

Developing Leaders Since 1857



UPPER IOWA UNIVERSITY
Strategic Plan

April 24, 2008

**PATHWAY TO
GLOBAL LEARNING**

A vision for UIU's future



UPPER IOWA UNIVERSITY
Established in 1857®

On Campus • Online • Independent Study • U.S. & International Centers

UPPER IOWA UNIVERSITY

STRATEGIC PLAN

April 24, 2008

Table of Contents

	Page
I. Overview & Summary	2
II. Early Origins of the Strategic Plan	3
III. Summary of the Planning Process	3
IV. Composition of the Steering Committee	6
V. Implications of Continuous Strategic Planning	6
VI. UIU's Unique Strategic Opportunity	7
VII. What is a Global Citizen?	8
VIII. What is a Flat Global Campus?	8
IX. Dynamic External Environment	9
X. Internal Environmental SWOT	10
XI. Nine Strategic Initiatives	12
XII. Risk Discussion	20
XIII. Exhibits (See UIU Web Site)	

I. Overview & Summary

The UIU strategic plan defines a future for the university that will transform its educational outcomes. As the plan is implemented, UIU will dedicate its resources to the preparation of students for life-long, meaningful participation in a society that is increasingly globalized. UIU will be seen to act as twenty-first century stewards of its students' futures and it will do this through the delivery of educational outcomes that are uniquely defined by UIU. Its students will have been stimulated by and will benefit from educational experiences on a *flat global campus* with access to a wide variety of educational modalities that nurture and encourage their potential as *global citizens*.

This strategic transformation for UIU is not a reach too far. The plan calls for achieving a critical list of goals and objectives that are connected to and derived from a new and inspiring statement of mission and a vision of the future that is demanding of both individual and institutional performance. But in many ways the mission and vision that drive this plan are no more than evolutionary outgrowths of UIU's historic mission and current infrastructure of educational delivery. The differences between the present and the future are best understood as (1) more highly focused academic energies on student outcomes that meet the challenges of preparing students for global citizenship, on (2) removing the obstacles caused by policies and practices that inhibit the seamless movement of students and faculty across historic modalities, and on (3) challenging the university's culture so as to create an institutional mind-set that is mission and vision driven to the exclusion of internal competition.

Accomplishing this transformation will require an investment in incremental programs and in the addition of people to the UIU organization. The plan also identifies the need for new construction funding. The best estimate today of the total of incremental financial requirements is \$50 million. The sources of this funding will come from the growth of operating revenues, from existing cash reserves, from a newly energized fund-raising strategy and from UIU's capacity for long-term debt. While the total of financial requirements would appear to be within UIU's financing capabilities, there is and will be an ongoing need for staging new commitments through a process that carefully sets priorities and then constantly challenges those judgments based on funding realities.

This plan will not be the end of UIU's strategic planning. It will be the beginning of a new commitment to continuous strategic planning. The plan represents today's best judgments about the future environments within which the university will operate and into which its students will graduate to live their professional and personal lives. This strategic plan, therefore, is about what policies, practices, programs and resources it will take for UIU to achieve its transformational vision of the future. History will prove that some of today's judgments were imperfect or incomplete. The important step is for UIU to begin its pursuit of the future while clearly and firmly integrating into its habits of budgeting, operating reviews and approvals, new disciplines that offer frequent opportunities for reaffirmation, for informed challenges, changes and, when appropriate, an altered strategic path. The strategic plan becomes the template for clarity of responsibilities, unambiguous accountability and fair and objective measurements of performance.

II. Early Origins of the Strategic Plan

Over the years, Upper Iowa University has engaged in a series of planning efforts all dedicated to defining UIU's strategic future. In the early tenure of President Alan Walker, he identified the need to articulate a new strategic framework to serve as a guide for his administration; this took the form of nine goals each of which has received action and accomplishment, reports and approvals, and supporting resource allocations. To this day the nine goals continue to function as the strategic context within which the university operates.

In early 2006, however, there was recognition that UIU had reached a stage in its development that required a comprehensive plan newly dedicated to UIU's strategic outlook, one that enjoys the deepest possible sense of ownership from the broadest possible participation by UIU's community of constituents.

A first step toward fulfilling this new commitment to strategic planning took the form of an on-campus project, led by a senior member of the faculty, to examine the historic mission of the university and to generate a consensus of shared understandings about UIU's visionary future. In November of 2006 this ad hoc mission and vision committee reported its draft recommendations to the on-campus community.

Also, in November of 2006, UIU engaged the assistance of the Association of Governing Boards to provide consulting and facilitation for the design and implementation of a strategic planning process.

III. Summary of the Planning Process

The UIU strategic planning process seeks to fulfill five objectives: first, to recognize the dual role of the board of trustees as both a participant in the planning process and as the only university governance body mandated by the bylaws to grant final approval; two, to infuse the process with knowledge and judgments throughout the UIU organization so that the traditions and heritage of UIU are combined with an assessment of the future so as to best identify UIU's strategic opportunities; three, to attract the widest possible active participation in the development of those understandings; four, to communicate to the broadest possible UIU audience those same understandings and their associated conclusions and recommendations; and, five, to create an open and transparent process so that there are a variety of opportunities for all constituents who wish to participate, to challenge and assess the substance of the plan at various stages of its development.

