June 3, 2013

Dear Friends:

The 2012-2013 fiscal year has brought significant change to Missouri S&T and the University of Missouri System, with new leadership at both the campus and system level, and the creation of this comprehensive strategic plan. It’s also been a year of great change for higher education at the national level. Faced with tightening budgets, technological disruption and increased public debate about the value of a college degree, institutions everywhere are coming to the realization that the days of “business as usual” are quickly drawing to a close.

At Missouri S&T, we aren’t waiting for an imminent crisis to force us to act. By undertaking this thorough and comprehensive strategic planning process over the last year, we are ready to move forward confidently into the future, rather than have decisions thrust upon us by external forces.

As I became immersed in all things S&T during my first year here, the campus community also learned more about me. You may recall that one of my hobbies is gardening, so it should not surprise you to learn that during my travels I have visited many parks and gardens, paying particular attention to the variety of thriving indigenous foliage and fauna, as well as to their diverse styles and forms. Denver gardens display riotous color and tamed wildness. Japanese gardens — serene and reflective — blend natural beauty and textures. English gardens produce a sense of order and elegance.

With its three phases of preparation, planting and nurturing, gardening is, in many ways, akin to leadership. Not all people feel comfortable with this analogy, however, because nurturing necessarily involves pruning, and that is sometimes difficult. Determining what to no longer do is often harder than determining what to do. Indeed, it took me some time to overcome my natural hesitancy to change the direction a plant was growing, or to move a tree that was not thriving in its current location. And I had to read numerous gardening books, and visit with many successful gardeners, to realize that pruning is essential for health and productivity.

Not until I planted roses did I truly appreciate the amount of attention — and pruning — required to help such plants thrive. In a broader context, though, I prefer to reach back into history and put our more modern concept of pruning into perspective. The Greek word airo is often translated to mean “pruning” or “removing,” but a more accurate interpretation may be “to lift up.” All of us could use a little lift now and then!

Like the best gardeners, we at Missouri S&T must realize that continuous improvement involves constant monitoring and adaptation (pruning). We must be nimble in implementing our focused yet dynamic strategic plan and prune those actions that do not bear desired fruit, so that our attention and resources are both directed and effective and our progress and success is ensured.
Chancellor’s Letter (continued)

**Preparation**

Our legacy over the past 143 years provides a remarkable foundation upon which to build. Together with traditions and structure, our understanding of S&T and its people energizes us to embrace the present and create the future. Rooted in this broad and inclusive strategic planning preparation — and upheld by standards that reflect what is important and guide our decisions — we envision a sense of place for the S&T of 2020 manifested by providing a top return on investment to our key customers. I am gratified to see that this comprehensive strategic planning process has helped clarify our mission and the strategy we employ to fulfill our overall vision, which is to be the first place people go for innovation in research, education and partnerships to address our world’s critical challenges.

**Planting**

Missouri S&T is a community not only of thought but also of action. Enhancing access to and interaction with renowned faculty and staff, services and experiential learning opportunities — hallmarks of the Missouri S&T experience — provides fertile soil for growth. With the many educational, research and business ventures in which our institution can, and does, take the lead, each of us — staff, administrators, faculty, alumni, and partners alike — must plant “seeds” that foster creativity, entrepreneurship and a culture of excellence. Embracing wholeheartedly the Missouri S&T strategy will help achieve sustainable growth, ensure the best yield, and enhance our reputation.

**Nurturing**

And let us not forget to water and (cross-)fertilize! The concepts of encouragement, engagement, cultural competency, inclusion, and building and growing relationships are characteristic of this plan. Given that most new advances cross disciplines and institutional boundaries, we must facilitate interdisciplinary and multi-institutional collaborations that add value beyond what could be accomplished alone. Further, to be most relevant and competitive in a global environment, we must continue to engage our customers and stakeholders in meaningful and open dialogue and to recognize and reward collective contributions to our mutual success.

We are most effective as a university if each one of us can answer the following three questions:

1. Where are we going?
2. How will we get there?
3. How do I fit in?
Answers to all of these questions lie within this plan and its dynamic nature. The answers to the first two questions are the same for each of us, and they originate in the vision, strategy statement and metrics. The answer to the third question is much more personal, and one that drives your own actions and decisions on a daily basis. I urge you to find that answer for yourself guided by the values, themes, levers and specific actions in the plan; regularly reflect on what other actions, priorities and opportunities might improve the plan’s evolution; and make your own contributions to our journey toward success.

