

## **STRATEGIC PLANNING COLLECTIVE INPUT FROM ALL GROUPS**

*(GROUPS WERE NUMERICALLY LABELED AT RANDOM AND DO NOT IMPLY AN ASSIGNMENT WITH ANY PARTICULAR TEAM AND NOT ALL GROUPS PROVIDED INPUT TO ALL GOALS).*

### **1. STUDENT SUCCESS—FULFILLING ACADEMIC AND CO-CURRICULAR NEEDS.**

#### **Group 1**

- Expand and/or rename DEV 101 AND DEVT 101 (First Year Seminar) to College Studies and Advanced College Studies. We would focus the College Studies class on developmental, freshman, and sophomore level students for basic college skills. Advanced College Studies could focus on junior and senior level students, with an emphasis in professionalism, academic success skills in upper level courses, and preparing for graduation.
- Create a 5% increase in internship opportunities for students. (Each department would have to provide annual number of students participating in internships).
- Develop remedial course model based on proficiency which has no specific time but individual milestones. A possible approach would be four week class “terms”, where students who passed or proved proficient on the first exam (milestone) would move to a second four week term, and if they passed or proved proficient, they would move to the third four week term. Students who failed the exam would then repeat that same material in the following term. It is our intention that students failing would gain from the repetition and following prove proficient roughly a month after the first failure.
- Students / Groups Awards – Designed to Increase student engagement with the campus and its’ activities. Everything at UAM could be given a point value (For example, attending a lecture or event – 5 points, club membership – 10 points, club officer – 15 points, working the booth at the club fair – 5 points, presenting a paper – 15 points, etc.). At semester (year?) end – top students get awards, prizes, parking spots, etc.
  - Groups get points for doing things like having a booth at the club fair, performing community service, participating in Mud Olympics, painting a wall for Homecoming (more points if you win), etc. Could be such that each group creates a YouTube video (we can have a different theme each year), has a blog, holds an event, etc. Maybe every group must sponsor an event.
  - The groups could be very fluid, students could be a member of more than one group. Groups could be based on Greek, academic, athletics, organizations (band, choir), religious, etc. – any group of people recognized as a group by UAM could participate.
  - We could also have a group event day(s). Think of the inauguration event with all the fun events. Groups could sponsor something for young kids at a tail gate, UAM could have events for Halloween, Mardi Gras, Valentine’s, President’s Day, etc. (something every day, week, month) so that a lot of fun is going on all the time. It does not have to be expensive. It could be that every week groups sponsor contests at the new student success center. What the game is and what the prizes are is irrelevant. It could be charades with the people present (these groups could be very fluid – everyone who has a birthday in January could be group one – great way to meet new people) with the student present getting points for attending or checking off an item on the checklist that a freshman needs to accomplish.

#### **Group 2**

- Develop, deliver, and maintain quality academic programs.
  - Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
  - Revitalize general education curriculum

- Expansion of academic and degree offerings (technical, associate, baccalaureate, graduate) to meet regional, state and national demands
- Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
  - Develop an emerging student leadership program under direction of Chancellor's Office.
  - Enhance and increase real world engagement opportunities
- Retain and recruit high achieving faculty and staff.
  - Quality technology, equipment, supplies, and library resources and services
  - Opportunities for professional development.
  - Invest in quality classroom and research space.
  - Develop American Council on Education (ACE) and/or Association of American Schools, Colleges, and Universities (AASCU) model Leadership Program under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.
  - Creation of Institute for Teaching and Learning Effectiveness.
- Expand accessibility to academic programs.
  - Institutional partnerships, satellite programs, alternative course delivery, online
  - Summer School Program Growth.
  - New models for developmental education/remediation.
  - Re-vitalization of general education
  - Student internships and service-learning opportunities
  - Student multi-cultural opportunities
  - Institute for Teaching and Learning Excellence

**KPI:** Funding level for student research and presentation at conferences is increased.

**KPI:** A plan and timeline are completed to better align faculty salaries based upon the College and University Professional Association for Human Resources (CUPA) studies.

**KPI:** Classrooms are equipped with the up-to-date technology required to support instruction and learning.

**KPI:** Establish a taskforce and offer incentives for faculty to complete professional development to enhanced pedagogical strategies for their content area.

**KPI:** Unit and university service learning opportunities are increased by at least one new initiative per unit in first year.

**KPI:** Implement online tutoring resources with Blackboard, EAB and other tools to schedule tutoring appointment with students and send reminders to student's personal electronic devices, which will result in a 10% increase in tutored students each semester.

**KPI:** Academic and degree offerings (technical, associate, baccalaureate, graduate) are expanded to meet regional, state and national demands.

