



Strategic Plan Goals 2011-2015



NORTHEASTERN
STATE UNIVERSITY

Overview

In the one hundred plus years as an institution of higher learning, Northeastern State University has championed access to education for all people. Now, as NSU enters its second century, we are working hard to chart the future while living the promise of education that was articulated in its founding as the Cherokee Seminaries and throughout its transformation over time into a state university.

This Strategic Plan was created to guide and inform university planning activities for the next three to five years. Its wording has been carefully chosen to reflect the collective spirit, attitude and behavior embedded in its precepts. This plan represents who we are at Northeastern State University and why this institution exists. Our mission, vision and values frame what we are doing to make a difference in the lives of our students and our communities.

The Mission Statement and Vision Statement together inspire two overarching imperatives: building a culture of learning and discovery, and developing sustainable communities. These imperatives do not stand alone, but support and complement each other. They represent the primary strategic directions for the university for the next five years and beyond. These imperatives are supported by a series of five values statements that will guide our efforts. The values are integrity, collaboration, creativity, leadership and excellence.

The values statements may be viewed as setting forth the culture embodied in the Mission Statement and the Vision Statement. The word “culture” is used intentionally to indicate the norms, behaviors and attitudes that permeate NSU. The values of integrity and excellence are necessarily embedded in all our efforts and plans. The values of creativity and collaboration embrace the Mission Statement’s call for discovery and provide support for the values of integrity and excellence. The value of leadership is central to the Vision Statement’s call to become the educational partner of choice in our region.

During the first year of planning, efforts were focused on developing and solidifying the Mission, Vision and Values statements. During the second year, members of the planning committee worked to prepare the seven strategic goals of the University. After that, University-wide priorities were identified, guided by the goals and pursued by teams that represented a cross-section of our University community. These priorities have been operationalized through the development of University Action Projects, which are being implemented through the efforts of individual action teams. The University Planning Council monitors implementation and provides a central focus for evaluating progress on existing projects, and for identifying and prioritizing potential new projects. In 2012, the Council will update current action projects and evaluate new potential action projects for future action. In this way, we intend to make this document a living, breathing plan which is reviewed and adjusted annually and pursued consistently.

Underlying the entire strategic planning process is the concept of Making Place Matter. Making Place Matter is a two-year old initiative supported by a partnership of the Alliance for Regional Stewardship, the American Association of State Colleges and Universities and the National Center for Higher Education Management Systems. It has been adopted as an initiative of the Oklahoma State Regents for Higher Education. The intent is to promote the concept of regional stewardship and to encourage each Oklahoma institution of higher education to make a difference in the lives of the people and communities they serve. This initiative is fully consistent with the Mission, Vision and Values of Northeastern State University. We will be in the forefront of developing strategies and programs that embody the spirit of Making Place Matter.

Implementing Making Place Matter will involve a shift in emphases – from teaching to learning, from research to innovation and from service to shared leadership. The shift from teaching to learning is essentially a move to a different measure of academic and educational success. Rather than measuring success by the grade students receive, academic quality will be measured by the education that students achieve. The shift from research to innovation recognizes that innovation is key to the economic growth and prosperity of our region, and positions NSU as this region’s chief source of expertise, diversity and interaction—the three key ingredients of innovation. Further, the shift from service to shared leadership recognizes that, in the past, community engagement has been hampered by the traditional “walls” that separated universities and communities. NSU will work to keep ideas and resources flowing freely and in both directions between the university, its community and region and to be viewed by community leaders as a valued partner.

This Strategic Plan is the result of a carefully conceived and executed process by which Mission, Vision and Values Statements generated Strategic Goals from which University Action Projects are selected and implemented. It has intentionally considered NSU’s long history and rich traditions. It is a product of shared leadership and collaboration across university organizations, with multiple opportunities for two-way communication and input. It recognizes that NSU has capital of many kinds -- human, intellectual, financial and social – and is poised to be a strong leader in learning and innovation both in this region and in the larger global community.



Institutional Priorities

Northeastern State University embraces a mission that empowers its constituents to reach their full intellectual and human potential. The University facilitates this mission by sustaining a culture of learning, discovery and diversity. Student success is NSU's paramount concern. The institution provides a transformative educational experience preparing students to excel in a globally competitive, culturally diverse and changing environment. The University also serves as a cultural destination for its region. To sustain the standard of excellence upon which NSU's mission was developed, the following are identified as institutional priorities:

- » Academic and scholarly excellence
- » Student development and success
- » Enrollment, persistence and successful completion
- » Campus facilities and resources
- » Funding and advancement
- » Economic development and community stewardship
- » Honor institutional heritage
- » Institutional Effectiveness through dynamic assessment and measurement

Globalization and a technology driven economy changed the employment landscape for NSU's constituents. This impacts the manner in which the institution moves forward in educating its students and preparing them for careers in the 21st century. Under the direction of the previous strategic plan, NSU began a shift in emphasis from teaching to learning, research to innovation and service to shared leadership. Driven by identified institutional priorities, the University now moves forward with the following strategic goals establishing a planning infrastructure to sustain excellence in the 21st century through a culture of assessment and continuous improvement.