The recommendations from the 2006 on-campus ad hoc mission and vision committee reached the board of trustees at their winter retreat in February of 2007. With minor editing the draft mission and vision statements were adopted by the trustees and referred back to the newly formed strategic planning steering committee. See Section IV. below.

The board of trustees in retreat also devoted considerable analytical attention to the future external and internal environments within which the university will operate. They sought to connect their environmental assessments with the newly drafted mission and vision statements and, in a preliminary way, the trustees also discussed a range of strategic concepts that might challenge and inspire the planning process.

The work of the board of trustees was then referred to the steering committee and in March of 2007 the following mission and vision language was adopted, remaining unchanged to this date:

Mission Statement

Upper Iowa University provides student-centered undergraduate and graduate educational programs through flexible, multiple delivery systems in an environment in which diversity is respected, encouraged and nurtured.

Vision Statement

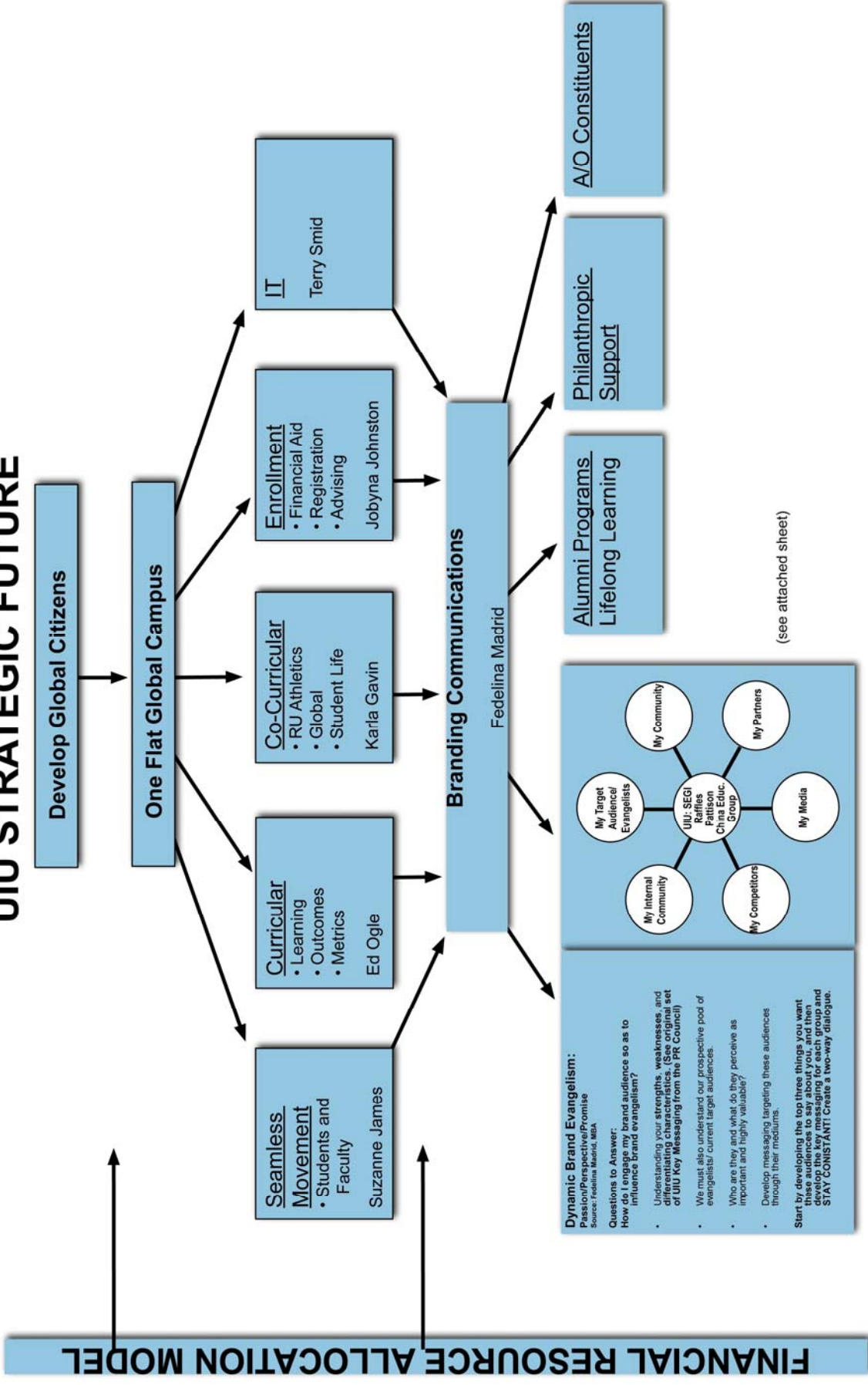
Upper Iowa University will be recognized and respected as an exceptional and ascending institution of higher learning, developing global citizens who become lifelong learners prepared for leadership within society.

The Mission Statement and most notably the Vision Statement have been the *drivers* of each step of the planning process that occupied the agendas of the steering committee beginning at its first meeting in March 2007 and all subsequent meetings. The question asked and which requires persistent asking is: “Does the strategic plan that has emerged hold the dual promise of faithful consistency with the mission statement and fulfillment over time of the inspirational demands of the vision statement?”