**KPI:** A summer developmental education/remediation program will be piloted in summer 2018.

### **GROUP 3**

**KPI 1 - -** Implement a service desk to support students in the student success center manned by FTE's and student workers

- Measurement - % student utilization (increase from term-to-term)
- Measurement - 75% student satisfaction-survey based (Initial implementation)
- Measurement - 95% student satisfactions -survey based (Fall 2018)

**KPI 2** - Implement a service model to provide support for learning spaces, faculty, and staff

- Measurement - < 10 minutes to resolve classroom technology issues
- Measurement - 75% initial call resolution
- Measurement - 75% student satisfaction-survey based (Initial implementation)
- Measurement - 95% student satisfactions -survey based (Fall 2018)

**KPI 3** - Implement a student information portal allowing access to applications along with SSO integration (single pane of glass)

- Measurement - 75% integration of applications with SSO/student portal
- Measurement - 100% utilization of students by Spring 2018

**KPI 4** - Implement a data visualization tool

- Measurement - Provide dashboards to Vice Chancellor offices based on their KPI's

**KPI 5** - Identify and implement an analytical and modeling tool

- Measurement - Provide key reports and analytic forecasts for each major unit based on their requirements (contingent upon support from Executive Council)

**KPI 6** - Coordinate events where Alumni host/mentor students in their various majors at different venues across the state/alumni concentrated areas

- Measurement - Number of Alumni mentors engages
- Measurement - Increase in Alumni donations
- Measurement - Number of summer jobs and internships generated

#### **GROUP 4**

Student success is a multi-faceted process that goes through several stages. It begins with the admission of the student to UAM, proceeds through successful progression towards a degree or certificate, and ultimately concludes as they become an alumnus with a viable career. While student success is ultimately in the hand of the students themselves, UAM plays critical roles in each aspect of their advancement:

1. Admissions: Student success begins with a speedy evaluation of the application for admission. Personal contact from people in the university community with prospective students is important to let students know UAM cares and wants them to succeed. This in turn will help to foster a culture of students who want to attend UAM and are proud to be here, not merely coming to UAM because it is the local or cheap option.
  - ◆ The Office of Admissions shall collect data on how long it takes to process a student's application and offer them admission to UAM. Within three years, the Office of Admissions shall develop and implement a plan that reduces the time to offer a student admission with the goal of being on a comparable timeline with peer and competitive institutions, such as Southern Arkansas University.
  - ◆ The Office of Admissions shall coordinate with the Office of Financial Aid to develop a plan that links Admissions with Financial Aid, so that students can be given Financial Aid offers with admissions acceptance.
2. General Education: UAM students must get into their general education classes in a timely, orderly fashion. This could mean expanding the number of general education classes or reducing wait time for classes: filled classes are critical, but so are a reduced number of overloads and waitlisted classes. Student success also means decreasing the number of repeats in remedial classes and increasing success rate in critical general education classes.

- ◆ Within one academic year, the General Education Committee shall develop a plan to reduce wait lists for courses and ensuring there are enough sections for remedial and general education courses.
3. Selecting a Major: Students who have not selected a major need regular, scheduled contact with academic advisors. Student success is also dependent upon tracking students into appropriate majors early and reducing changes of majors to a minimum.
- ◆ Within one academic year, UAM shall begin tracking statistics on when students declare majors, how often they change majors, and how changing majors affects progress towards degree completion.
  - ◆ Within one academic year, UAM will develop a brief survey that will be completed each time a student fills out a Change of Major Form that will evaluate why students change majors. Academic unit heads will also be encouraged to talk to the students and submit qualitative feedback.
  - ◆ Within two academic years, the Office of Academic Affairs will develop a new set of advising guidelines that will focus on guiding students into appropriate degree paths and other new approaches to advising that will reduce problems uncovered in the Change of Major surveys. This program shall be ongoing as new data is collected.
4. Earning a Degree: Some of the most critical success factors for UAM students are the number and amount of scholarships and financial aid granted to them, and the subsequent amount of student debt our graduates have. UAM needs to determine how we rank as far as “net cost” to our students (the cost of tuition and fees minus scholarships and financial aid). UAM must be actively looking for ways to lower student debt, so that our students leave with the best degree and the least debt possible. UAM needs to coordinate this approach within the parameters of the six year graduation rate, and with the necessity to communicate to the public the effects tax cuts and legislative control have on higher education, to ensure that tuition does not become our sole funding stream.
- ◆ Within three years, UAM shall develop a system to track graduate debt load.
  - ◆ Within three years, the Financial Aid Office, the Office of Admissions, and the Office of Academic Affairs shall develop a plan to lower overall student debt load through the use of means such as efficient advising, adjustments to scholarships, and adjustments in tuition and fees.
  - ◆ As overall debt load increases, UAM marketing efforts shall incorporate affordability and debt load as reasons for student to enroll at UAM. At no time, however, shall marketing UAM’s affordability imply a lessening of academic rigor or opportunities at the university.
5. Employment Rates for Students: Since one of the many goals of university education is acquiring skills for future employment, UAM needs to ensure that students have every opportunity to acquire marketable skills, meet recruiters, and otherwise make contacts to prepare them for employment.
- ◆ Within two years, UAM shall develop a university-wide Senior Survey to track statistics regarding employment rates, including how many students get recruitment visits while in school, how many are employed or are in graduate school within one year of graduation. This survey shall be administered to graduates 12 months following graduation. This survey shall also be coordinated with academic unit heads so as not to overlap with unit-specific surveys; surveys should be customizable so that units can ask specific questions pertinent to their mission.
6. Career Advancement and Alumni Status: UAM needs to create students proud of attending the University so they become proud alumni; this will lead to greater financial support of the university and greater employment networking opportunities for students.
- ◆ The Office of Advancement shall track UAM alumni for the purpose of developing giving and mentoring opportunities.
  - ◆ Within one year, the Office of Advancement shall develop a plan that encourages alumni to hire UAM graduates or develop internships for students so they can be mentored in career advancement.