Working Draft

Northeastern State University

Charting the Second Century: 2011/2014

Working Draft Strategic Goals

Approved for distribution by the University Planning Group November 20, 2009

The following Working Draft Strategic Goals are derived directly from the Mission, Vision and Values of Northeastern State University.

Definition of working draft strategic goals: A working draft has received serious and meaningful consideration by a group of individuals who are interested in the topic and represent a range of university units, organizations and stakeholder groups. It is a work in progress that is to be exposed to a broader spectrum of those stakeholders, including university organizations and individuals. These strategic goals will be considered working drafts until they have been fully reviewed by the university community and our colleagues in each of the units to ensure full communication and consideration of all feedback.

Strategic Goals in this document (Charting the Second Century: 2010/2014) are fully articulated statements designed to provide meaningful and adequate direction in the development of academic and administrative unit Five Year Growth and Development Plan updates, with the intention that our colleagues throughout the university will provide critical and important input in charting the future of the university. The final Charting the Second Century: 2010/2014 will be completed after full two-way communication with university stakeholders and with all units in a collaborative effort.

Goal 1. Develop a culture of learning and discovery throughout the university.

The two components of the Culture of Learning and Discovery are inextricably bound (interwoven). Together, these two components form the basis for developing intellectual inquiry on a university campus. Learning implies that each of us at Northeastern State is interested in promoting learning among all individuals within the university community (not just students). It also implies that learning is an important investment for Northeastern State and that we all have a personal interest in the success of learners (including student success, faculty success and staff success). Discovery is multifaceted and relies not only on traditional research, but also takes the forms of basic, applied, action research, synergistic experiences, observational opportunities and community-oriented service.

An institution that embraces a culture of learning and discovery:

- » Focuses on student learning outcomes;
- » Inspires individuals to become lifelong learners;
- » Provides excellent curricular and co-curricular programs that meet student, community and/or state needs;
- » Encourages creativity and innovation in solving real world problems;
- » Provides an investment in human potential/capital for students, faculty, staff and administrators;
- » Promotes intellectual inquiry (discovery/scholarship) using a teacher/scholar model;
- » Fosters excellence through continuous quality improvement, transformative learning, best practices, accreditation and impeccable integrity;
- » Recruits, retains and graduate students from diverse settings;
- » Sets academic priorities which foster growth and vitality of the region and state;
- » Develops various teaching/learning modalities and schedules to accommodate a variety of student learning needs;
- » Provides a comfortable, clean and safe learning environment that supports technology.

Strategic Goal 2: Develop sustainable communities, encompassing environmental responsibility and community capacity-building.

Sustainable communities can be communities of interest (e.g., the arts, business, education) and/or communities of geography (e.g., Northeastern State University, Cherokee County, Green Country).

On campus this entails adopting practices to reduce, re-use and recycle as they apply to all resources. We will model the way in innovative and best sustainability practices on campus to reduce our carbon footprint, and share them with others off-campus.

Through a holistic, systems-thinking approach in Northeastern State's external service area, faculty experts, student interns and research teams will be coordinated to address the breadth and depth of leadership capacity building as well as sustainability-based community planning, development, commercial, social and cultural opportunities that ultimately define the quality of life on our campuses and across the region. By encouraging economic improvement through community capacity building and sustainability best practices, communities will generate resources that may be applied to resolve sociologic problems and enhancing cultural development.

An institution that embraces sustainability practices on campus and in its service region:

- » Becomes a "Model for Cash Positive - Carbon Negative, Sustainable Campus / Community Design";
- » Benchmarks indicators and tracks integrated data on ecologic integrity, social justice and economic vitality;
- » Achieves maximum self-sufficiency and commercial value through vertically integrated campus, business and community models;
- » Creates synergistic partnerships to build sustainable economic development, community arts, health care and education through collaboration with community leaders and other forms of civic; and,
- » Enables communities to find common ground by developing the abilities of community residents to enhance their decision-making to achieve preferred outcomes to the benefit of all.

Strategic Goal 3: Build and reinforce an environment that values full inclusion, collaboration and shared leadership in the life of the university and in all external relationships.

Our commitment to inclusion, collaboration and shared leadership is designed to harness the power of diverse skills, backgrounds, experiences and capabilities of our many stakeholders. Our commitment to these values drives the way we act, how we treat each other and how we make decisions in every aspect of university life.

A culture that embraces inclusion encourages all to feel that he or she is a valued member of our larger community, and that each individual's contributions to the university is recognized, welcomed and respected. Collaboration encourages and rewards cooperation across functions/ colleges/departments, among faculty, staff, students and alumni, among leaders and associates at all levels of the organization, across our three campuses and between internal and external constituents. Shared leadership provides meaningful opportunities for input from all stakeholders, builds mutual trust and ensures transparency in decision-making.