To begin to develop the answer to this seminal question, the steering committee next segmented the vision statement into five connected parts: (1) Recognized and Respected, (2) Exceptional and Ascending, (3) Global Citizens, (4) Life-long Learners, and (5) Leadership. For each segment a dedicated team of committee members conducted an environmental scan and began to think in terms of appropriate strategic responses that if successfully executed would hold the promise of vision fulfillment. *White Papers* were drafted by each of the teams and presented for committee discussion at its meeting in June 2007.

At the conclusion of the June 2007 meeting a synthesis of the White Papers was developed to serve as an overarching strategic guide. It appears as the next page of this plan. This guide served three principal purposes: (1) It begins to organize the emerging strategic plan into actionable components, the large mega-strategies that are critical to the plan’s achievement; (2) because they are actionable, each of these components could then be fleshed out in terms of goals, objectives, programs, plans and resource requirements; and (3) for the first time, those members of the steering committee who contributed to the development of this strategic guide were assigned planning responsibilities based on an

UIU STRATEGIC FUTURE



alignment of their personal and professional backgrounds with the content of each of the actionable components.

It is these same components that were presented in two public fora open to the campus community in September 2007 and then posted for open and public commentary on the UIU website for five weeks from October to early November 2007. Each comment or suggestion posted during the commentary period received a response from the steering committee.

The same planning documents were also subjected to student scrutiny during a series of focus groups conducted in October 2007.

It is the synthesis of each step of this process that combines to form the substance of the UIU strategic plan.

IV. Composition of the Steering Committee

The Steering Committee began as a group of 13 members consisting of a balanced mix of trustees, faculty, administrators and students. This core group was consciously expanded as the planning process proceeded so as to increase the visibility of the process, to bring new and specific talent to the planning effort, to attract widespread scrutiny and to grow the potential for ownership and advocacy. The final size of the committee approximated 25 members with most additions coming from on-campus constituents but also including an alumni representative. See Exhibit A for a list of Steering Committee members.

V. Implications of Continuous Strategic Planning

UIU's strategic plan is a balance of all available best judgments at a single point in time, early 2008. Because the pace and content of environmental change is so unpredictable and because the assessment of strategic opportunities, the attraction and development of supporting resources and all of the associated risks and rewards are so fluid, it is critical for UIU to adopt through policies and practices the habits of continuous strategic planning.

Continuous strategic planning requires that there be annual statements of performance goals and objectives beginning with the president and descending organizationally to include all individuals within the UIU organization whose work responsibilities are clearly connected to the achievement of the strategic plan. This practice of individual goals and objectives also requires that annual work plans be recommended and approved so that in combination they answer the question "What must I do this year, personally and through those I supervise, to ensure achievement of the institutional plan?" It is through these individualized statements of goals and objectives that accountability for performance results is established.

Continuous strategic planning also drives the operating budget process and forces a fresh annual look at assumptions about revenue sources, expense commitments and the allocation of resources.

It is this integration of work plans and budgets that forms the framework and context for strategic oversight by the board of trustees. There is a requirement and built-in opportunity for annual judgments about the continuing viability of the strategic course to which UIU is committed.

A final implication of continuous strategic planning is that this plan at this stage cannot and should not be devoted to the details of operating action. Those future action steps should be found in the annual work plans that guide the activities of those responsible for strategic action. Instead, it is important now to build the strategic framework, to express today's best assessment of opportunities, rewards and risk, and through that process to set UIU on a strategic path that because of continuous planning can be affirmed and reaffirmed, challenged and modified, through an institutionalized annual process of dialogue and approvals.

VI. UIU's Unique Strategic Opportunity

There is a confluence of UIU's history, its programmatic strengths and structural capacities for educational outreach, with mega-trends in education and society that form the framework of a unique strategic opportunity for the university.

The most pervasive and overarching trend is a worldwide commitment to globalization. That the world's economy is globalizing is indisputable. It is equally indisputable that for decades into the future UIU's students will be graduating into professional markets and a personal life-style environment that are filled with global implications. Only the pace of that globalization and its precise impact on the environment for professional and personal lives is in doubt.

This recognition of globalization and the certainty of its impact on UIU's students is the core assumption that underpins this strategic plan. Given that conclusion, a second core assumption is that UIU has a stewardship responsibility to develop and deliver educational outcomes that best prepare students for the global environment they will encounter as UIU alumni.

That commitment, however, must be subjected to the disciplines of fiduciary responsibilities. Can UIU fulfill its mission and vision within the limitations imposed by its history and its potential, both human and financial, to develop the necessary resources to successfully implement critically important plans and programs?

The confluence already noted is encouraging. UIU has a history and has demonstrated success when offering educational programs through a broad diversity of modalities: a residential campus, a system of regional campuses, electronic outreach and a network of educational programs at international sites.

This plan, therefore, defines UIU's strategic future around the core concepts of developing *global citizens* through educational outcomes on *one flat global campus* is not a stretch of credibility: UIU has relevant historical experience and credible performance and

so it is uniquely positioned to transform its present structure into a new strategic future without departing from but rather building on its current strengths and traditions.