A critical component of student success is active and engaged teaching, with instructors using current best practices and active learning strategies. To this end, UAM should aim towards the development of a Center for Teaching and Learning, run by academics, with the goal of facilitating better teaching skills and assisting with the development of new teachers and the improvement of existing faculty across campus.

- ◆ Within one year, the Vice Chancellor for Academic Affairs shall be empowered to create a work group that will examine the best practices Centers for Teaching and Learning at peer institutions and develop a framework for establishing this center. The framework should be presented to the Faculty Council within two academic years.
- ◆ As a stopgap measure, within three months, the Vice Chancellor for Academic Affairs in conjunction with winners of the Hornaday Outstanding Faculty Award shall identify excellent teachers from different academic units across campus—including the Colleges of Technology—and develop a series of brown bag faculty seminars on aspects of teaching and the use of active learning techniques.
- ◆ Once the framework for a Center has been developed, the Chancellor and the Vice Chancellor for Finance and Administration shall develop an outline of the finances necessary to run the Center. All options, including grants and the use of course releases for existing faculty to run the Center, shall be considered.
- ◆ The Center for Teaching and Learning shall open within 5 academic years. The person chosen to head the Center will have a strong education background, but must hold a Ph.D. in an academic discipline at UAM to assure maximum collaboration with academic faculty.

In the increasingly globalized world of the 21st century, it is critical to prepare students to be global citizens. Even if they never leave southeastern Arkansas, it is critical that students have an awareness of the wider world to assist them in coping with the inevitable economic and cultural shocks of globalization. Some aspect of the UAM curriculum should give students greater cultural literacy and critical thinking skills geared towards international society.

UAM can engage with the wider global community in a number of ways: through curriculum, through increased recruitment of international students, through increased field study opportunities run by UAM faculty, and through the development of study abroad partnerships with other universities.

- ◆ Within one year, the General Education Committee shall determine a way to make global cultural literacy a part of the general education curriculum; if possible, they should determine how to do so within the existing general education framework, avoid increasing the number of general education credit hours, and avoid negatively impacting other aspects of the general education curriculum.
- ◆ Within two academic years following the revision of the general education curriculum, the Vice Chancellor for Academic Affairs shall appoint a work group designed to find ways to increase student engagement with the wider world. This might possibly include the development of a Global Studies interdisciplinary major, minor, and/or emphasis area.
- ◆ Within five years, UAM shall work to develop study abroad partnerships with other universities in the University of Arkansas system, as such an approach will ensure that credits are transferable and students are still covered by university policies where appropriate.

Student success and retention starts before a student even enters college. Student success begins by attracting students who want to attend UAM and who will be proud to be a Boll Weevil. As such, admissions should focus on attracting those students. Advertising and marketing of the university should focus on the advantages of coming to UAM for a degree.

- ◆ UAM shall develop a marketing program that focuses key UAM programs (Forestry and Natural Resources, Education, Nursing, Social Work, or Criminal Justice, among others).
- ◆ UAM shall target key programs for 10% enrollment increases per year for 5 years with an ultimate goal of 50% enrollment increases. As enrollment in these programs increases, marketing shall work its way out to other curriculum programs. Target marketing and enrollment increases shall not come at the detriment of non-targeted programs.

## **GROUP 5**

**KPI 1** Advertising strategies for faculty in recruitment – evaluate the sources we use to advertise positions and attract faculty. Focusing on diversity geographical and ideological viewpoints.

**KPI 2** Allocate resources towards professional development of faculty attending regional, national, and international conferences.

**KPI 3** Encourage and support engagement in academics, student life, and athletics

- Renovation of dormitories
- Send text alerts of activities, guest speakers, athletic events to students – day before and of the event
- Display activities with LED scrolling screens at high traffic areas around campus.

## **GROUP 6**

### **Goal: Establish Student Learning Objectives**

**KPI 1** : Establishment of SLOs

**KPI 2** : Development of an assessment system to track these at university-wide and program level.

**KPI 3** : SLOs are linked to Blackboard & EAB analytical tools

**KPI 4**: Assessment of SLO success linked to budget process

Notes: This goal links directly to HLC Core Components 3.B and 4.B.

We believe that establishing SLOs will help establish a UAM identity, what makes a UAM graduate unique. Whether these SLOs include Information Literacy, Critical Thinking, or Quantitative Reasoning, they should be qualities that will help define our society of learners. This will in turn help in our recruiting.

Accurate assessment of how well our students attain these SLOs will help guide budget processes as we can channel funds to where the statistics show them to be most needed, so that we can make “evidence-based decisions” (UAM Core Value 4).

And successfully teaching these SLOs will help our retention and graduation rates as student acquire the skills needed to succeed in school. From there, they will be more successful as alumni and can better meet loan payments, which will help with our Infrastructure.