An institution that embraces inclusion, collaboration and shared leadership:

- » Ensures equal access to all services and opportunities;
- » Proactively seeks input from diverse groups ensuring that these voices are not only heard, but actively sought;
- » Prioritizes robust, comprehensive and honest two-way communication at all levels;
- » Develops specific mechanisms and structures that encourage collaboration across the university in a broad spectrum of activities and programs, specifically capitalizing on the strength-in-diversity of our three campuses;
- » Creates and lives by a principle-based decision-making model that is fully transparent, includes the right stakeholders, focuses on the most important issues, values diversity, builds trust, accepts failure and encourages leaders at all levels of the university;
- » Engages our alumni and external stakeholders by providing the opportunity to influence and impact the success of future generations;
- » Provides early information on major issues and initiatives to promote understanding and to give stakeholders an opportunity to be heard;
- » Specifically includes those most affected, those most interested and those most capable of contributing to success in the decision-making process;
- » Provides professional development programs to prepare the next generation of leaders, thus guaranteeing the sustainability of Northeastern State and its partner communities.

Strategic Goal 4: Encourage and nourish a commitment to civic engagement by our students, our faculty and our staff.

Civic engagement at Northeastern State University is individual commitment to act on one's obligation to the larger community. This is achieved by taking personal and social responsibility through study, reflection and necessary action in our individual fields of interest and in our communities. Civic engagement requires working together collaboratively with civility toward a common purpose to create positive change.

Civic engagement, in the Northeastern State community, can be defined as demonstrating these attributes: moral and ethical leadership, concern for the rest of the world, awareness of social, political and economic issues within the United States and globally, advocacy for a cause, active community support and a commitment to making place matter.

An institution that embraces a commitment to civic engagement:

- » Integrates service learning in academic curriculum;
- » Encourages and supports volunteering in programs or activities that benefit others;
- » Addresses needs of the communities it serves;
- » Develops and nourishes co-curricular programs,
- » Drawing attention to and awareness of local, national and global issues;
- » Contributes to community development by identifying and increasing human resources and economic assets of a community;
- » Mobilizes students to influence public policy through voting and political participation;
- » Encourages and supports scholarly activity that serves public interest resulting in community or societal benefits.

Strategic Goal 5: Develop an environment which encourages global knowledge and cultural sensitivity.

In order to prepare our students to experience success in an increasingly globalized world, we must provide opportunities that promote an understanding of the interconnectedness and interdependence of human and environmental processes around the world. Global literacy will provide our students with an international perspective that enables them to respond more effectively to challenges and engage in opportunities.

Cultural sensitivity not only requires global knowledge but also the ability to view a situation from diverse perspectives and to communicate and interact appropriately and effectively with people from different cultures

- » An institution that embraces a global knowledge and cultural sensitivity:
- » Increases numbers and diversity of international students at Northeastern State;
- » Provides opportunities for international learning and travel opportunities and funding for Northeastern State students, faculty and staff;
- » Encourages campus conversations regarding international current events explored from multi-cultural perspectives;
- » Incorporates global knowledge and cultural sensitivity into the curriculum and co-curricular opportunities;
- » Uses technology to connect the campus community more fully with the world;
- » Creates and nourishes exchanges between Northeastern State and international institutions;
- » Plans and supports campus events that feature diverse cultures;
- » Uses opportunities within the United States to experience multi-cultural communities;
- » Develops awareness of the interconnectedness of global systems and the importance of developing sustainable solutions to human and environmental problems;
- » Recognizes contributions by international faculty tenure track, non-tenure track and Fulbright scholars;
- » Recruits ethnically and racially diverse students, faculty and staff.

Strategic Goal 6: Improve quality of life by serving as a cultural and entertainment destination on our campuses and throughout the region we serve.

A center for cultural enrichment and entertainment is achieved by promoting and advancing the fine and performing arts, NCAA intercollegiate athletics, lectures, university student organization programs and recreational co-curricular activities.

Through these activities Northeastern State will act as a preferred destination for visitors and serve a dual function of enhancing regional economic development through visitors expenditures while providing an exceptional experience for those who participate in our activities and events.

An institution that embraces a commitment to cultural enrichment and entertainment:

- » Promotes diverse continuing education programs and services
- » Acts as a regional leader that promotes concerts and lectures
- » Supports the arts through student performances, art shows, museum quality exhibitions etc.
- » Competes in the highest classification of NCAA intercollegiate athletics as possible
- » Provides (sponsored and non sponsored) recreational activities for campus and community members
- » Hosts a variety of youth camps
- » Nurtures and supports indigenous arts and cultural activities linked to NSU's heritage

Strategic Goal 7: Develop and manage the resources of the university to support a vibrant and viable community.

Our institutional goals will be enhanced through effectively managing our resources. This will be accomplished by committing to the development of our faculty and staff, combining efficiency and environmental responsibilities, developing our physical and technical infrastructure, significantly increasing the resource base and committing to a university- wide environment which promotes customer-driven, quality programs.

This goal represents a significant challenge in light of declining state funding, dynamic changes in technology and a history of deferred maintenance. The near term requires programs addressing quality, customer service, efficiency and prioritization. Major funding campaigns are essential for the long-term achievement of the university's mission and vision.

An institution committed to creating a growing, vibrant, sustainable university community:

- » Achieves sustainable student populations at all campuses.
- » Creates and maintains physical campus environments that are distinctive in form, function and design. The university master plan provides the road map for building the physical resources to support the mission and vision, while acting as a model of sustainability.
- » Maintains the technological resources to support learning and discovery.
- » Establishes processes to achieve internal efficiencies for targeted reallocation of existing resources and optimal use of new resources which will allow us to adapt to the changing economic and market conditions, while maintaining our commitment to environmental responsibility.
- » Develops targeted programs for all stakeholders to increase financial resources and support the mission and vision of the university.