VII. What is a Global Citizen?

It is important to begin with a definition of a global citizen because the concept of global citizenship is central to the recommended UIU strategic plan. But it is equally and perhaps more important to develop over time a UIU definition that is made unique and distinctive by the character of its student outcomes. These outcomes will be determined by the excellence and orientation of the curricular and co-curricular experiences that prepare UIU students for their professional and personal futures.

As a place to begin to evolve the UIU definition of a global citizen, the published work of the Association of American Colleges and Universities in their document *College Learning for the New Global Century* offers this assessment of “Essential Learning Outcomes”:

“Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

- *Knowledge of Human Cultures and the Physical and Natural World*
 - *Through study in the sciences and mathematics, Social sciences, humanities, histories, languages, and the arts*
- *Intellectual and Practical Skills, including*
 - *Inquiry and analysis*
 - *Critical and creative thinking*
 - *Written and oral communication*
 - *Quantitative literacy*
 - *Information literacy*
 - *Teamwork and problem solving*
- *Personal and Social Responsibility, including*
 - *Civic knowledge and engagement-local and global*
 - *Intercultural knowledge and competence*
 - *Ethical reasoning and action*
 - *Foundations and skills for lifelong learning*
- *Integrative Learning, including*
 - *Synthesis and advanced accomplishment across general and specialized studies”*

VIII. What is a Flat Global Campus?

The second strategic concept--*global citizen* was the first that is central to the UIU strategic plan is that of a *flat global campus*. As already noted, see Section VI above, UIU today enjoys a global campus. But it is not *flat* and therein is the origin of the larger

opportunity to bring a tangible level of distinctive uniqueness to UIU's strategic future that separates it from its peer and competitive institutions.

As the plan will specify, a UIU *flat global campus* means removing the barriers of past policies and practices in order to create the opportunities for seamless movement of students and faculty across the UIU global system of education. The barriers are both external and internal. Governments, for example, impose some of the barriers. But others are internal to UIU and require modifying or abandoning past practices so as to introduce newly formulated policies and programs that create a UIU *flat global campus* that promotes student outcomes that are consistent with developing *global citizens*.

IX. Dynamic External Environment

The board of trustees at their 2007 winter retreat and the early work of the steering committee devoted considerable energies to understanding the dynamics of the external environment and to the translation of those findings into educational outcomes. Reference has already been made to the existence of mega-trends and to the assumed impact of globalization. The UIU trustees and steering committee members used a number of source documents to factually inform their environmental dialogue, including Thomas L. Friedman's book *The World Is Flat* and a wide variety of publications that examine general population and social trends, the implications of the external environment to professional and career performance, and the changing expectations for the education of 21st century students.

Among the principal findings, these are some of the most noteworthy:

- Political barriers are disappearing as the world evolves toward efficient markets that reward quality and service at the lowest price;
- World population is aging and there is a growing and significant shortage of knowledge workers;
- Career opportunities are being created but students are being educated for "obsolete" jobs;
- Technology literacy is fast becoming a career competitive advantage;
- Multicultural skills including language proficiency will be in high demand;
- Written and oral communication skills will be critical ingredients of success;
- Creative problem solving and leadership skills will be highly sought attributes;
- Continuing education and lifelong learning will be essential to personal well being and professional success;
- Collaboration, networking and team building are replacing hierarchical, top down leadership qualities.

In higher education there is a proliferation of news that has accelerated during 2007 that describes how colleges and universities, large and small, public and private,

comprehensive research and liberal arts teaching, are developing strategies and making resource commitments to meet the educational demands of globalization.

For a selection of articles that describe UIU's external environment refer to Exhibit B and to *The World Is Flat* by Thomas L. Friedman, Farrar, Straus and Giroux, 2005.

X. Internal Environmental SWOT

Early work of the steering committee resulted in a comprehensive analysis of UIU's strengths, weaknesses, opportunities and threats. Some of the most important conclusions that connect directly to the strategic directions of this plan are:

1. Strengths

- UIU is not a newcomer, it has a 150 year academic presence;
- UIU has extensive experience educating students through multiple modalities;
- UIU has a rigorous curriculum of academic and professional programs;
- UIU's on-line program is strong and nationally recognized;
- UIU has existing global reach;
- UIU academic program is strong and through AQUIP is regularly subjected to internal critical assessment;
- UIU faculty is dedicated and strongly grounded in teaching and learning;
- UIU has an existing academic center in Fayette that has benefited from a sustained program of renovation and restoration;
- UIU student body has experienced steady overall growth in recent years;
- UIU student body is diverse, gender, ethnic, age, geographic and economic;
- UIU has a strong history and culture of being student-centered;
- UIU offers numerous opportunities for leadership development;
- UIU enjoys the competitive advantages that derive from a D-II athletic program;
- UIU enjoys financial stability including a balance sheet with untapped reserves and leverage potential.