## **2. ENROLLMENT AND RETENTION GAINS**

### **GROUP 1**

- Create a proactive approach to tutoring, where Faculty email links to schedule tutoring appointment to students early in the semester. KPI of improving course pass rates by 5%. Expand and innovate online tutoring resources, including possibility of assignment reminders sent to student’s personal electronic devices. This could include Blackboard collaborate interactive study groups. KPI of providing online tutoring resources for 30% of UAM online courses in the first year.
- Promote campus-wide information about the value of 15 for 4 – to emphasize to students the value of steady degree progress. Educate students about how an extra year of salary vs an extra year of student loan debt can impact their lives. KPI would be a 5%+ increase in students achieving steady progression (15,30,45, etc).

- Create/expand campaigns that remind/encourage students to preregister and finalize their bills. Possibly include text reminders to mobile devices to help in this effort. For students who lack financial means to finalize their bills, provide targeted counseling that presents all their options, mentions books on file in the library, and creative ways that they can reduce attendance costs.

## **GROUP 2**

- Concurrent Enrollment partnerships with public schools.
  - Math Transition courses
- Robust First Year Program
- 15 to Finish Campaign
- Transition and Outreach Center Initiatives
  - Adult Ed
  - International
  - Transfers
  - Diversity
- Coordinate and Promote Marketing Efforts
  - Highlight Alumni
  - Highlight Programs
  - Recognition of outstanding faculty and staff.
  - Spotlight student success.
  - Employ social media
- Systematic structures for first year and at-risk students.
  - Advising structures for guided pathways.
  - Learning communities and mentoring and tutoring programs.
  - University Academic Plan
  - Master Teacher and learning/advising strategies to improve retention.
- Identify and enhance pipeline for recruiting.
  - Explore and participate in consortiums with other state agencies—adult education centers, etc.
  - Upward Bound
  - Academies
  - Scholars Programs—STEMS.
  - Develop Strategic Plan for Recruiting which supports UAM Vision.
  - International Students
  - ECHS
  - Out-of-state recruiting

**KPI:** Clear plan and procedures for robust first-year program will be completed and implemented.

**KPI:** Implement a 15 to Finish Campaign.

**KPI:** Media spotlight of faculty, staff, student, and alumni successes is increased.

**KPI:** One additional professional development activity per semester for improved advising is offered to faculty.

**KPI:** UAM establishes university-wide specific targets for enrollment, retention, and graduation by increasing fall to fall retention rates by 5%.

**KPI:** New structured and alternative pathways for at-risk students are developed.

**KPI:** UAM contracts with a marketing firm to develop a comprehensive marketing and branding approach for the campus, individual units, and programs.

**KPI:** One new recruitment activity at the unit-level is added.

**KPI:** Campus infrastructure for student living, study and social areas to appeal to student populations is improved.

### **GROUP 3**

**KPI 1** - Develop an RFP for selection of marketing and branding partner

- Measurement - RFP completed by January 1, 2017
- Measurement - Strategy approved by Executive Council and implemented by August 1, 2017

**KPI 2** - Create a marketing strategy to communicate who we are and what value we bring to the alumni and institution

- Measurement - % of change of alumni participation in mentoring and internship programs
- Measurement - % increase of dues paying alumni

**KPI 3** - Implement a Multifaceted Alumni Portal - (Demand-Driven Programming)

- Measurement - Increase in Alumni donations through portal
- Measurement - Number of Alumni registered and frequency of viewing
- Measurement - How many of Crossett/McGehee program grads are active

### **GROUP 4**

Retention of students is critical, especially given the trend towards performance-based funding. One of the bottlenecks in retention, though, is the number of UAM students who must take remedial classes in math and English. Retention needs to be tied to getting students out of remedial classes quickly, as well as success in freshmen courses. UAM loses far fewer students once they get through remediation to sophomore level.

UAM should be at the forefront of innovative remediation efforts; providing distinct opportunities for remediation can help us to retain students and create students who are proud of what UAM has helped them to accomplish. Tutoring and mentoring can start this process; class scheduling and new types of classes will also help with our remediation and retention efforts. Remediation then continues with developing general education classes that can engage the students in the early portion of their academic careers.

- ◆ Within the next three years, academic units responsible for remedial classes shall examine the feasibility of establishing general education classes with a co-remediation component (such as College Algebra or English Composition with an additional remedial lab session). The feasibility study should suggest types of assignments and assessments that would go into such a component, such as assignments designed to get students more involved in their proposed major or course of study; or writing assignments involving participating in extracurricular activities.
- ◆ If such courses are deemed feasible, each unit shall set up pilot courses which will track student success in each assignment, assessment, and overall course outcome. The data from these pilot courses shall be used to determine if more such courses should be offered going forward.
- ◆ Within the next three years, departments offering general education curriculum shall examine the feasibility of developing a general education cohort where students will take a cluster of Gen-Ed classes together, especially those Gen-Ed options that students find difficult. In addition to class clusters, the study will examine ancillary

support services to be offered to such cohorts, such as academic advising, tutoring, and group study support. These options would help to increase the student success rate.

