and for the first time we have placed eligible students nominated for GASP on a waitlist this early in May. There is a need to increase the budget for GASP by $500,000 within the next five years.

- The health insurance premium has increased annually since it was first established; however, there has been no permanent increase in the budget. We have used one-time money to cover our obligations for doctoral students who are eligible for GASP. To cover the shortfall and to support the growth of doctoral programming, $700,000 needs to be added to the HI budget.
- The Graduate School strategic assistantship pool has a budget of $2.5 million. No new dollars have been added to the budget in 6 years except for a few new programs. To continue to be effective as a strategic pool of money to support graduate enrollment the budget requires an additional $2 million.
- For 2015-16, the Chancellor allocated $2 million to be used for need-based tuition support for graduate students. These funds are allocated to graduate students with a FAFSA on file and do not require that the student hold an assistantship. We are asking for an addition $2 million for 2016-17.
- With increased responsibilities for graduate student funding and enrolled/graduating student services, there is a need for an increased operating budget and staff for the Graduate Academic Affairs unit - $60,000
- Funding to develop a consolidated location to house and administer the Data Science faculty staff, and students $500,000 - $800,000.
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H. Assessment Findings and Results

- The degree progression and audit tool, DegreeWorks, was implemented on campus May 16, 2016.
- Training for the GPDs continued but was restructured. Instead of one large meeting, the Graduate School staff met with each college in the Spring semester. This enabled the staff to respond to a college's specific concerns. In addition, the Graduate School offered 17 training sessions for DegreeWorks.
- Call volume stats for CY 2016 were 10,255 presented with 10,097 handled.
- Customer walk-ins for CY 2016 were 1,871 for Graduate Admissions and 2,306 for Graduate Academic and Student Affairs for a total of 4,177.
- Built *e*GEM, (electronic Graduate Enrollment Management), an online system that renders historic key data metrics by program and accepts annual enrollment and graduation projections for a three-year period. The system also includes functionality for each graduate program to complete and manage a Graduate Enrollment Plan to monitor progress for GEM strategic goals and projections.
- Working toward a target enrollment of 6,303 graduate students by 2019-20, over 90% of graduate programs established enrollment and graduation projections in eGEM, and over 71% of the programs developed enrollment management plans with clear goals/objectives and associated strategies to achieve and evaluate those goals.
- The Graduate School senior staff reviewed projections and plans in eGEM throughout November and December 2016 and made strategic decisions to provide funding support to six master's programs in College of Liberal Arts and Sciences and a handful of programs in Cato College of Education.

College	Projections Completed	% Submitted	Plans Submitted	% Submitted
Business	11/11	100%	4	36%
Arts + Architecture	2/3	67%	1	33%
Computing & Informatics	11/11	100%	40	36%
Education	29/29	100%	22	76%
Engineering	13/16	81%	5	31%
Graduate School	4/4	100%	0	0
Health & Human Services	16/17	94%	1	52%
Liberal Arts & Sciences	34/42	81%	22	52%

Enrollment

- Increased graduate enrollment +1% over fall 2015, an increase of 66 students, to a record high of 5,317 (almost 18% of the total enrollment).

- 20% of graduate students in the fall 2016 were identified as ethnic minorities; another 27% were identified as international.

- At the December 2016 graduation, we had 76 doctoral graduates (up from 64 in December 2015). We anticipate about 50-60 at the May 2017 commencement for a total of 120-130 doctoral graduates. The fact that we have awarded more than 100 doctoral degrees annually for the past several years was one factor for our new Carnegie classification as a doctoral-granting institution with higher research activity. The other factor was our increase in annual research expenditures.

- Currently, GRAD courses offered through the Center for Grad Life (CGL) have generated a total of 563 SCHs for the year resulting in $412,000 in enrollment increase funding for the University.

- The Graduate School Veteran Fellowship program enrolled its second class of military veteran scholars into masters and doctoral programs. In his new role as Assistant Dean, Dr. Alan Freitag continues to expand and coordinate the academic outreach and support programs for veterans. Dr. Freitag is administering the competition for the third class of fellowship recipients.

- Assistant Dean Freitag has assumed the role of Program Director for the new Graduate Certificate Program in Professional Skills. The program was revised and is currently being prepared for a proposal through Curriculog.

Marketing:

- Moved Graduate Admissions to a unique website with significant increases in site visits by unique visitors.

- Created a second Graduate Admissions website in a non-University platform (Word Press) in April 2016.