This strategic plan is the fruit of an unusual process — one in which we flipped our perspective and viewed Missouri S&T from our customers’ point of view. Thousands of participants addressed how to provide a top return on investment for six key customer groups chosen from among 36 very important stakeholders.

The insights gained from this 180-degree shift requires us to think candidly about how we add value, change lives and help solve the world’s great challenges in education, energy, health, information, security and the environment.

Thousands of students, faculty, staff, alumni, business partners, research partners and others helped shape this plan; hundreds were instrumental in its development and are listed in Appendix B; still others have assumed leadership roles and are important resources for its implementation. I thank each of you for all that you have done and continue to do to achieve our vision. Special thanks go to the Strategic Planning Coalition, the Chancellor’s Cabinet, the six Customer Task Forces, and the extraordinary leadership, organization and dedication of co-chairs Dr. James A. Drallmeier and Dr. Warren K. Wray. I’m also grateful for the support and assistance of Krista Chambers in the Provost’s Office and Linda Bramel, in my office.

I am proud of all our accomplishments and am convinced that the seeds we’ve all planted this year will grow and prosper. Thank you for extraordinary and sustained effort in shaping an exciting future for Missouri S&T!

Warmest regards,

Cheryl B. Schrader, Ph.D.
Chancellor
Executive Summary

“We present ourselves as defenders of the new education whose adherents work not only with their heads, but with their hands; ... who delight to unravel the mysteries and solve the problems which nature lays before us, in accordance with the laws and logic of nature herself.”

With these words, one of our earliest civil engineering graduates, L.R. Grabill, class of 1878, aptly described the value of his education. He and his fellow “defenders of the new education” were about to take part in a great undertaking of innovation — one that would build the United States, still recovering from a bloody civil war, into one of the world’s great powers. By nurturing the innate curiosity of the students who entered the Missouri School of Mines, as we were then known, and instilling in them the knowledge they needed to build new systems of transportation, devise new tools and methods for discovery, and create new products and inventions, Missouri S&T played a substantial role in advancing the United States during the industrial age and beyond.

Grabill and his contemporaries would be proud to see that, more than 140 years after its founding, the institution that prepared them to address the challenges of their world has remained true to its original purpose.

Today, Missouri S&T continues to prepare its graduates to succeed by equipping them to “solve the problems which nature lays before us.” From the industrialization of America during Grabill’s time through the westward expansion, two World Wars, the Space Age and the Information Age, Missouri S&T, its graduates and its faculty have played crucial roles.

Missouri S&T is now poised to address the new great challenges facing our nation and world.

We continue to defend the new education. We do so by focusing on experiential learning — ensuring that our students learn not only from classroom lectures and readings, but also from the practical, hands-on learning and collaboration that have come to define the S&T education and set it apart from many others.

We continue to add value to our students, the employers that hire our graduates, our research partners and our philanthropic supporters. We do so by offering extraordinary access to world-class experts, services and experiential learning activities that leverage opportunity for our customers and partners.

We continue to provide an education like no other — one that adds tremendous value and prepares today’s students to unravel the mysteries that are certain to arise in future years.
Executive Summary

Missouri S&T’s Strategy Statement

As author Lewis Carroll said, “If you don’t know where you are going, any road will get you there.”

At Missouri S&T, our destination is clear and our pathway is defined:

**Missouri S&T will provide by 2020 a top return on investment among public research universities to students, employers, research partners and donors through extraordinary access to renowned expertise, services and experiential learning opportunities.**

Trends

Higher education is at a crossroads.

Missouri S&T, as well as numerous other universities across the nation, is faced with great challenges. They include:

- The need to remain affordable and accessible amid dwindling resources from state and federal sources. Today, the value of a college education is under more scrutiny than ever, so it’s crucial that Missouri S&T demonstrate that value in terms of offering a high return on investment.
- The need to be accountable to our students and their families, as well as the public, our research partners, donors, employers, state and federal funding agencies, and many others. Again, by demonstrating our value in specific, measurable terms, we will address this challenge.
- Changing demographics and globalization. As our world becomes more and more interconnected, Missouri S&T must address the requirements of a global society. This means preparing our students to enter a world that doesn’t look like it did 20 or even 10 years ago. Our graduates must be able to work and thrive in a world of diverse cultures and viewpoints.
- Environmental, fiscal and social sustainability. We must balance our need for fiscal solvency with our duty to uphold the greatest standards of integrity, environmental stewardship and social awareness. Universities must maintain the greatest ethical standards and serve as role models for the rest of the world.
- The pace of technological change continues to accelerate and disrupt conventional approaches to learning, discovery and engagement.
Executive Summary

- The need for more science, technology, engineering, mathematics (STEM) and technologically literate graduates to ensure economic vitality, global competitiveness and a better life for us all. As a technological research university, Missouri S&T in particular has a responsibility to meet the state's and nation's critical demands for more STEM graduates.