University Action Projects November 2011 Review

Project Name: Implementation of Banner Throughout University

Goal(s) Supported: Goal 7 (Develop and manage resources),

Classification A: No additional funds required.

Action Project Leader: David Koehn

Project Completion Date: Spring 2012

Additional Budget Required (\$): 2012: Budgeted \$125,000, 2013: None, 2014: None

Progress Toward Completion: 75%

I. Brief Description & Significant Changes in Plans (if any)

The Northeastern State University in partnership with SunGard Higher Education™ is working together to create a new business solution for providing services. We will take the opportunity to leverage current technology and update our business processes to improve services to students, staff and faculty. The Scope of the project addresses our business processes within Student Services (recruitment, admissions, registration and course scheduling, student records, housing, student accounts receivable), Financial Aid, Advancement (individual, organization and membership processing, prospect management processing, gift and pledge payment and processing), Finance (purchasing, accounts payable, fixed assets, non-student accounts receivable) and Human Resources (payroll, employee applicant tracking, employee management, employee class development, position classification, earnings, leave accruals, benefits and deductions), as well as related areas.

II. Team Members

Implementation consists of an Executive Steering Committee, the Integrated Leadership Team and hundreds of staff and faculty from all areas of campus. Information on these teams and much more was located on the Banner Project website at <http://bannerproject.nsuok.edu>.

III. Major milestones/actions over the last 3-6 months

Financial Aid: April 2011

Finance: July 2011

Student: October 2011 for the Spring 2012 Semester

IV. Planned major milestones or actions over the next 6 months

Human Resources: January 2012

Advancement: February 2012

Continuing Education: March 2012

V. Classification, Current Funding Sources, Unfunded needs

Classification = A. Resources are secure for the initial budget for this project. As we continue through the implementation, additional modules or third-party products may need to be considered to enhance the system. If so, additional resources may be requested at a future date.

Project Name: Native American/Indigenous Center

Goal(s) Supported: Goal 1(Learning and Discovery); Goal 3 (Collaboration); Goal 4 (Civic Engagement); Goal 6 (Culture &Entertainment), Classification A: No additional funds required

Action Project Leader: Ron Cambiano

Project Completion Date: Open

Additional Budget Required (\$): 2012: None, 2013: TBD, 2014: TBD

Progress Toward Completion: Phase 1

I. Brief Description & Significant Changes in Plans (if any)

The Center provides a comprehensive approach to our Native American programs and services. There are three objectives: 1. Improve academic performance and retention of Native American students through programming intervention strategies and services; 2. Support faculty and staff development directed toward the success of Native American students; and 3. Focus on the greater community to create and Indigenous community culture of collaboration, learning and discovery by facilitating working relationships with among students, faculty, staff, community and tribes.

II. Team Members

III. Major milestones/actions over the last 3-6 months

A grant was written and received to fund this project at \$358,000 per year for 5 years. This will involve the appointment/ hiring of a full-time administrative assistant, two graduate assistants and student tutors.

IV. Planned major milestones or actions over the next 6 months

The grant only addressed one aspect of a comprehensive approach to services provided. The priority was to develop and build an Indigenous Center that includes several other key University initiatives as well as, develop a academic department and projected facility. The grant only represents one program is just the beginning phase. Identifying external funding for facilities to support the project is an important next step in the process.

V. Classification, Current Funding Sources, Unfunded needs

Classification = A. This Project is now fully funded for personnel and moving forward - classification A. Funding for a facility will address outside sources (foundations).

Project Name: Add Student Learning Outcomes Coordinators in every college

Goal(s) Supported: Goal 1(Learning and Discovery)

Classification C: Requires Funding

Action Project Leader: Janet Bahr

Project Completion Date: Ongoing

Additional Budget Required (\$): 2012: None, 2013: \$12,000, 2014: \$12,000

Progress Toward Completion: Ongoing

I. Brief Description & Significant Changes in Plans (if any)

The Student Learning Outcomes Coordinators (SLC) were invited to participate in the Student Learning & Assessment Committee this past year. Their input was valued. Student Learning Coordinators were added to the committee structure for 2011-12 as ex officio members.

II. Team Members

College of Business and Technology – Dr. JoAnn Starkweather; College of Education – Dr. Sophia Sweeney; College of Liberal Arts – TBD; College of Optometry – Dr. Kippi Wyatt; College of Science and Health Professions – Dr. Mia Revels.

III. Major milestones/actions over the last 3-6 months

The Student Learning Outcomes Coordinators (SLC) were invited to participate in the Student Learning & Assessment Committee this past year. Their input was valued. The committee recommended that the Student Learning Coordinators be added to the committee structure for 2011-12 as ex officio members. All SLCs met with faculty in their colleges either individually or in groups to facilitate the development and understanding of student learning outcomes. Dr. Starkweather, in the College of Business and Technology developed a matrix for assessing progress toward implementing student learning outcomes in each program within the college. This matrix was shared with the other SLCs. Two new Student Learning Coordinators (SLC) were appointed this year. Dr. Kevin David resigned from NSU and the new College of Education SLC is Dr. Sophia Sweeney. Mr. Geoff Canan was appointed coordinator of the General Education Capstone, which created a vacancy in the College of Liberal Arts to be filled this semester. Mr. Canan will continue to participate in the Student Learning & Assessment Committee in his new role.