The top four (4) areas accessed were:

1. Application Process: this comprised many subpages: 28.6% of activity
2. Login page and internal menus: 19.6%
3. Application Listing: 15.1%
4. Application Status: 8.53%

- Had record numbers of new visitors to the Graduate Admissions website: August 2016: 124,409; September 2016: 127,871; October 2016: 134,445; November 2016: 189,455; and December 2016, 218,670.

- Graduate Certificate recruitment continued with a digital campaign to boost enrollment in certificate programs. The campaign's goal was to drive traffic to the landing page created for graduate certificates (http://gradcertificate.uncc.edu) where viewers could submit a web form to speak/email with a Graduate Admissions Counselor and/or attend an Information Session.

The custom campaign ran June 20, 2016 to August 20, 2016, with the following results:

	Impressions	Clicks
Custom Audience Reach	9,246,373	2,457
Contextual keyword reach	26,095	3,609
Keyword search reach	13,532	428
Retargeting reach	17,543	28

Conversion rate = 7.32%
Industry average = 0.50%
Web form Submissions = 88
Information Session Attendees = 94

- The Graduate Certificate website had an increase of 379% in audience traffic during the campaign dates. Prior to the campaign start, the week of May 2, 2016 - May 8, 2016, there were 283 sessions with 689 page views on the site. In the middle of the campaign, the week of July 11, 2016 - July 16, 2016, there were 1,356 sessions with 1,936 page views. Overall, the total number of users visiting the website during the campaign was **7,543.**

- Launched a new Facebook site in Fall 2015 to help recruit new students to graduate programs. In 2016, the site more than doubled its "likes" and had 862 post engagements.

- Hosted 33 information sessions**:** 14 face-to-face and 14 online prospective student information sessions. Hosted two Information Sessions at the Center City Campus. Three information sessions were specifically hosted to recruit UNC Charlotte faculty/staff and two information sessions just for Early Entry applicants, and one for ELTI students. 632 prospective students attended general Information Sessions, 70 faculty/staff attended Information Sessions, and 12 undergraduate students attended Early Entry Information Sessions.

- Prospects in AP decreased slightly in 2016 (26,354) compared to 2015 (27,036).

- To promote Graduate Certificate programs, Graduate Communications created a digital advertising campaign in the Charlotte, Winston-Salem and Raleigh markets, running June - August. The campaign reached more than 9 million people with a 380% increase in website traffic.

Funding:

- We set several graduate student funding records this year.

- Supported a record number of students with tuition and/or health insurance awards using both merit and need

based aid. 2,158 awards were credited to students' accounts.

- Efficiently managed an 11% increase in accepted Graduate Assistantship contracts: 3,426 in 2015 vs 3,081 in 2014.

- Managed 533 approvers in the eGA system.

- The Graduate School established a strategic funding initiative for a subset of these low productivity programs to help encourage student recruitment and retention. This two-year program will provide full resident tuition funding for new NC residents regardless of whether they hold a graduate assistantship. Full non-resident tuition will be provided to non-resident students, but these students will be required to hold an assistantship.

	Spring 2016		Fall 2016		
	Students	Awards	Students	Awards	Yearly
GASP Awards	552 336 non-residents 216 NC residents	$3,059,577	577 348 non-residents 229 NC residents	$3,288,138	$6,347,715
Health Insurance	472	$407,572	491	$545,501	$953,073
Master's Awards	509	$961,967	370	$729,073	$1,691,040
Philanthropic Awards	11	$67,500	11	$64,359	$131,859

Fellowship/Scholarships
  NSF/Fulbright,
  Grad Life Fellows,
  Yellow Ribbon,
  Campus Scholarship
	16	$96,928	15	$82,272	$179,200

Total Awards	1,560	$4,593,544	1,464	$4,709,343	$9,302,887

Philanthropic Awards

Spring 2016	Fall 2016

	Students	Award	Students	Award	Yearly
Baker	1	$1,000	1	$1,500	$2,500
Cato	2	$18,000	2	$19,445	$37,445
Everett	2	$12,500	3	$17,500	$30,000
Giles	3	$33,452	2	$23,288	$56,740
Jacques	1	$500	1	$500	$1,000
Lucas	1	$500	1	$500	$1,000
Zonta	1	$1,548	1	$1,626	$3,174
Total	11	$67,500	11	$64,359	$131,859

Other funding highlights include:

- We enrolled five NSF Graduate Research Fellows in 2016 along with fourteen GAANN students. The Graduate School does provide "topping off" awards to ensure students who have completed the GRFP but not yet graduated, have funding available to complete the degree. Also as a cost share condition for the NSF grant, the Graduate School provides full level of funding to support one GRFP (total GS commitment for 2016-17 $83,826).