2. Weaknesses

- UIU's central campus is not ideally located;
- UIU's host community, Fayette, is not economically strong and does not offer a competitive social/lifestyle environment for students, faculty and administrators;
- UIU's regional reputation continues to suffer from the 1980s history of weak enrollment and financial fragility;
- UIU's faculty size lacks competitive strength and is an obstacle to assuming major new strategic initiatives;
- UIU's Information Technology organization and infrastructure is under-funded and undermanned;
- UIU has a history of disruptive competition between the Residential University and the Extended University;

- **UIU's leadership opportunities for students are ad hoc and not formally part of the curriculum;**
- **UIU's student advisory function is described as uneven in application and generally in need of strengthening.**
- **UIU does not integrate its advisory function between the RU and EU;**
- **UIU has not enjoyed the benefits of a coordinated, centrally focused marketing and public relations strategy;**
- **UIU has a weak endowment and a persistent operating deficit for the RU.**

3. Opportunities

- **UIU has new leadership, starting with the president but also extending through much of the administration;**
- **UIU can exploit its existing global status;**
- **UIU has a significant opportunity to grow its on-line program;**
- **UIU has a significant opportunity to add successful EU centers;**
- **UIU can take advantage of new IT technologies to breakdown competing silos and interconnect the several parts of its academic enterprise;**
- **UIU has a newly unified academic governance structure to impose and monitor quality and optimize programmatic delivery;**
- **UIU is still small and agile with the potential to develop and react quickly and flexibly;**
- **UIU can encourage an entrepreneurial mind-set as it designs and implements new initiatives;**
- **UIU's newly staffed international organization has the capacity to add new international centers and to bring international students to the Fayette campus;**
- **UIU's newly staffed marketing organization can bring communication focus and clarity to its broad variety of stakeholder constituents.**

4. Threats

- **UIU's traditional market for students displays weakening demographics with no reversal in sight;**
- **UIU's market expansion strategies can face strong government obstacles, from the Federal government, domestic states and international jurisdictions;**
- **UIU's internal organization may prove to be resistant to change;**
- **UIU's ability to generate the resources necessary to the execution of this plan may prove to be too far a stretch.**

**XI. Principal Strategies:
Goals & Objectives, Responsibilities for Action,
Metrics for Success & Resource Implications**

Nine centers of activity calling for strategic responses have emerged from the work of the steering committee. In combination they form the core of the plan that calls for implementation. Outlined below are each of the principal strategies together with what is known today about their associated goals and objectives, organizational responsibilities for action, the metrics with which success can be measured over time and the best judgment about resource implications. As described above in Section V. Implications of Continuous Strategic Planning, the UIU strategic plan is a dynamic not a static engagement with the university's future. Each year during the budget process, and more frequently if operating circumstances warrant, there will be a formal opportunity to challenge, reaffirm, make suggestions, and in the end support or modify the strategic plan.

**1. STRATEGIC INITIATIVE:
INTRODUCE POLICIES AND PROGRAMS THAT CREATE THE
SEAMLESS MOVEMENT OF STUDENTS AND FACULTY**

1. **Summary of the Strategy:** Remove or minimize internal and external barriers and align policies to create a UIU academic and administrative structure that permits and promotes the seamless movement of students and faculty across the university. See Exhibit C of this plan for the complete text of the steering committee's assessments and recommendations.
2. **Goals & Objectives, Responsibilities, Metrics & Resources:**
 - a. Confer the same degree for the same major in the RU and EU.
 - i. Responsible: Registrar's Office
 - ii. Timeline: 6 months
 - iii. Metrics: Performance reviews and monitoring
 - iv. Resources: No incremental funding but allocated working time from faculty and staff.
 - b. Conduct a comprehensive academic review with the objective of aligning course content and administrative policies so as to reconcile differences between the RU and EU.
 - i. Responsible: Curriculum Committee
 - ii. Timeline: 1 to 3 years
 - iii. Metrics: Performance reviews and monitoring
 - iv. Resources: Incremental travel, training and conferencing expense: \$15,000
 - c. Seek optimum alignment of the RU and EU academic calendars while recognizing the presence of mitigating factors such as military schedules, international schedules, NCAA regulations, annual "teaching weeks" and the combination of day/evening classes.
 - i. Responsible: Ad hoc task force
 - ii. Timeline: 1 to 3 years

**2. STRATEGIC INITIATIVE:
CHALLENGE THE CURRICULUM & PEDAGOGY TO ACHIEVE THE
VISION OBJECTIVE OF “DEVELOPING GLOBAL CITIZENS”**

- 1. Summary of the Strategy: Develop an academic road map to serve as a guide for the allocation of resources. See Exhibit D of this plan for the complete text of the steering committee’s assessments and recommendations.**
- 2. Goals & Objectives, Responsibilities, Metrics & Resources:**
 - a. Articulate the unique characteristics of UIU instruction that define the strategic concept of a “global citizen”. Begin with the definition articulated by the Association of American Colleges & Universities, see Section VII of this plan, and conduct a comprehensive analysis of contemporary literature and internal documents so as to build an analytical framework and evolve the UIU definition over time.**
 - i. Responsible: AQIP Team**
 - ii. Timeline: Year 1**
 - iii. Metrics: Performance reviews and monitoring**
 - iv. Resources: No incremental funding but allocated working time from faculty and staff.**
 - b. Recommend measurable learning goals consistent with the UIU definition of a “global citizen” beginning with a comprehensive assessment of UIU’s general education requirements.**
 - i. Responsible: AQIP Team**
 - ii. Timeline: Year 1**
 - iii. Metrics: Performance reviews and monitoring**
 - iv. Resources: No incremental funding but allocated working time from faculty and staff.**
 - c. Conduct a comprehensive review of the UIU curriculum to determine the level of consistency between the learning goals recommended in b. above with (1) UIU’s general education requirements, and (2) the learning outcomes for each academic major.**
 - i. Responsible: AQIP Team**
 - ii. Timeline: Year 2**
 - iii. Metrics: Performance reviews and monitoring**
 - iv. Resources: No incremental funding but allocated working time from faculty and staff.**
 - d. Integrate new learning outcomes by introducing curricular innovations and changes consistent with c. above.**
 - i. Responsible: AQIP Team**
 - ii. Timeline: Year 3**
 - iii. Metrics: Performance reviews and monitoring**
 - iv. Resources: Incremental resources e.g. study abroad and curriculum innovating grants: \$300,000.**