- ◆ If such clusters are deemed feasible, the Office for Academic Affairs will coordinate a pilot program of not less than 20 students which will track student success in each assignment, assessment, and overall course outcome for those clustered courses. The data from these pilot courses shall be used to determine if more such clusters should be offered going forward.
- ◆ UAM shall also track data over the next three years to determine if the changing methods of determining how students are placed into remedial courses is positively affecting remediation rates. The University should set a benchmark goal of 75% passing rate in remedial courses.
- ◆ Within the next three years, departments offering general education curriculum shall examine the feasibility of developing general education courses specifically geared toward interest areas (such as English Comp for the Natural Sciences or College Math for the Humanities majors). By linking general education to degree programs, students are more likely to see the relevance and importance of general education.
- ◆ If such courses are deemed feasible, each unit shall set up pilot courses which will track student success in each assignment, assessment, and overall course outcome. The data from these pilot courses shall be used to determine if more such courses should be offered going forward.

A robust library with an adequate selection of print books and access to e-books and electronic databases is critical for student success; it is necessary for teaching writing, research skills, and cultural literacy. UAM will work to develop the print collection of the Taylor Library as well as expand electronic resources and databases available to faculty and students.

While UAM's librarians have ultimate responsibility for the acquiring and decommissioning library resources, all decisions on materials (especially materials that must be removed from the library) should be made in conjunction with representatives from each department and specialization.

- ◆ Within three months, the Library Director in conjunction with the Library Committee will determine a prioritized list of resources that are necessary and desirable to fulfill UAM's goals and mission. This list will be presented to the Faculty Council, the Chancellor, and the Vice Chancellor for Finance and Administration within six months from the formation of the work group.
- ◆ Within one academic year, the Director of the Library, the Chancellor, and the Vice Chancellor for Finance and Administration will develop a comprehensive financial plan that will find ways to allocate new financial resources to the library and begin developing grant applications that will supplement these resources.
- ◆ Within one academic year, the Director of the Library, the Chancellor, and other administrators and/or faculty as necessary shall meet with appropriate officials throughout the U of A System (including the system office) to determine ways in which UAM can collaborate with other U of A System entities to share and manage resources. This could include the creation of a lending system that will allow patrons to borrow materials from other U of A system libraries without going through the interlibrary loan process.

At the core of any twenty-first century curriculum is information literacy. Especially in an internet-driven world which presents all information, regardless of quality or truth, as equal, information literacy is a critical skill for maneuvering through the modern world. The integration of information literacy, research skills, and information resources into UAM's curriculum will enhance critical thinking, student success and progress, and lifelong learning.

While UAM faculty integrate information literacy into many courses as appropriate, a university-wide curriculum would work in tandem with remediation and student success efforts; students with information literacy skills are more likely to succeed in classes and progress through degree plans. The UAM librarians are in an ideal role to take the lead on developing a university-wide information literacy curriculum.

- ◆ Within one year, UAM librarians will develop information literacy curriculum, tutorials, videos, etc. Librarians will consult with faculty to determine which skills will be most needed by different disciplines.
- ◆ Within two years, these information literacy curriculum components shall be integrated into all developmental courses.

- ◆ Within two years, librarians will collaborate with all writing instructors to integrate information literacy curriculum components into all writing courses.
- ◆ Within four years, librarians will collaborate with general education faculty to integrate appropriate elements of information literacy into general education courses beyond the developmental level. Such integration shall not be mandatory, but highly encouraged.
- ◆ Within five years, librarians will establish the feasibility of adapting their information literacy classes into an online format that can be used for continuing education and community outreach classes.

An active and vibrant student culture is an important ancillary mission of any university. While many UAM students are commuters, UAM should still strive to have active programming that appeals not only to students in the residence halls, but to students who commute and students enrolled at the Colleges of Technology.

UAM needs to upgrade all residence halls, cafeterias and food service facilities, and recreational facilities. Programming of student activities should be designed to attract students to campus and keep them here evenings and weekends. One way to do this would be to increase the linkages between student activities and academic programs

- ◆ Within one year, the Office of Student Affairs will come up with a master plan to enhance student life and extracurricular activities. This plan shall be based on a well-designed student survey that shall be administered annually, with the master plan continually updated to reflect changes in student attitudes.
- ◆ Within one year after the master plan is in place, Student Affairs shall establish a working group of faculty to develop a plan to integrate student activities and academic programming.
- ◆ Within two years, Student Affairs shall establish a plan to work with the Colleges of Technology to see what types of student activities might be carried out on the Crossett and McGhee campuses, and what overall UAM student resources might benefit those campuses (such as allowing technical students to live in dorms, etc.).

UAM needs up-to-date smart classrooms with modern and functioning technology to assist in best teaching practices and to accompany the increased emphasis on Blackboard and other computer technology being used in courses. All classrooms must have internet access. Classrooms need to have adequate whiteboard/blackboard space that can be used along with computing equipment. Classrooms with computing equipment need to have proper lighting technology that allows students to see screens and take note simultaneously, which cannot be accomplished with standard overhead lighting.