- UNC Charlotte ranks #4 in North Carolina for the total number of NSF Graduate Research Fellowship awards.

- In 2016, 22 students received fellowship/scholarship assistance through the Graduate School's philanthropic awards; the awards totaled $131,859.

- Thirty-one students received Graduate School assistance from other sources (Grad Life, Yellow Ribbon match, UNC Campus Scholarship) totaling $166,098.

- To leverage student funding from the NSF, the graduate School has committed to providing up to ten NRT Fellowships over a five year period, if two proposals are funded.

Use of Results and Changes - Discussion
- The first Graduate Enrollment Management Summit was held on September 15, 2016. The purpose of the summit was to bring together administrators, faculty and staff to talk about the progress made in developing their graduate enrollment plans, demonstrate the web-based portal (eGEM), and discuss next steps. This was a half-day program beginning with a plenary session introduced by the Provost, followed by several breakout sessions. We will hold similar events on a regular basis probably every other year.

- Now that nearly all graduate programs have prepared enrollment and graduation projections with corresponding enrollment plans that set clear goals and strategies to achieve these goals, our objective is to work toward a systematic process for annual reporting of enrollment plans and projections, and a well-defined procedure for requesting resources in support of graduate enrollment management. With the work that has been done and building upon the momentum to continue, this goal is our number one priority for the year. If we lose focus or if the faculty see no value in continuing their work, the project will quickly fail like all our previous enrollment planning initiatives.

- Complete our objective from last year to build a data dashboard that renders historic key data metrics by program, accepts annual enrollment and graduation projections and incorporates key performance indicators (KPIs) that monitor graduate programs' progress for GEM strategic goals and projections (www.egem.uncc.edu). We wish to expand eGEM to include current and historical, data, documentation, and information for each graduate program that will serve as a resource guide for program faculty.

- The successful implementation for DegreeWorks was a major accomplishment this year. The goal now is to continue to promote the use of DegreeWorks with faculty. While DegreeWorks makes administrative process simpler for end-users (students and faculty), it creates a significant new workload for administration. For instance, Degree Works necessitated exceptions and substitutions, which increased activity in the petition system by 109% - a total of 3,442 petitions processed (compared to 1440 last year). Each of the petitions must be reviewed before posting in the system. Catalog copy must also be transcribed and updated so that it matches with the individual plans of study for each degree program. The utilization of technology, best practices and data to improve efficiency can only go so far. We now need additional staff to sustain these administrative tasks. A crucial goal for this year is to secure resources for the vital staffing needs for the office.

- While we have made real progress in creating new and cultivating existing educational and research collaborations with international partners, the process needs to be more strategic. This work is resource intensive and we must ensure that we are making the best use of funds with an appropriate return on investment. One of our goals for 2017-18 is to work with the colleges to develop international partnerships in support of enrollment and research objectives.

- To encourage the development of new Early Entry programs so that at least 90% of graduate programs at the certificate and master's levels offer Early Entry to exemplary undergraduate students by 2020.

- Increase the number of Accelerated Master's Programs offered to academically qualified freshmen.

- Collaborate with the Office of Extended Academic Programs to identify underserved populations of North Carolina and other states that might benefit from a UNC Charlotte graduate program, and partner with GPDs to develop innovative methods to deliver programs to serve specific regions and populations.

- Enhance training opportunities for Graduate Program Directors, Department Chairs, and administrative support personnel to help them effectively manage enrollments at least monthly in a face-to-face format and increase the inventory of virtual "on demand" training.

- Provide diversity and leadership training for graduate program directors to support the active recruitment and retention of ethnic minority students in graduate programs as well as other student populations (international, male/female, etc.) that diversify graduate programs.

- Work with internal and external partners to promote UNC Charlotte graduate programs through outreach events on regional military installations and campus visits by military-affiliated guests, coordinate orientation and training sessions on military installations for UNC Charlotte faculty and staff, communicate program support of the UNC Charlotte veteran community though collaborative meetings, an e-newsletter and a robust social media community, design, produce and distribute collateral materials acquainting potential veteran students with graduate programs and support services, and expand the UNC Charlotte website dedicated to potential, current and alumni veteran students.