Some refer to these conditions as the “new normal” in higher education. We see this environment as an opportunity to demonstrate our distinct value as an innovative university well-positioned to address the great challenges facing our world. And we believe the strategy laid forth in this plan is imperative in this unique and uncertain time in the history of higher education.

Focus and trade-offs

An effective strategy requires focus. To arrive at that focus means a critical examination of every aspect of an organization to determine what practices or processes may require greater attention in order to sharpen that focus, and which areas should be de-emphasized. In crafting our strategy for achieving a top return on investment for our key customer groups, we have determined areas that will require more investment or attention, and areas that will require less.

To achieve our strategic goals, we will do more:

- **Innovative experiential learning opportunities**. To deliver a great return on investment for our undergraduate students, we commit to provide every one of them at least one significant experiential learning opportunity before they graduate. The opportunity could come in many forms, including a real-world work experience through an internship or cooperative education position, a study-abroad program, leadership or participation on one of our student design teams, or a research project with one of our world-class professors.

- **Focusing on the “jobs to be done” for our key customers**. Taking an outside-in look at our operations — from our customers’ point of view — has helped us to better understand what the needs of our customers truly are. While a student may enroll at S&T because of our reputation for providing outstanding academics, the bottom line for that student — the “job” she is asking us to do for her — is likely more pragmatic: to obtain a quality education to acquire a good job upon graduation or placement in a top graduate program, for example, as a pathway to a highly rewarding career.

- **Collaboration** — both among units on campus and with our sister campuses in the University of Missouri System, the UM System itself, and other strategic partners, such as research investors and employers of our graduates. We will continue to look at ways we can forge partnerships with others to meet the needs of our customers and provide the best possible return on investment.
Executive Summary

Consequently, we will do less:

- **Non-strategic hiring.** Every hiring decision will be determined in light of our strategic plan and with an understanding that new or vacant positions must support our strategic goals.
- **Silo thinking and decision-making.** In keeping with our desire to be more collaborative, we will make more decisions jointly and collectively as a university. We will look at enhancing partnerships both inside and outside of Missouri S&T.
- **Non-focused, non-selective engagements.** Every connection Missouri S&T makes with outside organizations will be intentional and, once again, based on how these connections support our strategic goals.

**Summary of implementation plan**

The Missouri S&T implementation plan has been nicknamed “The Big Bold,” because that is how we think of its transformational power. While it is not possible for Missouri S&T to achieve this plan without committed partners, faculty and staff will focus their most precious resource, their time, on the specific actions indicated and will identify how they personally and daily contribute to this overall strategy for success.

As we enter the first year of a seven-year plan that leads to our 150th anniversary as an institution, we have singled out particular levers and actions that require our immediate attention. More levers and actions than are likely doable are listed because we expect some will not produce the desired results, and we will refocus our resources on the next priorities. The implementation plan lists priority levers and actions that will be initiated in the first year of the plan and retains details on both current and delayed actions in Appendix A for future reference.

To highlight the plan’s first-year financial underpinnings, we list dollar amounts in the implementation plan tables for one-time and recurring investment commitments initiated in year one only. Those actions without specific dollar amounts in the implementation plan tables are likely at a stage where assumptions still need to be tested to enhance the action’s feasibility before funding is committed. Additional details related to such instances and to funding initiated in years two and beyond can be found in Appendix A.

This first year is a year of beginnings. Our strategic plan is overarching, so other planning activities, such as the campus master plan, marketing and communications plan, and comprehensive campaign plan, will be viewed through the lens of this document. Departments and units also will be determining how this strategic plan shapes their attention, actions and performance.
Executive Summary

**Total project cost and timeframe**

Similar to the implementation plan, financial impact information is limited to those actions where first-year funding is committed and where strategic initiative requests have been submitted. Costs associated with these actions are considered over a five-year horizon. Target costs are included for each lever with campus funding commitments or strategic initiative requests. A five-year overview of cumulative cost and rate funds related to these levers is provided, and breakdown of cumulative cost and rate funding by source over the five-year horizon and of year one are also included. The five-year overview of cumulative cost and rate funds approaches a $40 million investment.
Mission

Missouri S&T integrates education, research and application to create and convey knowledge that serves our state and helps solve the world’s great challenges.