- ◆ Within six months, all academic units shall evaluate their classroom needs and develop a list of priorities for upgrading and converting rooms.
- ◆ Within one year, the Chancellor, the Vice Chancellors for Academic Affairs and Finance and Administration, and Unit Heads shall develop a funding plan and determine budget priorities for new classrooms.
- ◆ Within one year, Unit Heads shall determine and implement “quick fix” interim strategies for improving existing classrooms, such as increasing the number of whiteboards/blackboards, upgrading existing equipment, etc.
- ◆ Within two years, UAM shall renovate 25% of campus classrooms; within three years, 50% of campus classrooms; within five years, 100% of campus classrooms
- ◆ These plans shall be revised should projected student growth render that contingency necessary.

UAM needs to review the tenure, promotion, and evaluation process for faculty to make sure that the university is following academic best practices. UAM should develop an up-to-date faculty evaluation system that reflects current academic practices and provides meaningful feedback to faculty. Tenure and promotion guidelines should be clarified and brought into line with practices at other peer institutions.

New guidelines for tenure and evaluation must consider the differences in teaching, research, and service among various units at UAM. Evaluation, tenure, and promotion guidelines must have a basic uniformity, but also need to create a framework which acknowledge these differences while still creating comparable research benchmarks or work goals. Such guidelines also need to acknowledge that library staff are tenure track while doing somewhat different work for the university.

Because of the small size of UAM and the limited number of senior faculty in some units, any best practices developed for evaluation, tenure, and promotion must take into account that junior faculty will often be placed in situations where they will be evaluating or making decisions about the status of senior faculty members. In no way shall their status be jeopardized for giving honest evaluations of other faculty.

- ◆ Within three months, the Vice Chancellor for Academic Affairs shall appoint a work group consisting of faculty from each campus unit and one member of the Academic Affairs staff who shall serve *ex officio*. This work group shall review current practices for faculty evaluation, tenure, and promotion by examining guidelines and best practices from comparable peer institutions.
- ◆ Within one year from the formation of the work group, it shall bring its recommendations to the Chancellor, the Vice Chancellor for Academic Affairs, and the Faculty Council.
- ◆ Within two months of receiving the report, it shall be debated upon and voted upon by the Faculty Council. In no instance shall new forms of evaluation or establishing guidelines for tenure and promotion be instituted without consultation of UAM faculty and a vote by the Faculty Council.

As a regional university, UAM should be intimately tied into local communities in southeastern Arkansas. As such, UAM should look to enhance and expand collaborations between students, faculty, and the local community through programs such as work internships, regional research opportunities, and practicum classes.

While all academic units can develop opportunities for community collaboration, such programs might include nursing students working in regional hospitals; social work students interning with local practitioners; the School of Music working with regional arts councils; hospitality programs at the Colleges of Technology working with restaurants and hotels; history faculty and students developing internships with local historical societies. Many of these programs, or programs like them, exist at UAM or have existed in the past.

- ◆ Within two years, a committee of interested faculty shall develop a framework for increasing community involvement. In particular, such a committee should examine and build from the framework that already exists at the Colleges of Technology, which has an established program articulation agreements. The focus should be on revitalizing frameworks already in existence.
- ◆ Within five years, all academic units shall develop individual plans for community collaboration, identifying potential partners in the region that best work with the goals and academic needs of individual units.

Fundraising is critical to the mission not only of the University, but each of its academic units. While centralized fundraising can be a boon, it can also cause problems for units that have already identified targeted resources and donors specific to their mission and lose opportunities for advancement. Academic units should have the ability to do development work in coordination with the University Advancement Office; units should be able to seek resources for their programs from alumni, businesses, and other organizations.

- ◆ Within one year, the Office for Advancement shall develop a plan for new fundraising strategies that allows for coordination but some autonomy for academic units that have identified donors and resources. This plan will be developed with input from academic unit heads.

## **GROUP 5**

### **KPI 1** Coordinate and promote marketing efforts

- Highlight alumni and student success
- Marketing Communications should feature students and students engaged in campus activities

**KPI 2** Create a dynamic, engaging website with information about current events, activities, athletic events, speakers keeping students actively engaged in university life. In addition, information on registration dates, locations, and times on the home page. Faculty and students agree that the website is very difficult to maneuver and find pertinent information.

**KPI 3** Create a UAM app for mobile devices with news, social, events, athletic, etc.

- Develop and maintain Snapchat geo-filters that appeal to students, inviting student input in the various designs. These need to focus on various campus events and continue to evolve with various activities.

## **GROUP 6**

### **Goal A: Establish Clear Goals for Retention, Persistence, and Program Completion**

**KPI 1:** Goals are established.

**KPI 2:** Procedures are set up for collecting and analyzing information using best practices.

**KPI 3:** Data from assessment of these is used in placement.

**KPI 4:** Analyses of success in teaching SLOs are incorporated into the formula.

**KPI 5:** Improvements are made as warranted by analysis of the data.

Note: This Goal is linked to HLC Core Component 4.C.