- It's been almost 13 years since the Task Force on Graduate Student Support submitted its report to the campus. While there has been significant progress in our ability to support doctoral students, we are steadily losing our ability to fund master's students. It is time to re-examine how the University funds its graduate students and how we can make it possible to sustain our growth while meeting the needs of graduate education. To this end, we are forming a new Task Force to look at this issue in depth, frame the problems and develop recommendations for going forward. I will constitute the group before the end of the spring 2017 term and begin work over the summer with the goal of delivering the report in the late fall 2017 or spring 2018.

- To better support our graduate programs, we will continue to look for ways to not only increase centralized funding but also to improve the timeliness of the support being offered. It's important the program faculty know what is available early enough to help in the recruitment and retention of students.

- As the visibility and reputation of our graduate programs continues to grow we have to be able to provide the funding necessary to recruit, enroll, retain, and graduate top students. To this end, we will provide the leadership

and direct actions necessary to increase the number of fellowships for domestic and international graduate students. With the Capital Campaign, it will be crucial to identify opportunities for philanthropic support that can be used to fund domestic, international, and underrepresented students, including the returning military.

- Work with the Division of Research and Economic Development to increase the number of external grant proposals and training grants that include graduate student opportunities for professional development and funding.

- Promote, facilitate and participate in the establishment of interdisciplinary degree and certificate programs.

- We will also continue our work to increase by 10% the number of full-time domestic and international doctoral students who are fully funded by 2020.

- To encourage efficiency, effectiveness, and faculty satisfaction, we will grow mentoring, training, and funding opportunities for graduate faculty. Focus will be on interdisciplinary mentoring, and guidance for junior faculty who have yet to graduate a doctoral student, as well as best practices related to advising and mentoring graduate students at all levels.

- As part of our veterans support program, we'll conduct an inventory of existing on-campus veteran support assets and follow up with relevant community agencies to provide a full range of support services for veterans and their families pursuing higher education through UNC Charlotte.

- In 2014 UNC Charlotte developed research partnerships with the State of São Paulo Research Foundation (FAPESP). A Cooperative Agreement was developed and together FAPESP and the Graduate School provided seed funding for joint research projects. These projects are shared and ideas and staff are exchanged but, FAPESP funds the activities of the São Paulo based researchers and the Graduate School funds the activities of UNC Charlotte Researchers. FAPESP has agreed to put in another $50,000, we will reciprocate and new calls for proposals have gone out for 2017-18.

- We became a Fulbright eligible school six years ago when the Graduate School applied to the US State Department for that recognition. We enrolled two new Fulbright students in fall 2016, one from Togo to the MA in Communication Studies and another from Bahrain to the DSBA program, for a total of five enrolled international Fulbright students; one student graduated in May 2016 from the MBA program.

- To address the need to offer student funding in a timely manner for prospective and enrolled students, we use April 15 as the deadline to accept offers of financial support. Prior to the date, students are under no obligation to accept offers of support for the fall term, as such the Graduate School has established April 1 as the priority deadline for nominations for centralized funding. The goal here is to provide Graduate Program Directors defined mechanisms with clear time lines for nominating students for tuition funding.

- The increase in academic petitions expected as a result of the DegreeWorks implementation will require us to develop new, streamlined processes to manage the volume. While we are not certain how these processes will change, we will use the assessment findings to inform these decisions.

- We will develop improved reporting capabilities for DegreeWorks, including the ability to track milestones.

- The CGL evaluates each workshop and presentation. This year they carefully reviewed the workshop evaluations before inviting presenters to participate. Only the well-reviewed presenters were offered the opportunity to conduct workshops.

- The Orientation evaluations indicated that students would appreciate more on-line resources. The CGL will develop the Guidebook App for Graduate Orientation.

- Add additional GRAD courses in support of programming through the colleges and the Graduate School.

- We will continue to work with the Graduate Enrollment Management Working Group to refine enrollment

projections and develop enrollment plans for all graduate programs.

- We will continue to identify new and refine existing communication channels in support of our GPDs.

- The new Graduate School magazine, Impact will be launched in 2017.

- Although more than 90% of the Graduate School administrative processes are now paperless and can be accessed by students and faculty at any time, the administrative work load has increased to the point that I must find ways to supplement our staffing needs. The utilization of technology, best practices, and data to improve efficiency can only go so far. We now need additional staff to sustain these administrative tasks. A crucial goal for the Graduate School this year is to secure resources for the vital staffing needs for the office.