Vision

Missouri S&T will be the leading public technological research university for discovery, creativity and innovation.

We will cultivate curiosity, creativity and confidence in our graduates. We will be the institution of choice for partners around the world seeking a highly qualified, talented and entrepreneurial workforce; innovative research; relevant educational programs, products and services; and technology and ideas to solve the great challenges of our time.

Values

Lifelong Success
We add exceptional value. The rewards of the Missouri S&T experience extend far beyond a college education, valued degree or gratifying career. The S&T experience prepares you for a fulfilling life defined by the confidence to succeed, a desire to excel and a love of learning that never stops.

Creativity
We are innovators. Building a better world demands a creative spark, innovative and entrepreneurial approaches, and curiosity to discover and explore new solutions to the world’s great challenges.

Integrity
We hold ourselves accountable for our actions. We strive to uphold the highest ethical standards, to conduct ourselves with trustworthiness and respect for all of humanity, and to instill in our campus community these same principles.

Sustainability
We live by example. As stewards of the public goodwill, the financial resources entrusted to us, and the environment, we emphasize resilient and sustainable practices in all our endeavors.

Partnerships
We are great partners. We focus on adding value and creating mutually beneficial partnerships. The solutions to today’s great challenges require agile collaboration, teamwork and engagement with our stakeholders, both on campus and in the greater business, civic, national and international communities.

Inclusion
We are an inclusive, welcoming community. We seek to build a creative learning environment marked by openness, understanding and valuing all people and perspectives.

1 University of Missouri System Board of Curators approved in September 2013
Missouri S&T will provide by 2020 a top return on investment among public research universities to students, employers, research partners and donors through extraordinary access to renowned expertise, services and experiential learning opportunities.

Missouri S&T’s reputation for providing an excellent return on investment (ROI) for students is well-documented by national publications and media outlets. We intend to build on that national reputation to provide a top ROI for all of our key customers — not only our students, but also the employers who hire them, the research partners who team with S&T and the donors who support S&T through their gifts.

For each of these customer groups, we will measure ROI based on a number of metrics, including:
• Starting salaries for undergraduate students.
• Engineering doctoral students per faculty.
• Number of graduate engineering/science distance/online programs, number of students enrolled via distance or online.
• National Science Foundation grant expenditures per faculty, number of invention disclosures.
• Employer satisfaction with hires.
• Donor satisfaction with the S&T giving experience.
• Third-party resources (such as PayScale, U.S. News & World Report recruiter assessment score)

Missouri S&T will become the institution of choice for partners seeking a highly qualified, talented and entrepreneurial workforce; innovative research; relevant educational programs, products and services; and technology and ideas that help solve the great challenges of our time. We will accomplish this by building mutually beneficial relationships, fostering trust and confidence, breaking down barriers to success, and demonstrating our value added as a global university that integrates cross-cultural understanding in all aspects of our educational enterprise.

An anticipated outcome of this focus on ROI is an enhanced visibility and awareness of Missouri S&T’s reputation as a leading technological research university.

We will benchmark our performance for each key customer group against select comparator universities.
Missouri S&T has identified six key customer groups:

- Undergraduate students
- Research-based graduate students
- Distance and online students
- Research investors
- Employers
- Donors

What sets S&T apart? First of all, our focus. Founded in 1870 as one of the first technological universities west of the Mississippi, Missouri S&T belongs to a select niche of institutions known collectively as “technological research universities.” These eight public and eight private institutions share common traits: a high percentage of STEM (science, technology, engineering and mathematics) and business majors, doctoral programs in STEM disciplines, a robust research enterprise, and thriving humanities and liberal arts programs.

Building on that focus, S&T provides:

- Direct, personal access to nationally and internationally known researchers, faculty, staff, and facilities
- A broad array of experiential learning opportunities for every student
- Innovative public and private partnerships that deliver solutions of global importance and local impact

S&T is committed to providing an inclusive environment that fosters creativity, innovation and an entrepreneurial spirit in all we do — from ground-breaking research to modes of learning to sustainable and ethical business practices.
Governance and Leadership

Governance and Leadership for Rising to the Challenge: Missouri S&T’s Strategy for Success

As our work becomes more complex, we can easily lose sight of the need for clarity. It becomes shrouded by the fog of too many actions, too many priorities, too many customers or stakeholders to worry about, and too many distractions. As one writer on leadership has said, “Growth creates complexity, which requires simplicity.” The need for clarity has never been greater.