### **Goal B: Strengthen Student Support Services**

**KPI 1:** More funds are made available to Student Support

**KPI 2:** Adequate personnel are in place to better support student success

## **3. INFRASTRUCTURE REVITALIZATION AND COLLABORATIONS**

### **GROUP 1**

- Provide training workshops to faculty regarding applying for grants. Many faculty members would be more likely to apply if they were familiar with the process. KPI – 25% increase in number of grant applications by UAM faculty members.
- Improve University Website with better marketing efforts, spotlighting Alumni, staff, student, and organizational success, and highlight opportunities that UAM offers students. Also update website much more frequently. Provide truly online student application, which would assist Recruiting office. KPI of increasing number of student applications by 5%.
- Each academic unit creating a campaign to contact recent alumni who still have fairly strong ties to the faculty and academic unit about setting up small (\$120 annually/\$10 monthly) donations to academic unit's general scholarship funds as a way to give back. KPI would be a goal of securing eight new alumni donating per unit in the first year.
- Introduction of annual Non Classified evaluations
- Increase faculty salaries
- Development of faculty merit pool
- Introduce and promote what our community has to offer through an

- Information Packet for prospective candidates
- Explore shared service opportunities with the UA System
- Establish fundraising objectives and goals
- Work with a grant writer to help secure funding to benefit our students and faculty
- Continue to work with our legislators through our legislative liaison to promote our Mission and Values

## **GROUP 2**

- Improve Institutional Effectiveness and Resources
  - Participate in Strategic Budget Hearings for resource allocations.
  - Annual unit and assessment planning linked to UAM strategic plan.
    - FEP with component for post tenure and advising.
    - Senior Administrator Evaluation Plan
    - Program Review with alignment to impact for workforce needs and employment demand, enrollment demand, trends, etc.
    - Unit Review
    - Staff Evaluation Plan
    - Emergency Operations Plan including Pandemic Operations Plan
    - Business Plan
    - Salary and Benefits Plan including merit pool plan that is fair and equitable.
    - Reviewing and analyze our Peer Institutions.
    - ERP Conversion
- Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.
- Prepare and update University Master Plan
  - Academic Facilities
  - Housing Facilities
  - Athletics Facilities
  - College of Technology Master Plans
  - ADA Compliant
  - Off Site Facilities—Trotter House, Taylor Home, etc.
  - Technology Blueprint Plan to align with the System for security, quality support for faculty, staff, and students, including CoT sites.
  - Physical Plant Sustainability Plan—green plan, deferred maintenance.
- Partnering with system and state legislators to maximize funding.
  - Equitable tuition and fee model and maintaining balance between student and state funding shares.
  - Fair distribution across Arkansas institutions.
  - Performance Funding Model
- Increase external funding opportunities.
  - Increased efforts to earn research and grant funds.
  - Creation of philanthropic culture among incoming students, graduates and community.
    - Collaborating with Athletics Fundraising to maximize synergies.
    - Create a Growing our Alumni Base Campaign.
  - Encourage entrepreneurial opportunities where appropriate.
  - Participation in articulation agreements to capitalize on academic and economic resources.

- Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.
- Employ technology to enhance student success
- Increase revenue, reduce loses

**KPI:** Improved Faculty Evaluation Plan is developed and put into operation.

**KPI:** An Annual Fund Campaign will be developed and initiated. and goals are set for participation.

**KPI:** A University Master Plan is developed and publicized.

**KPI:** Increase the Faculty/Staff to donate to the UAM Foundation Fund and the membership to the Alumni Association.

**KPI:** An emergency operations plan in conjunction with the UAM Unit of the Arkansas Department of Health Medical Reserve Corps is developed.

**KPI:** Plan developed for physical infrastructure that needs repair, replacement, or beautification (sidewalks, highways, parking areas, lighting, landscaping).

**KPI:** Rate of student loan default reduced by 1%.

### **GROUP 3**

**KPI 1** Develop and implement a 3 - 5-year roadmap for wired and wireless infrastructure (implementation contingent on funding)

- This will include costs and prioritization for replacement and net new build-out

**KPI 2** Develop and implement a 3 - 5-year roadmap for instructional technology (implementation contingent on funding)

- This will include costs and prioritization of replacement and net new build-out in learning spaces

**KPI 3** Develop and implement a Security Awareness Program for Student Workers, Faculty, and Staff

- Measurement - 80% completion in FY 17
- Measurement - 90% completion FY 18

Measurement - 100% completion FY 19

### **GROUP 4**

UAM needs up-to-date smart classrooms with modern and functioning technology to assist in best teaching practices and to accompany the increased emphasis on Blackboard and other computer technology being used in courses. All classrooms must have internet access. Classrooms need to have adequate whiteboard/blackboard space that can be used along with computing equipment. Classrooms with computing equipment need to have proper lighting technology that allows students to see screens and take note simultaneously, which cannot be accomplished with standard overhead lighting.

- ◆ Within six months, all academic units shall evaluate their classroom needs and develop a list of priorities for upgrading and converting rooms.
- ◆ Within one year, the Chancellor, the Vice Chancellors for Academic Affairs and Finance and Administration, and Unit Heads shall develop a funding plan and determine budget priorities for new classrooms.
- ◆ Within one year, Unit Heads shall determine and implement “quick fix” interim strategies for improving existing classrooms, such as increasing the number of whiteboards/blackboards, upgrading existing equipment, etc.
- ◆ Within two years, UAM shall renovate 25% of campus classrooms; within three years, 50% of campus classrooms; within five years, 100% of campus classrooms
- ◆ These plans shall be revised should projected student growth render that contingency necessary.