**STRATEGIC INITIATIVE:
COMPREHENSIVE QUALITY ENHANCEMENT
OF THE ACADEMIC PROGRAM**

- 1. Summary of the Strategy: Develop a comprehensive strategy that improves academic quality by examining the strengths and weaknesses of the current academic program, the adequacy of the faculty structure and the quality of the administrative and facilities support.**
- 2. Goals & Objectives, Responsibilities, Metrics & Resources:**
 - a. Develop a plan that aligns faculty growth with enrollment growth.**
 - i. Responsible: President and academic leadership**
 - ii. Timeline: Immediate**
 - iii. Metrics: Annual budget and faculty/student ratio reports**
 - iv. Resources: Enrollment increases of 100 students per year for five years at 15:1 faculty ratio: \$906,400.**
 - b. Conduct a specialized programmatic review of all academic programs to improve the academic quality of the curriculum and the educational experience, make recommendations for reform and enhancement and connect those recommendations to a projection of desired student outcomes.**
 - i. Responsible: AQIP Team**
 - ii. Timeline: 1 to 3 years**
 - iii. Metrics: Performance reviews and monitoring**
 - iv. Resources: Consultants for reviews, accreditation site visits and program enhancements: \$400,000.**
 - c. Develop a plan to add faculty depth to majors identified as strategically “key”.**
 - i. Responsible: President and academic leadership**
 - ii. Timeline: Immediate and ongoing**
 - iii. Metrics: Performance reviews and monitoring**
 - iv. Resources: Cost if enrollment does not grow: \$300,000.**
 - d. Develop a plan to assess the strength and quality of the administrative, facilities and equipment support for faculty.**
 - i. Responsible: President and academic leadership**
 - ii. Timeline: Immediate and ongoing**
 - iii. Metrics: Performance reviews and monitoring**
 - iv. Resources: Replace Colgrove-Walker; build eCenter; expand science facilities: \$13,120,000.**
 - e. Create a single executive level function responsible for oversight and leadership for academic affairs across the UIU enterprise.**
 - i. Responsible: President**
 - ii. Timeline: Immediate**
 - iii. Metrics: Performance reviews and monitoring**
 - iv. Resources: Add academic dean: \$125,000.**
 - f. Introduce cross-representation on the Academic Governance Coordinating Committee and the Graduate Committee to create one**

single pipeline for all academic issues, along with a concurrent need for more office, classroom, and residence hall space as majors are added.

- i.* **Responsible:** President
- ii.* **Time-line:** Immediate
- iii.* **Metrics:** Performance reviews and monitoring
- iv.* **Resources:** No incremental funding but allocated working time from faculty and staff.

4. STRATEGIC INITIATIVE: CONTRIBUTE TO THE DEVELOPMENT OF “GLOBAL CITIZENS” BY PROVIDING CO-CURRICULAR LEARNING OPPORTUNITIES THAT COMPLEMENT THE FORMAL ACADEMIC PROGRAM

- 1. Summary of the Strategy:** Develop leadership, social and recreational life-skills that extend the learning outcomes of the core curriculum. See Exhibit E of this plan for the complete text of the steering committee’s assessments and recommendations.
- 2. Goals & Objectives, Responsibilities, Metrics & Resources:**
 - a.* Work within the constraints of the NCAA Division II rules and regulations to find ways to globalize the UIU athletic program including connecting EU students to the program and developing the potential for global recruitment of student-athletes.
 - i.* **Responsible:** UIU Athletic Department and the Office of International Programs
 - ii.* **Timeline:** Year 1 and continuing
 - iii.* **Metrics:** Performance reviews and monitoring
 - iv.* **Resources:** No incremental funding but allocated working time from faculty and staff.
 - b.* Expand the programmatic reach of the Office of Student Development by intensifying career development activities for RU students, connecting EU and international students and networking the programs to UIU alumni.
 - i.* **Responsible:** Office of Student Development
 - ii.* **Timeline:** Year 1 and continuing
 - iii.* **Metrics:** Performance reviews and monitoring
 - iv.* **Resources:** Compensation for two new positions in the Office of Career Development plus travel, office and additional unidentified support staff: \$182,500.
 - c.* Focus recreation and wellness programs on the concept of “global citizens” and offer programs to all UIU RU, EU and international students centers using telecommunication technologies
 - i.* **Responsible:** Office of Recreation and Wellness
 - ii.* **Timeline:** Year 1 and continuing
 - iii.* **Metrics:** Performance reviews and monitoring
 - iv.* **Resources:** Compensation for incremental new part-time position: \$20,500.