IV. Planned major milestones or actions over the next 6 months

Student Learning Coordinators will continue to fulfill their duties in helping faculty in academic programs clearly define student learning outcomes for programs and courses. Each college will continue to update the initial matrix indicating progress implementing student learning outcomes for programs within their college. Another function is to facilitate the data gathering regarding student learning outcomes for the annual assessment report. These are ongoing activities with no final completion date.

V. Classification, Current Funding Sources, Unfunded needs

Classification = A. The only expense at this time is for reassigned time for the SLCs – accomplished by hiring adjuncts to cover a course reduction for each SLC. If we would decide to bring in an expert for a faculty development program on student learning outcomes, this would require \$10-12,000. We should transition into a university wide implementation project.

Project Name: Complete Compensation Benchmark Study

Goal(s) Supported: Goal 1(Learning and Discovery)

Classification: (Originally A, under review)

Action Project Leader: David Koehn

Project Completion Date: Open

Additional Budget Required (\$): 2012: TBD, 2013: TBD , 2014: None Expected

Progress Toward Completion: 25%

I. Brief Description & Significant Changes in Plans (if any)

Currently the team has determined that our current classification and compensation structure has significant shortcomings which make it difficult to set market rates by position (particularly staff positions) with any degree of confidence. It has also been determined that this is an area where external skills and expertise would be very useful in assisting us in arrive at a best practices classification and compensation system, benchmarked to the market. An RFP for this assistance is in draft form currently. The team will meet soon to complete this document and discuss costs and funding.

II. Team Members

David Koehn, Vice President for Business and Finance, Mark Kinders, Vice President for External Relations, Tim Foutch, Vice President for Operations, Kay Grant, Dean of the College of Education, Tim McElroy, Dean of the Muskogee Campus, Daniel Savage, Faculty Council, Rick Manes, Staff Council, Martha Albin, Director of Human Resources and Christy Landsaw, Director of Budget. No external partners are involved at this time but are expected as a result of the RFP process.

III. Major milestones/actions over the last 3-6 months

A cross functional team of NSU employees has been working on this action item for the past year. Currently the team has determined that our current classification and compensation structure has significant shortcomings which make it difficult to set market rates by position (particularly staff positions) with any degree of confidence. It has also been determined that this is an area where external skills and expertise would be very useful in assisting us in arrive at a best practices classification and compensation system, benchmarked to the market.

IV. Planned major milestones or actions over the next 6 months

An RFP was distributed on Nov 15, with the following timeline:

November 29, 2011 - Pre-bid review at 10:00 a.m. (CST) (January 6, 2012; Deadline for questions by 5:00 p.m.(CST)

January 13, 2012 - NSU responds to all questions by 5:00 p.m. (CST)

January 24, 2012 - RFP's due in Purchasing by 2 p.m. (CST)

February 13, 2012 - Award RFP engaging consultant

February 21, 2012 - Meeting to finalize scope of work and timeline(s)

March 09, 2012 - Project begins

March 26, 2012 - Formal review of progress

May 28, 2012 - Project finished, Implementation plan presented

V. Classification, Current Funding Sources, Unfunded needs & estimated amount by year 2012, 2013, 2014

Classification = A. The team will meet soon to complete this document and discuss costs and funding.

Project Name: Strategic Enrollment Plan

Goal(s) Supported: Goal 1 (Learning and Discovery)); Goal 3 (Inclusion, Collaboration, Shared Leadership)

Classification: (Originally A, under review)

Action Project Leader: L. Boren/J. Phillips

Project Completion Date: Continuous

Additional Budget Required (\$): 2012: pending, 2013: pending, 2014: pending

Progress Toward Completion: Initial Stage

I. Brief Description & Significant Changes in Plans (if any)

This Strategic Enrollment Plan (SEP) concentrates on three main goals: 1) develop a comprehensive recruitment plan; 2) develop a comprehensive retention plan; and 3) improve the quality of academic programs and student services to enhance student success. Each goal has descriptions designed to create a shared vision and common success measure. While the goals are broad, initiatives are identified to guide NSU toward reaching each goal outlined. Each initiative has outcomes, key players responsible for the completion of the initiative, a timeline and the status of each initiative (which is to be updated on a regular basis). The Student Success Team will serve as the governing body for advancement of SEP.

The draft SEP has been shared with President's Cabinet, Academic Council, Faculty Senate, Staff Senate, Northeastern Student Government Association, the Council for Student Improvement, University Housing, Auxiliary Services, University Relations and Student Affairs. Recipients were asked to provide feedback by Wednesday, November 16. Responses are under review. A master list of responses will be generated and edits made to the proposed plan within the next two weeks. The Student Success Team will be asked to gather to review responses/ edits. Once the Student Success Team reviews and supports the proposed plan, the document will go to the President's Cabinet for confirmation.

II. Team Members

The Student Success Team will serve as the governing group charged with advancing the SEP. Laura Boren and Jerrett Phillips are the co-chairs.