Focus is a prerequisite for clarity. This governance and leadership approach for Rising to the Challenge: Missouri S&T’s Strategy for Success is structured to help us focus resolutely on our strategy as the common pathway to achieving our vision.

Built into this shared strategy for success are critical roles for leaders upon whom progress relies. Every action has an owner or owners who ensure the completion of the implementation plan while paying careful attention to predetermined shared metrics for success. We depend on the action owners to be proactive in soliciting ideas and incorporating diverse perspectives to the problem at hand. It is important to note that actions have lifetimes of their own, and although action owners may feel “ownership,” those actions not producing fruit in the necessary timeframe must give way to more productive options. In a sense, they must be pruned. This should not be considered failure, however; rather it is discovery of a better pathway on which to proceed.

Actions are the building blocks of levers, which by their very name indicate options or decisions made by the university that are aligned with our overall strategy for success. Lever leaders have been identified and are listed in Appendix C. These lever leaders are endowed with the authority and the responsibility to prune, lift up or plant new seeds to accomplish the predetermined lever metrics by fostering actions and nurturing their owners. The lever leaders together form a leadership board for the strategic planning progress manager, who reports directly to the chancellor. This board is responsible for bringing successes, alternatives and investment opportunities forward for consideration.

The chancellor, the chancellor’s cabinet and the strategic planning progress manager set the course for the institution. But this governance structure includes an additional unique element designed to foster creativity and innovation. It is an element of disruption and creativity that is unconstrained by the obligation to meet metrics or accomplish goals. This is the element of inspiration that must be nurtured equally well through the governance and leadership structure.

Built into the strategic plan is an innovation team of equal stature to the lever leaders; a team that can tap into additional funds to seize entrepreneurial opportunities, creativity and “a-ha” moments brought forward by individuals or groups interested in making a difference. Not all these ventures are expected to succeed, but they are integral representations of an innovative institution, one that is confident in taking measured risk and in establishing the pathway for the model university of the 21st century. This innovative governance and leadership structure is depicted on the following page.

Missouri S&T’s Strategy for Success will officially roll out in Fall 2013. In subsequent Fall events, the campus
Governance and Leadership

Chancellor's Cabinet membership, denoted with light green box, includes the chancellor; provost and executive vice chancellor for academic affairs; vice chancellor, finance and administration; vice chancellor, student affairs; vice chancellor, university advancement; associate vice chancellor, human resource services, affirmative action, diversity and inclusion; and assistant to the chancellor.

community and broader Missouri S&T family will learn about the plan's annual progress and how as individuals they can continue to connect to this strategy of success.

A formal process will be established to tie departmental and unit plans and individual accomplishments to the Missouri S&T strategy for success, and resource allocation will be based on unit and individual contributions.
Themes and Levers/Categories of Actions

<table>
<thead>
<tr>
<th>Themes</th>
<th>Levers/Categories of Actions</th>
</tr>
</thead>
</table>
| 1. Develop and inspire creative thinkers and leaders for life-long success | 1.1 Require all undergraduate students to participate in some significant experiential learning activity before they graduate.  
1.2 Foster innovation and creativity for faculty, staff and students.  
1.3 Establish database of measures to define student access to faculty and staff.  
1.4 *Create professional and leadership development opportunities for faculty, staff, alumni and students.*  
1.5 *Encourage and enhance collaboration in teaching and research.* |
| 2. Enhance reputation and raise visibility | 2.1 Employ transformative and focused hiring, including cluster hires, in selected areas of expertise to support best-in-class achievements.  
2.2 Leverage S&T as Missouri’s technological research university.  
2.3 Develop a culture of excellence in research, scholarship and creative activity among faculty, staff, and students.  
2.4 Create and implement a communication and marketing plan to raise the visibility of the campus and convey our return on investment.  
2.5 Modify our conventional methods of teaching and research to accommodate current and new technology that will enhance student learning and increase faculty productivity.  
2.6 *Improve infrastructure that enables faculty, graduate student and undergraduate student abilities and accomplishments.*  
2.7 Address administrative structural changes to facilitate strategy and enhance national visibility. |

*Notes: In-depth descriptions for themes and levers can be found in Appendix A. Italicized levers are to be initiated in year two or beyond.*
Themes and Levers/Categories of Actions