OBJ: GS01.02: Promoting Graduate Education and Graduate Student Success
Progress: On Track, Complete, or Future Activity

Use of Last Year's Results - Recommendations from Last Year's Assessment
- In preparation for offering a formal Professional Development Skills program in the year 2016-17, the CGL piloted an intensive, multi-day leadership experience/course for master's and doctoral students from various disciplines in the fall of 2015. While 23 nominated students expressed a strong interest in the program, only ten could participate in part due to the extended duration of the program. That said, the success of the future leadership course will largely be determined by the extent to which the material is condensed, both in format and length.

- 43 students participated in the new professional skills modules offered through the CGL. Recommendations for improving this initiative in the future include holding the sessions on Saturdays (lunch provided) to accommodate the longer sessions; seek advisory board members who possess experience in academia as well as the corporate sector; and replace one of the three workshops in each module with an online offering.

- After several years and a number of exit surveys, the GLF program was restructured. This year two of the positions were hired for two years, so that the GLF will now serve staggered terms. This will bring more continuity to the program.

- The growth of the CGL continues to support requests for additional space. In response to the crowded workshop, Faculty Associates were offered the option of meeting with students in Denny.

- Our analysis of the graduation clearance process showed that we could not identify when doctoral students met particular milestones. As a result, the unit was restructured so that one position now focuses on doctoral student services.

- Exit Survey data, while interesting, wasn't particularly useful because it could not be broken down by program. Adjustments are being made to the instrument. In addition, the Graduate School is collaborating with the University Career Center (UCC) on the "first destination survey."

- In an effort to streamline the philanthropic award process, the Graduate School awards were included as part of the Scholarship database. This process increased access to these awards but also opened the process to students who were ineligible. Confusion and frustration resulted. In response to this assessment, the Graduate School is reviewing options for managing the philanthropic awards next year.

- Additional assessments will be conducted in year two of our strategic plan, allowing for additional efforts based on assessment.

- Work with the Graduate School Advisory Board this year to expand partnerships with community constituencies in support of graduate education at UNC Charlotte. Also seek sponsorship for the Corporate Skills program for graduate students being developed by the Board.

- Engage external constituencies in identifying and creating graduate programs to meet current or emerging needs in the workplace. To carry out this goal we plan to increase the programmatic offerings around professional and corporate skills through immersion workshops using accessible models of delivery. When possible this will be coordinated with the new professional skills course offerings being developed to support the Professional Science Master's degree programs.

- Continue to work closely with the Graduate School Major Gift Officer to secure funding for graduate fellowships and professional development through the Center for Graduate Life.

- The Graduate Center and the DSI will continue to collaborate with the Center for Graduate Life to identify areas of need for graduate students across the university. Specifically the Graduate Center will continue to provide funding for professional skills course development and delivery.

- Given feedback on the applicant survey that "Career Advancement" is the number one motivation to pursue a graduate program, as well survey information to include career outcomes and faculty research expertise on websites, we designed a "best practices for graduate program websites" flier to distribute to programs.

- Given constantly changing trends in application submissions, the Director of Graduate Admissions evaluated monthly volumes and realigned business processes to efficiently manage processing in order to quickly review and refer applications to GPDs for admissions consideration.

- Collaborated with the Graduate Enrollment Management Workgroup (associate deans) to provide content and usability feedback on the new eGEM system, and made suggested changes in a timely fashion.

- Although the number of Post-doctoral Fellows on campus is small, it is still an important group and we will continue to work with the Office of Research and Economic Development to improve their educational and working conditions by providing them advocacy, support, and professional development.

- As the visibility and reputation of our graduate programs continue to grow we have to be able to provide the funding necessary to recruit, enroll, retain, and graduate top students. To this end I will provide the leadership and direct actions necessary to increase the number of fellowships for domestic and international graduate students. With the developing Capital Campaign it will be crucial to identify opportunities for philanthropic support that can be used to fund domestic, international, and underrepresented students, including the returning military.

D. Actions/Tactics
1. Cooperate with the Chancellor, Provost, Development Office, and other appropriate external relations officers in the University to promote and advocate for graduate education through the UNC Charlotte Capital Campaign specifically and philanthropy in general.
2. 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.
3. Establish new and cultivate existing collaborations with internal (e.g. University Graduate Council, Advancement Office, Alumni Affairs) and external partners (e.g. Graduate School Advisory Board) to identify and create graduate programs to meet current or emerging needs in the workplace and establish local, regional, national and international prospective student pipelines. This must involve consideration of current and future occupational and educational needs of the region, state, nation and globe to help anticipate future needs.
4. To develop a campus culture that values graduate students and graduate education, encourage effective personnel practices in the Graduate School by maintaining an attractive, efficient work environment and supporting professional development initiatives for staff, provide streamlined and responsive administrative processes for graduate services and programming, offer regular training for all staff and graduate faculty, with particular attention on standardized training for new staff and best practices for faculty.
5. 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.