III. Major milestones/actions over the last 3-6 months

Summer 2011: Co-chairs evaluated concept and design of SST. Co-chairs conducted a focus group with the sub-committee chairs to evaluate SST effectiveness. The draft Strategic Enrollment Plan was completed in early October. The draft Strategic Enrollment Plan was the last proposed initiative from the spring 2011 SST. The draft Strategic Enrollment Plan first review process was completed November 2011.

IV. Planned major milestones or actions over the next 6 months

The University adoption of the Strategic Enrollment Plan and first steps of implementation will be the next major milestones within the next 6 months. The Student Success Team will resume upon adoption of the Strategic Enrollment Plan. Additional actions that are in alignment with the Strategic Enrollment Plan and are planned for the next six months are:

November 29, 2011 Pre-bid review at 10:00 a.m. (CST) (January 6, 2012; Deadline for questions by 5:00 p.m.(CST)

- » Implementation of Student Academic Success Center (Title III grant).
- » Examination of reallocating pre-existing resources toward a professional advisement center.
- » Evaluate student engagement tools: Map-Works, SmartThinking and Strengths Finder.

V. Current Funding Sources, Unfunded needs:

Future funding needs are contingent on the final plan.

Project Name: Development Officers for Each College

Goal(s) Supported: Goal 7 (Develop & Manage Resources)

Classification B: Resource Producing, Requires Investment

Action Project Leader: Peggy Glenn

Project Completion Date:

Additional Budget Required (\$): 2012: \$173,880, 2013: \$173,880, 2014: \$173,880

Progress Toward Completion: 10%

I. Brief Description & Significant Changes in Plans (if any)

Goals 1-6 require funding, which can be raised through the NSU Foundation for benefit of the University.

II. Team Members

Team members include fundraising staff of the Development Office and those on campus involved in development activities, as well as an external consultant: Peggy Glenn; Director of Development; Vacant, Director of Annual Giving; Anita Hylton Thompson, Development Officer for College of Education; Dr. Leland Carr, Associate Dean of Development for College of Optometry; Rylee Ketcher, Coordinator of Athletic Development; Walt Eilers, Consultant with Gardner and Associates.

III. Major milestones/actions over the last 3-6 months

In 2010-11, the NSU Foundation invested in a public records search and rating system of 5,000 current and potential donors through a service called "Wealth Engine." We only have 3 FTE development officers [Director of Development, College of Education, Athletics (1/2 FTE) and Optometry (1/2 FTE)] to reach approximately 800 potential donors. We have developed an "A list" of approximately 60 donors and are beginning personal outreach to them to gauge their interest in various NSU initiatives. We have developed four-color, special mailings to our Wealth Engine list to gather their most current e-mail addresses and to encourage their participation in our Annual Fund.

IV. Planned major milestones or actions over the next 6 months

Throughout the next six months, the Director of Development, Director of Athletics and Development Officers for the College of Education and College of Optometry will be visiting with the "A list" members and others who have indicated interest in or are affiliated with a particular project or college. In addition, we will be making targeted appeals to others on the Wealth Engine list.

V. Current Funding Sources, Unfunded needs:

At this point, we do not have the resources to hire two additional development officers and a back-office coordinator. Any funds provided by the University for these purposes would result in additional resources for NSU through the NSU Foundation. Annual funding for these positions would be needed beyond 2012-13, but the cost would be recouped several times over by the University through additional funding for programs and projects. With entry-level development officers, our consultants (Gardner & Associates) estimate that for each year they are employed, they can bring in that multiple of their full cost (salary, benefits and expenses), which is estimated at \$62,560 each. Thus, in year 2, they would be expected to bring in donations totaling 2 times their full cost, and so on for each year thereafter, up to 5 times their full cost.

Project Name: Roll-out Blackboard 9.1/Wimba

Goal(s) Supported: Goal 1 (Learning and Discovery); Goal 7 (Develop & Manage Resources)

Classification A: No Added Funds Required

Action Project Leader: Chuck Ziehr

Project Completion Date: Spring 2012

Additional Budget Required (\$): 2012: None, 2013: None, 2014: None

Progress Toward Completion: 80%

I. Brief Description & Significant Changes in Plans (if any)

Upgrade Blackboard to Blackboard Learn 9.1 to provide NSU with the latest version of the leading Learning Management System and integrate Wimba (now Blackboard Collaborate) to improve student and faculty online engagement and interaction.

II. Team Members

Chris Lofthus, lead system administrator for Bb 9.1 until he left NSU in early September for another job. Evan Linde and Kevin Taylor currently perform most of the system administrator duties; a search is underway to fill Lofthus' position. Chuck Ziehr directs CTL, and user support is provided by Rick Shelton and Linda Summers (Coordinators of Academic Services) and Jerol Skinner (Online Instruction Designer); this is an on-going daily function. A third Coordinator of Academic Services position is currently being advertised and is hoped to be filled by January 1, 2012.

III. Major milestones/actions over the last 3-6 months

Preparation for the roll-out of Blackboard Learn 9.1 (an upgrade from Bb 8) began in April 2011. Weekly email announcements and online tutorials were sent to the NSU faculty and staff beginning in May 2011. Face to face demonstrations and workshops were provided by the Center for Teaching and Learning (CTL) for the faculty and staff beginning in June. Blackboard Learn 9.1 is fully implemented and functional; it could be said to be complete.