- d. **Initiate new leadership training programs for all UIU student centers using telecommunications technologies.**
 - i. **Responsible: Office of Leadership and Activities**
 - ii. **Timeline: Year 1**
 - iii. **Metrics: Performance reviews and monitoring**
 - iv. **Resources: Expense for outside speaker program and supporting personnel and office expenses: \$32,500.**
- e. **Strengthen co-curricular programs and services dedicated to international students.**
 - i. **Responsible: Office of International Programs**
 - ii. **Timeline: 1 to 3 years**
 - iii. **Metrics: Performance reviews and monitoring**
 - iv. **Resources: Compensation for incremental three new positions (Director of Study and Service Abroad, Coordinator of ESL and Curriculum Development, Director of Masters Program in Teaching ESL) plus support staff: \$80,000.**
- f. **Plan for a new facility on the Fayette campus whose mission is to serve as a center of student development, advising, tutoring and as a meeting space for the promotion of UIU as an academic seat of global studies.**
 - i. **Responsible: TBD**
 - ii. **Timeline: 5 plus years**
 - iii. **Metrics: TBD**
 - iv. **Resources: New University Center, \$13,000,000.**

**5. STRATEGIC INITIATIVE:
RECOMMEND POLICIES AND PROGRAMS THAT STRENGTHEN THE
ENROLLMENT, FINANCIAL AID, REGISTRATION AND ADVISING
SERVICES THAT CONTRIBUTE TO THE
DEVELOPMENT OF “GLOBAL CITIZENS”**

- 1. **Summary of the Strategy:** UIU must focus hard on attracting the “right” students (seriousness of purpose) in the “right” number (build the revenue base) and must align and re-design its admissions, registration and advising capacities to serve that objective. See Exhibit F of this plan for the complete text of the steering committee’s assessments and recommendations.
- 2. **Goals & Objectives, Responsibilities, Metrics & Resources:**
 - a. **Execute the already developed comprehensive enrollment plan to grow the non-athletic student body at the RU; work with president and faculty leadership to set annual enrollment targets consistent with the transformation of the academic program and the revenue requirements of the financial plan.**
 - i. **Responsible: Admissions Office**
 - ii. **Timeline: 1 to 3 years**
 - iii. **Metrics: Annual goals for non-athletic student body size**

- iv. **Resources: No incremental funding but allocated working time from faculty and staff.**
- b. **Develop a comprehensive review of all UIU admissions and acceptance policies and recommend changes to accomplish the seamless movement of students.**
 - i. **Responsible: Admissions Office**
 - ii. **Timeline: 1 to 3 years**
 - iii. **Metrics: Performance reviews and monitoring**
 - iv. **Resources: No incremental funding but allocated working time from faculty and staff.**
- c. **Review the drop/add policies for the RU and EU and reconcile conflicts with financial aid, billing and athletic eligibility.**
 - i. **Responsible: Ad hoc committee led by the RU and EU academic deans**
 - ii. **Timeline: 1 to 3 years**
 - iii. **Metrics: Performance reviews and monitoring**
 - iv. **Resources: No incremental funding but allocated working time from faculty and staff. No incremental funding but allocated working time from faculty and staff.**
- d. **Evaluate whether professional academic advisors should be added to staff the Fayette advisory service.**
 - i. **Responsible: RU academic leadership**
 - ii. **Timeline: 1 to 3 years**
 - iii. **Metrics: Performance reviews and monitoring**
 - iv. **Resources: Add academic advisor: \$40,000.**
- e. **Examine whether the EU advisory system needs to be enhanced.**
 - i. **Responsible: EU academic leadership**
 - ii. **Time-line: 1 to 3 years**
 - iii. **Metrics: Performance reviews and monitoring**
 - iv. **Resources: No incremental funding but allocated working time from faculty and staff.**

**6. STRATEGIC INITIATIVE:
STRENGTHEN THE INFORMATION TECHNOLOGY
INFRASTRUCTURE TO PROVIDE SECURITY AND THE
COMMUNICATIONS AND ADMINISTRATIVE CAPACITIES FOR A
SEAMLESS GLOBAL CAMPUS**

1. **Summary of the Strategy: Upgrade and enhance the UIU data-center to achieve state of the art security for data retention and disaster protection and install voice and video teleconferencing and other communications assets that tie together the UIU global campus.**
2. **Goals & Objectives, Responsibilities, Metrics & Resources:**
 - a. **Execute the comprehensive IT action plan that is included as Exhibit G of this plan.**

- i. **Responsible:** IT
- ii. **Timeline:** 1 to 3 years
- iii. **Metrics:** Performance against the IT action plan
- iv. **Resources:** Incremental compensation and supporting administrative costs plus capital and operating expense additions for equipment and software: \$11,522,840.