E. Effectiveness Measures/Assessment Methodology
Data collected for analysis will include:

- 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
- Development of a web-based database containing information relating 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
- Number 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
- Identification and assessment of programs delivered via alternative instructional methods
- Annual amount of philanthropic money raised via development efforts
- Number of individuals/companies active in the Graduate School's development database
- 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.
- 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

F. Expected Performance Outcomes

- Conduct discovery, cultivation and solicitation visits with prospects to reach goals as set by the capital campaign goals and priorities, with the objective of identifying up to 50 potential prospects each year. Aligns with Actions/Tactics #1
- Seek viable prospects to name the Graduate School, the Center for Graduate Life, the Corporate Skills track, and/ or the Professional Skills Development program plus other naming opportunities, and make capital campaign leaders aware of these opportunities for donors during the capital campaign. The goal is to have two named facilities or programs by 2020. Aligns with Actions/tactics #1
- Work closely with Annual Giving Office to reach graduate degree alumni in the tele fundraising and other annual appeal efforts to increase their gifts to the Graduate School (2% each year). Aligns with Actions/Tactics # 1
- Increase student satisfaction with professional development offerings by 5%. Evaluate this through the Needs Assessment and Exit Survey. Aligns with Actions/Tactics #2, 5
- By 2020 establish a post-doctoral scholar's office. Aligns with Actions/Tactics #2. 4
- Increase the diversity of graduate students from each college using the Center for Graduate Life, as indicated through daily tracking. The goal is to see a 10% increase in student usage from the Colleges of Arts + Architecture and College of Computing and Informatics, specifically. Aligns with Actions/Tactics # 2
- Launch an initiative to support and improve graduate academic writing by hiring and training graduate writing fellows in the CGL. Aligns with Actions/Tactics #2
- Building on the on-line Graduate Faculty appointment tool, collect data on individual faculty mentors as a baseline to track effectiveness in individual mentoring and identify effective mentors to promote best practices. Metrics would include number of committees' chaired, average time for development of committee formation, time to degree, and completion rates. Aligns with Actions/Tactics #4
- While nearly 90% of administrative processes in the Graduate School are paperless, our goal is to improve this number to as close to 100% as possible by 2020. Aligns with Actions/Tactics #4
- Develop comprehensive staff on-boarding procedures and professional develop plans with the goal that all members of the Graduate School staff will have at least one opportunity for professional development or training annually.

Aligns with Actions/Tactics #4

- Support the Graduate and Professional Student Government in their efforts to expand programming by at least one event annually. Also collaborate with the Office of Research and Economic Development and CRI to recognize the importance of technology transfer and entrepreneurial efforts of graduate students through the annual Graduate Student Research Symposium. Aligns with Actions/Tactics #2, 3, 4
- Conduct "Conversations with the Dean" events and other similar events in 6 locations per year promoting graduate education and developing partnerships with individuals and businesses to identify needs in the work place. Aligns with Actions/Tactics #1, 3
- Conduct up to 6 events per year for Graduate School Advisory Board members and potential members to interact with graduate students. Aligns with Actions/Tactics #1, 3
- Create a Corporate Skills track within the Center for Graduate Life's Professional Development Skills program utilizing expertise of the GS Advisory Board members to better prepare graduate students for the workplace with the goal of 100 students successfully completing the sessions each year. Aligns with Actions/Tactics #2, 3
- Two professional skills modules will be offered annually, with a series of three workshops each, targeting students in PSM programs but open to all graduate students. Aligns with Actions/Tactics #2, 3
- 10% of the graduate alumni will be actively engaged to work with and mentor graduate students. At least two events involving Alumni Affairs and graduate students will be offered annually. Aligns with Actions/Tactics #3.
- Evaluate the effectiveness of RCR training on the overall culture of research through surveys and focus groups with graduate students and faculty. Programmatic effectiveness will be measured by both the number of students in attendance as well as their response to the program. Aligns with Actions/Tactics #5
- Expand mentoring and training opportunities for faculty; focus on cross-disciplinary mentoring and guidance for junior faculty who have yet to graduate a doctoral student, as well as best practices related to advising and mentoring graduate students at all levels. Aligns with Actions/Tactics #4
- The Graduate School will expand graduate professional development opportunities supported through the Center for Graduate Life, including opportunities to teach graduate students skills required as professionals, and the responsible conduct of research and ethics training. Aligns with Actions/Tactics #4
- Work with the Office of Research and Economic Development to improve the education and working conditions of postdoctoral scholars by providing them advocacy, support, and professional development. Aligns with Actions/Tactics #4
- 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. Aligns with Actions/Tactics #2, 4, 5
- Advocate for dedicated physical facilities to meet the needs of graduate students related to housing, dining, child care, social interaction, and interdisciplinary learning. Aligns with Actions/Tactics #2, 4