Wimba was acquired by Blackboard and was integrated with another acquired-company's products (Elluminate) to become Blackboard Collaborate. Bb Collaborate provides online engagement and interaction tools for (1) web, video and audio conferencing (classrooms), (2) instant messaging and (3) voice authoring. Wimba was incorporated into NSU Blackboard in January 2010; Collaborate was added to Bb 9.1 in July.

IV. Planned major milestones or actions over the next 6 months

More publicity about Collaborate will be provided to the NSU community in November, and CTL will offer a series of workshops for faculty and staff about how to use the instant messaging, voice tools and videoconferencing capabilities of Collaborate.

V. Current Funding Sources, Unfunded needs:

The Blackboard LMS (and some CTL personnel costs) are funded through the Electronic Media account which is acquired via the \$50 per credit hour fee added to online courses and the \$30 per credit hour fee added to blended courses. Other personnel costs are part of the on-going budgets.

Project Name: Create an NSU Civic Engagement Council

Goal(s) Supported: Goal 4 - Encourage and nourish a commitment to civic engagement by our students, our faculty and our staff.

Classification A: No Added Funds Required

Action Project Leader: Laura Boren

Project Completion Date:

Additional Budget Required (\$): 2012: pending, 2013: pending, 2014: pending

Progress Toward Completion: Initial Stage

I. Brief Description & Significant Changes in Plans (if any)

The purpose of the council is to strategically integrate civic engagement through:

- » Aligning institution civic engagement efforts to Carnegie Community Engagement Classification criteria.
- » Identifying University-wide goals related to % of students who participate in civic engagement while at NSU.
- » Develop University student learning objective(s) linked to civic engagement.
- » Create systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community.
- » Develop systematic campus-wide assessment mechanisms to measure the impact of institutional engagement.
- » Provide professional development support for faculty, staff and students who engage with community.
- » Provide the community with a central outlet for a "voice" or role for input into institutional or departmental planning for community engagement.
- » Serve as a central communication hub for civic engagement activity occurring throughout campus.

II. Team Members

NSU Civic Engagement Council consisting of representative from the American Democracy Project, Student Affairs - Center for Student Leadership and Community Engagement, each academic college, Futures Institute, Herb Rozell Scholars (Big Event), NSGA and Housing - Living-Learning Community on Civic Engagement, Continuing Education and Athletics. Local community civic leaders and interested campus community members beyond the identified representatives will be encouraged to serve on the council.

III. Major milestones/actions over the last 3-6 months

The President's Cabinet approved the proposed Civic Engagement Council membership.

IV. Planned major milestones or actions over the next 6 months

The NSU Civic Engagement Council first meeting will occur January 2012. The Council will focus institutional efforts on evaluating programs and services to strategically plan for the 2015 Carnegie Community Engagement Classification. The outcome of the Spring 2012 semester will be the completion of institutional review of existing programs and services targeting civic engagement. The next phase will identify program and service gaps that need to be addressed to qualify for the Carnegie Community Engagement Classification.

Project Name: Plan to Reduce Carbon Footprint

Goal(s) Supported: Goal 2: Build a Sustainable campus and communities

Classification C: Requires Funding

Action Project Leader: Tim Foutch

Project Completion Date: TBD

Additional Budget Required (\$): 2012: TBD, 2013: TBD, 2014: TBD

Progress Toward Completion: Initial Stage

I. Brief Description & Significant Changes in Plans (if any)

- » Implement procedural, cultural and environmental change to effectively reduce the University's carbon footprint to include FLEET conversion to Hybrid & CNG vehicles.
- » Purchase and Implement STARS (Sustainability Tracking, Assessment and Rating System).
- » Establish university wide recycling programs.
- » Alter building operation, remodel and new building protocol.

II. Team Members

- » Joe Spence, Todd Enlow, Patti Buhl and Randy Shelton
- » Eventually to include the Sustainability Committee

III. Major milestones/actions over the last 3-6 months

Nothing to report at this time.

IV. Planned major milestones or actions over the next 6 months

- » Procure and implement STARS
- » Formal creation of university wide recycling program
- » Continue ongoing efforts to add Hybrid vehicles to our FLEET

V. Current Funding Sources, Unfunded needs:

Will continue to utilize fully funded capital accounts to acquire services and equipment.

Project Name: International study abroad

Goal(s) Supported: Global Knowledge & Cultural Sensitivity

Classification C: Requires Funding

Action Project Leader: Richard Carhart/Martin Tadlock

Project Completion Date: Spring 2013

Additional Budget Required (\$): 2012: TBD, 2013: TBD, 2014: TBD

Progress Toward Completion: 20%

I. Brief Description & Significant Changes in Plans (if any)

Develop and implement study abroad partnerships with select international educational organizations in Asia.

II. Team Members

Roger Collier, Richard Carhart, Tom Jackson and Martin Tadlock are currently most involved in the programs; however this will be expanded to include faculty from the College of Business and Technology, representatives from student affairs and academic affairs (and perhaps faculty from the College of Liberal Arts).