UAM needs to review the tenure, promotion, and evaluation process for faculty to make sure that the university is following academic best practices. UAM should develop an up-to-date faculty evaluation system that reflects current academic practices and provides meaningful feedback to faculty. Tenure and promotion guidelines should be clarified and brought into line with practices at other peer institutions.

New guidelines for tenure and evaluation must consider the differences in teaching, research, and service among various units at UAM. Evaluation, tenure, and promotion guidelines must have a basic uniformity, but also need to create a framework which acknowledge these differences while still creating comparable research benchmarks or work goals. Such guidelines also need to acknowledge that library staff are tenure track while doing somewhat different work for the university.

Because of the small size of UAM and the limited number of senior faculty in some units, any best practices developed for evaluation, tenure, and promotion must take into account that junior faculty will often be placed in situations where they will be evaluating or making decisions about the status of senior faculty members. In no way shall their status be jeopardized for giving honest evaluations of other faculty.

- ◆ Within three months, the Vice Chancellor for Academic Affairs shall appoint a work group consisting of faculty from each campus unit and one member of the Academic Affairs staff who shall serve *ex officio*. This work group shall review current practices for faculty evaluation, tenure, and promotion by examining guidelines and best practices from comparable peer institutions.
- ◆ Within one year from the formation of the work group, it shall bring its recommendations to the Chancellor, the Vice Chancellor for Academic Affairs, and the Faculty Council.
- ◆ Within two months of receiving the report, it shall be debated upon and voted upon by the Faculty Council. In no instance shall new forms of evaluation or establishing guidelines for tenure and promotion be instituted without consultation of UAM faculty and a vote by the Faculty Council.

As a regional university, UAM should be intimately tied into local communities in southeastern Arkansas. As such, UAM should look to enhance and expand collaborations between students, faculty, and the local community through programs such as work internships, regional research opportunities, and practicum classes.

While all academic units can develop opportunities for community collaboration, such programs might include nursing students working in regional hospitals; social work students interning with local practitioners; the School of Music working with regional arts councils; hospitality programs at the Colleges of Technology working with restaurants and hotels; history faculty and students developing internships with local historical societies. Many of these programs, or programs like them, exist at UAM or have existed in the past.

- ◆ Within two years, a committee of interested faculty shall develop a framework for increasing community involvement. In particular, such a committee should examine and build from the framework that already exists at the Colleges of Technology, which has an established program articulation agreements. The focus should be on revitalizing frameworks already in existence.

- ◆ Within five years, all academic units shall develop individual plans for community collaboration, identifying potential partners in the region that best work with the goals and academic needs of individual units.

Fundraising is critical to the mission not only of the University, but each of its academic units. While centralized fundraising can be a boon, it can also cause problems for units that have already identified targeted resources and donors specific to their mission and lose opportunities for advancement. Academic units should have the ability to do development work in coordination with the University Advancement Office; units should be able to seek resources for their programs from alumni, businesses, and other organizations.

- ◆ Within one year, the Office for Advancement shall develop a plan for new fundraising strategies that allows for coordination but some autonomy for academic units that have identified donors and resources. This plan will be developed with input from academic unit heads.

## **GROUP 5**

**KPI 1** Construct parking garages (safe and well lit) as well as, improving existing parking areas (lighting and sidewalks). The entire campus walk ways need to be better lit.

**KPI 2** Establish shuttle services that travel from campus to local city center and local apartments.

**KPI 3** Explore the possibilities for contractual apartment agreements

## **GROUP 6**

**Goal A: Lower default rate for student loan repayments.**

**KPI 1:** Establish a target default rate.

**KPI 2:** Establish strategies and timeline for meeting that target.

The HLC closely monitors the default rate as a prime indicator of an institution's economic health.

**Goal B: Strengthen support of Technological Infrastructure**

**KPI 1:** More funding is made available for I.T.

**KPI 2:** Learning Commons is established by collaboration of Library, I.T., and other interested parties on campus.

Note: This is a major focus of HLC Core Component 5.A and was mentioned by the HLC Team in 2014.

Better support of our I.T. infrastructure will allow better analysis of data being collected by EAB and other Assessment tools.

Having better technology will enhance student success by removing existing roadblocks to accessing and completing coursework.

## **GROUP 7**

### **Recruit and retain top faculty and professional staff to enhance the success and overall experience of our students.**

- Introduction of annual Non Classified evaluations
- Increase faculty salaries
- Development of faculty merit pool
- Introduce and promote what our community has to offer through an Information Packet for prospective candidates

### **2. Position ourselves for success in the future through a continued effort to find efficiencies along with a focus on external fundraising to supplement long term institutional goals.**

- Explore shared service opportunities with the UA System
- Establish fundraising objectives and goals
- Work with a grant writer to help secure funding to benefit our students and faculty
- Continue to work with our legislators through our legislative liaison to promote our Mission and Values

### **3. Develop an infrastructure plan focusing on deferred maintenance needs, current allocation of space, and new construction opportunities.**

- Schedule an annual evaluation of infrastructure to be proactive in determining areas with critical needs
- Allocate the newly created deferred maintenance fee to critical projects
- Focus on student and employee safety with sidewalks and lighting in high traffic areas
- Utilize the master plan to assist in anticipating the future direction and infrastructure needs of the University