G. Budget and Resources
- The Center for Graduate Life continues to grow as does the demand for programming. We need to offer not only broad general workshops but also targeted offerings for PSM students, doctoral students and part-time students. We are developing credit courses and a certificate for corporate and professional skills. This work requires oversight and content management by a Director position - $65,000
- Funding for Faculty Affiliates and Adjunct Faculty in support of educational programming in the CGL - $100,000
- Annual budget for stipends, honoraria for professional development content providers - $50,000

H. Assessment Findings and Results
- We evaluated criteria and assignment of new assistant professors to doctoral committees in order to ensure appropriate mentoring and training of faculty. Encouraged new faculty to serve as a member, rather than as Graduate Faculty Representatives.

- The CGL sponsored a special leadership opportunity for graduate students. Graduate School Advisory Board member, Nicholas Beamon offered Influential Leadership: Discovering and Building Your Core Leadership Style to ten graduate students (5 doctoral and 5 masters) who had been nominated by their program directors to participate. The program began as a 3-day immersion workshop followed by assignments and several half-day sessions throughout the semester. Beamon founded **OneTeam Leadership** which is a strategic consulting firm that specializes in organizational culture, effective leadership, and team development. This program would normally

cost $2500/participant but Mr. Beamon donated his time and resources to the CGL.

Other CGL activities include:

- The CGL collaborated with ADVANCE to offer workshops and a reception for **45** post-doctoral fellows.
- A new leadership series offered through the CGL served **24** students from multiple disciplines.
- TA training was transitioned to a hybrid model, with much of the teaching content offered on-line to better meet the needs of graduate students with competing demands at the start of the academic year. Approximately **194** TAs went through training in 2016.
- **900** graduate students attended one of the Graduate School's Orientation sessions in 2016.
- The CGL collaborated with the Dean of Students' office to offer a new app for Orientation. **424** students downloaded the app as part of Orientation.
- The Graduate and Professional Student Government (GPSG) sponsored many successful events this year; the Etiquette Dinner, Graduate Research Symposium and Graduate Appreciation Week. More than 400 students participated in these events. The Graduate Research Symposium featured a keynote speaker, alumnus Eddie Bruce, whose talk addressed "From Academia to Industry: A Research Perspective".
- The GPSG transitioned to new leadership in the spring. GPSG funded 151 student travelers in 2016, spending $42,694.
- The Graduate Research Symposium is organized by the GPSG and co-sponsored by the Graduate School. This year, the Symposium awarded more than $3,500 in prize money to 20 presenters. 133 abstracts were submitted and 119 students presented their work in poster and oral sessions.

External Relations

- The Graduate School Advisory Board has been active and is now composed of 14 external members from the local community. The Board has been energetically engaged in fundraising activities and is involved in the development and implementation of a corporate skills program for graduate students. Along with our Director for External Relations, Mary Ellen Shuntich, the Board created a corporate networking event specifically for graduate students hosted by an Advisory Board member in their corporate headquarters; one event was conducted in September 2016 for 12 students; and additional events are being scheduled in 2017.

- The UNC Charlotte Capital Campaign entered its public phase in September 2016. So far the Graduate School has raised over $1.5 million. Two new graduate fellowships have been established; the Craig Brown Fellowship and the William Kennedy Scholarship. We were able to secure an additional $25,000 from the Everett Foundation bringing their total gift to $50,000. As such we were able to make awards to four students (two doctoral and two masters) rather than two. We will continue to work with our Major Gift Officer, Mark Colone to identify and secure additional philanthropic funds for our graduate students.

- One Graduate School Advisory Board member included graduate students in his leadership development workshops for corporate professionals and the Graduate School offered to fund up to six graduate students to attend each semester; two students attended the workshops in 2016.