III. Major milestones/actions over the last 3-6 months

Ten undergrads from Jain University studying for one semester Fall 2011 in the business school completing three courses, with plans to continue for the future. Initiated MBA Degree Completion program with Sage University - target for spring 2012. Develop a partnership with King George ESL program for: 1. on-site MBA program in Vancouver, Canada, directed toward international students; 2. Integration of international students into Broken Arrow and Tahlequah undergraduate and graduate programs. Completed an agreement for NSU student study abroad and teaching in Weifang University in Shandong Province. Four students studied abroad in fall 2011; one student is in a work-abroad programs. Exploring host study abroad, study abroad and/or degree programs with Zhejiang Normal University, Cangzhou Normal University, Xi'an Fanyi University, Jinua Polytechnic University. Recruitment agreements have been completed with AAE in Ho Chi Min City and in Saigon, with Capstone in Hanoi and with KAERC in Seoul.

IV. Planned major milestones or actions over the next 6 months

Finalize agreements with Sage University and King George ESL and develop a complete plan. Evaluate opportunity for a degree completion program with Sprott-Shaw College. Implement Weifang agreement. Evaluate multiple opportunities in China and select best fit. Evaluate opportunities for our students to study abroad. Evaluate co-curricular requirements and develop an implementation plan.

V. Current Funding Sources, Unfunded needs:

The largest need is in faculty to support the expansion of the MBA programs both locally and in Vancouver. This should be self-funding but may require some initial investments. There will also be needs in Broken Arrow and in Tahlequah for instructional support and for the co-curricular elements.

Project Name: Hire Webmaster and Update Website Functionality

Goal(s) Supported: **Goal 7:** Develop and Manage Resources

Classification C: Requires Funding

Action Project Leader: Mark Kinders

Project Completion Date: June 2012

Additional Budget Required (\$): 2012: \$40,000 (S&B), 2013: \$80,000, 2014: \$82,500

Progress Toward Completion: 50%

I. Brief Description & Significant Changes in Plans (if any)

This position supports electronic communications in a web-based and social media format in support of all institutional goals and objectives. With the migration of all colleges and departments from Arapaho, the web team has seen a quadrupling of its workload. In addition to the migration of academic departments there are major build-outs underway for Student Affairs, Administration and Operations. Requests for new web root folders has grown dramatically. A greater emphasis on recruiting to signature programs as a result of academic prioritization has also led to additional demands. The addition of a College of Extended Learning has magnified electronic marketing, including Social Media and Search Engine Optimization of our current website. This is magnified by the fact that project management is the province of the webmaster while content management is provided by faculty and staff, with quality control and editing through communications. The communications department also is significantly impacted by increasing quantity of print and publicity projects. At the time of the writing, the communications office is currently managing over 90 projects, not including web buildout for academic departments content, the Lumina project conversion and the Higher Learning Commission Self-Study project.

II. Team Members

The search process is led by Tom Smith, with support from Chris Garrett and Melissa Cloud.

III. Major milestones/actions over the last 3-6 months

The UPC in May supported hiring a webmaster as the No. 1 priority for this current fiscal year. The Cabinet delayed action on this position as a recurring expense until the Legislature approved our budget in July and final enrollment census occurred in mid-September. This enabled the Cabinet to have a better understanding of our projected deficit in operational expenditures. Shortly afterwards the Cabinet approved the position.

IV. Planned major milestones or actions over the next 6 months

A search is currently underway for a webmaster and we anticipate that individual will be hired and on board no later than Dec. 1, 2011.

V. Classification, Current Funding Sources, Unfunded needs:

The Cabinet is considering additional contracting for services over the next several months in support of the academic departments build-out in advance of HLC.

Project Name: Develop a Collegial Governance Policy for NSU

Goal(s) Supported: 3 (Inclusion, Collaboration, Shared Leadership)

Classification A: No Added Funds Required

Action Project Leader: Denise Deason-Toyne

Project Completion Date: Spring, 2012

Additional Budget Required (\$): 2012: None, 2013: None, 2014: None

Progress Toward Completion: 75%

I. Brief Description & Significant Changes in Plans (if any)

The driving force behind this project are the NSU values of collaboration and leadership, as articulated in Strategic Goal 3, "Build and reinforce an environment that values full inclusion, collaboration and shared leadership in the life of the university and in all external relationships." The objective was to develop a policy paper that clearly lays out the meaning and intent of the strategic goal and our values as a community. A collegial system has, as its fundamental principle, the concept of good faith consultation among these colleagues prior to decision making as stipulated below. Colleagues are defined as all students, faculty and employees of the university.

II. Team Members

The faculty council worked closely with the cabinet throughout the process. The following stakeholder organizations were consulted during the development phase of the working paper: NSGA, Staff Council, Faculty Council, the Chairs' Council and the Cabinet.

III. Major milestones/actions over the last 3-6 months

The first PUBLIC draft was circulated in December 2010 and has been reviewed and revised several times. It has been vetted through NSGA, Staff Council, Faculty Council, the Chairs' Council and the Cabinet (on multiple occasions).

IV. Planned major milestones or actions over the next 6 months

Dr. Turner's review.

V. Current Funding Sources, Unfunded needs:

No funding is required.



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