**7: STRATEGIC INITIATIVE:
DEVELOP THE PRACTICES AND PROGRAMS TO EFFECTIVELY
COMMUNICATE THE UIU MISSION AND VISION TO ALL
CONSTITUENT STAKEHOLDERS**

1. **Summary of the Strategy:** Introduce a program of educational services to advance the internal understandings of branding, marketing and communications; develop a comprehensive branding strategy that generates UIU awareness and effectively communicates the content and outcome benefits of this strategic plan. See Exhibit H of this plan for the full text of the steering committee’s assessments and recommendations.
2. **Goals & objectives, Responsibilities, Metrics & Resources:**
 - a. Create a training program designed to inform UIU faculty and administrators of the purposes and institutional benefits of a UIU branding, marketing and communications strategy.
 - i. **Responsible:** UIU marketing staff
 - ii. **Timeline:** Year 1
 - iii. **Metrics:** Performance reviews and monitoring
 - iv. **Resources:** No incremental expense
 - b. Develop a comprehensive UIU brand strategy including the language of a brand “promise”, an assessment of the continuing relevance of the UIU logo, an analysis of competitive branding, a design of a communications strategy to reach target audiences, an assessment of current perceptions of UIU as an athletic institution and the design of a plan that shifts perceptions to include UIU’s academic reputation
 - i. **Responsible:** UIU marketing staff
 - ii. **Timeline:** 1 to 3 years
 - iii. **Metrics:** Performance reviews and monitoring
 - iv. **Resources:** Compensation for incremental new staff position (Director of External Communications) compensation and related travel and office costs plus TBD for year 1 consulting expense and related internal support costs: \$337,500.

8. STRATEGIC INITIATIVE: DEVELOP A COMPREHENSIVE UIU ADVANCEMENT RESOURCE

1. **Summary of the Strategy:** The strategic plan will require the development of a comprehensive fund-raising program that uses the mission, vision and goals and objectives of the plan as a case statement to attract incremental financial support from alumni, parents, corporations, foundations and governmental entities.
 - a. **Responsible:** President
 - b. **Timeline:** Underway
 - c. **Metrics:** Aggregate fund-raising targets plus performance reviews and monitoring
 - d. **Resources:** Attraction of a chief advancement officer and appropriate staffing of the advancement office: \$240,000.

9. STRATEGIC INITIATIVE: DEVELOP STRATEGIES AND PLANS TO ENHANCE THE QUALITY OF GREATER-FAYETTE AS THE RESIDENTIAL, LIFE-STYLE AND ECONOMIC CENTER OF UIU'S FUTURE

1. **Summary of the Strategy:** The strategic plan places the Fayette campus at the center of UIU's global enterprise. The success of the plan will require attracting students, faculty, administrators and a wide variety of guests to Fayette. UIU must lead a long-term strategy that attracts economic and cultural strengths to the greater-Fayette community to enhance its presence as a desirable location to live and work.
 - a. **Responsible:** President
 - b. **Timeline:** Underway
 - c. **Metrics:** Performance reviews and monitoring
 - d. **Resources:** Incremental UIU expense to attract new capital and other forms of economic incentives for business development: \$664,000.

XIV: RISK DISCUSSION

This strategic plan calls for the implementation of a comprehensive program of interrelated strategic and programmatic initiatives. In their combination, the recommendations for action will result in a university whose mission is served by a vision that is at once inspiring and challenging. The process of implementation may require that UIU perform at a pace and in areas as yet uncharted that will stretch the university beyond its historic norms. There is, therefore, the need to discuss and anticipate what the principal risks are to the achievement of the plan's strategic outcomes.

One: Organizational Capacity:

The plan requires that the UIU organization lead and manage an incrementally more complex global organization of academic and administrative talent. Existing faculty and administrators must be motivated and trained to assume augmented roles. New faculty and administrators must be attracted to UIU to fill gaps in the base of essential talent. The expanded organization must be deployed efficiently and effectively so that the UIU mission is accomplished at the highest levels of perceived and real quality while delivering revenue and expense results that meet the financial requirements of a supporting business model.

Two: Cultural Capacity:

Related to the organizational discussion of risk, but deserving of distinction, is the question of how effectively the historic UIU teaching, learning and administrative cultures can be adapted to the demands of the strategic plan. The plan will require a dedication to performance excellence, to an institution-wide acceptance of accountability, to a deep and committed sense of urgency, to a willingness to abandon business and academic silos, and to an acceptance of the rigors and challenges of institutional change.

Three: Enrollment Transformation

The UIU strategic vision anticipates an ever-accelerating global transformation toward an interdependent society. The vision challenges the institution to educate and prepare its students, in a role of stewardship, for personal and professional participation in that society at levels that are individually meaningful and rewarding. The risk questions are: Can UIU successfully market the promises of its newly transformed educational outcomes to attract a global student body? Will students that are motivated to experience this globally purposeful education be attracted to UIU in sufficient numbers to build a successful business model? Can UIU attract a large enough share of the “global” market?

Four: Resource Realities

The financial model concludes that the demand for incremental resources associated with the nine strategic initiatives can be absorbed within UIU’s total financial capacity. However, it should not be ignored that important assumptions underlie this conclusion. Notable are two: First, that the strategic plan will require growth of the UIU revenue base fueled by a steady, incremental expansion of the student body; and second, that the model also predicts success for a newly energized and sustainable appeal for philanthropic support at levels never before enjoyed in UIU’s long history. Without these supporting resources, the implementation of the strategic plan will be jeopardized. That is the risk.

Five: Governance Strength & Integrity

Keeping resource commitments in balance, assessing the competence of the organization, monitoring results compared to plans and commitments, working to integrate all participants in UIU’s governance structure in a collaborative partnership—those are among the most important requirements for governance performance as the university undertakes the plan’s implementation. Governance success will contribute significantly to the realization of the strategic vision. Flawed or weak governance will add to the risk of underperformance.