- We worked to include more alumni in student mentoring events such as Beyond Academia, an event for doctoral students seeking non-academic jobs, which featured a panel of UNC Charlotte Alumni. Two of the panelists were graduate alumni and offered to meet with individual students. Several members of the Alumni Board attended the GPSG Etiquette Dinner and networked with graduate students.

- Conducted 74 cultivation visits to build relationships with prospects to support graduate education.

- Provided assistance as requested for the capital campaign, annual fund tele-fundraising, Giving Green, Crowdfunding and NinerNation Gives to promote funding for graduate students and research and increase recognition of the importance of graduate programs, students and research.

- The Graduate School Student Awards Reception recognizes exceptional students who received Graduate School Fellowships in 2016 and shows appreciation to the donors who made those Fellowships possible. More than 50 students, Graduate Program Directors, University staff and donors attended the annual event. The awards reception also recognizes the recipients of other prestigious fellowships and scholarships, including the National Science

Foundation Graduate Research Fellowship and PEO International Peace Scholarships.

- Increased the number of donor funded fellowships in 2016. One new donor-created fellowship was awarded in Fall 2016; three new donor fellowships were created and will be awarded in Fall 2017; and one existing fellowship was endowed with a donor gift in Fall 2016. A bequest received in 2016 established a significant fellowship that will be awarded in Fall 2017.

- One donor created a Graduate Student Research Award in November 2016 of $1,200-$1,500 annually to begin awarding in Fall 2017.

- With financial support provided by donors through the Graduate School, graduate students in 2017 will receive a 36% increase in dollars and a 36% increase in number of recipients receiving a fellowship, scholarship or research award.

- Increased cash received by the Graduate School in annual fundraising from supporters in calendar year 2016 by $7,331; a 22% increase from 2015.

Graduate School Strategic Communications

- Assistant Dean Dr. Alan Freitag joined the Graduate School staff in July with several responsibilities in his portfolio including overseeing a comprehensive overhaul of existing communication products and procedures. He began immediately working closely with Graduate School Communications Director Karla Stanchina, who will now concentrate on website management and all other creative work associated with the communication effort. In November, we successfully hired a public relations manager, Brian White, to manage and edit Graduate School publications including the *GPD Newsletter* and the *Graduate School Report*. This effort to improve Graduate School communication has several aims:

  - Build a sense of community and singular purpose among all university individuals engaged in graduate education, research and scholarship.
  - Equip and motivate advocates, among internal and external constituencies, for graduate education at UNC Charlotte.

Use of Results and Changes - Discussion
- Advisory Board members have adopted a mentoring initiative for graduate students in 2017 as a way to offer their expertise and guidance to directly impact and interact with more graduate students.

- After his 3-year term ends in 2017, the Advisory Board Chair will step down after the February 2017 Board meeting, but will remain as an active member of the Board. A new Chair has been named and will assume the role at the end of the February Board meeting and may identify additional initiatives and focus for the Board going forward.

- An additional three Advisory Board members will be recruited in 2017 to bring total Board members to 15. Strong professionals are being identified with strong corporate connections that may benefit the Graduate School. We may lose one Board member during the year who has moved her residence and business to the South Carolina coast.

- External Relations will focus more on graduate students and alumni in 2017, and may hold off on planning future Conversations with the Dean events for business leaders in the community until further discussion and input.

- We will work with the Graduate School Advisory Board this year to expand partnerships with community constituencies in support of graduate education at UNC Charlotte. We will also seek sponsorship for the Corporate Skills program for graduate students being developed by the Board.

- It will be a high priority for this year to partner with our Major Gift Officer and Director of External Relations to

expand our donor prospect database and secure at least one major gift for the Graduate School for 2017-18.

- The bi-annual Graduate Student Needs Assessment was conducted this year and had a strong response rate (25%).

- Collaborate with the new Director of Alumni Affairs to engage graduate alumni to deliver mentoring, networking, career opportunities and funding for currently enrolled students.

- Engage external constituencies in identifying and creating graduate programs to meet current or emerging needs in the workplace. To carry out this goal we plan to increase the programmatic offerings around professional and corporate skills through immersion workshops using accessible models of delivery. When possible this will be coordinated with the new professional skills course offerings being developed by the Center for Graduate Life.

- 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, we will support the expansion of graduate professional development opportunities offered through the Center for Graduate Life, including opportunities to teach graduate students skills required as professionals, and the responsible conduct of research and ethics training.

- Continue to advocate for resources and space to sustain the quality programming of the Center for Graduate Life.