<table>
<thead>
<tr>
<th>Themes</th>
<th>Levers/Categories of Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Achieve sustainable growth to ensure best return on investment</td>
</tr>
<tr>
<td>3.1</td>
<td>Evaluate current academic programs and create, modify, eliminate or combine in order to ensure a relevant portfolio that supports S&amp;T's Carnegie classification as a national research university.</td>
</tr>
<tr>
<td>3.2</td>
<td>Centralize corporate relations to improve service to existing corporate partners and to identify and establish new partnerships for the purpose of increasing/enhancing research, economic development, credit and non-credit education, philanthropy, and the hiring of our graduates.</td>
</tr>
<tr>
<td>3.3</td>
<td>Improve facilities to enhance research and student learning, and expand experiential training.</td>
</tr>
<tr>
<td>3.4</td>
<td>Promote inclusion and increase diversity of faculty, staff and students to remain relevant and competitive in a global environment.</td>
</tr>
<tr>
<td>3.5</td>
<td>Create and implement a student and alumni lifetime engagement strategy.</td>
</tr>
<tr>
<td>3.6</td>
<td>Devise convenient technology-based methods of accessibility, communication and engagement with external constituents.</td>
</tr>
<tr>
<td>3.7</td>
<td>Market campus strengths and create a broad awareness of student opportunities and benefits to both domestic and international audiences.</td>
</tr>
<tr>
<td>3.8</td>
<td>Exercise leadership in sustainability on campus and in the community by modeling sustainability practices in daily operations and practicing environmental stewardship.</td>
</tr>
<tr>
<td>3.9</td>
<td>Conduct a comprehensive fundraising campaign to secure private support for identified campus priorities.</td>
</tr>
</tbody>
</table>

Notes: In-depth descriptions for themes and levers can be found in Appendix A. Italicized levers are to be initiated in year two or beyond.
## Themes and Levers/Categories of Actions

<table>
<thead>
<tr>
<th>Themes</th>
<th>Levers/Categories of Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Increase and facilitate meaningful access to and interaction with renowned faculty, staff and services.</td>
<td>4.1 Create a comprehensive distance and online education strategy.</td>
</tr>
<tr>
<td></td>
<td>4.2 Enhance instructional labs and methods of developing lab experiences.</td>
</tr>
<tr>
<td></td>
<td>4.3 <em>Enhance innovative use of technologies to improve and facilitate access.</em></td>
</tr>
<tr>
<td></td>
<td>4.4 Ensure renowned faculty teach/interact with undergraduate students.</td>
</tr>
<tr>
<td></td>
<td>4.5 Engage in transformative doctoral student recruiting/retention and placement.</td>
</tr>
<tr>
<td></td>
<td>4.6 <em>Improve student, faculty and staff mentoring and advising.</em></td>
</tr>
<tr>
<td></td>
<td>4.7 Identify and remove barriers to graduation and reduce time to degree for undergraduate and graduate students.</td>
</tr>
<tr>
<td></td>
<td>4.8 Expand access to renowned faculty through <em>enhanced recruiting and retention.</em></td>
</tr>
<tr>
<td></td>
<td>4.9 Promote non-traditional activities outside of classroom.</td>
</tr>
</tbody>
</table>

*Notes: In-depth descriptions for themes and levers can be found in Appendix A. Italicized levers are to be initiated in year two or beyond.*
Theme 1
Develop and inspire creative thinkers and leaders for life-long success

Metric

Number of academic programs and administrative departments that expect participation in sponsored or recognized opportunities that encourage creative thinking, innovation, entrepreneurship or leadership development by its students, faculty and staff.

Baseline

Current number of academic programs that require undergraduate student participation in substantial experiential opportunities (as defined in Action 1.1.1).

Target 2020

a. Each academic program requires 100% undergraduate student participation in some significant experiential learning activity and encourages graduate student participation.
b. Each department (academic and administrative) has an established plan for faculty and staff participation either as learners or advocates in developing creative thinkers and leaders.

1 Only Theme 1 actions initiated in the first year are shown in this section. All actions are given in Appendix A.
## Implementation Plan | Portfolio Management of Actions

**Lever 1.1:** Require all undergraduate students to participate in some significant experiential learning activity before graduation

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
<th>Recurring Costs</th>
<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1.1 Create a defining comprehensive list of activities that are supported by research as significant experiential activities</strong></td>
<td>Aug. 1, 2013</td>
<td>6 months</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Undergraduate Studies and Vice Chancellor for Student Affairs</td>
<td>Approval of comprehensive list by Provost</td>
</tr>
<tr>
<td><strong>1.1.2 Incorporate experiential/service learning into the core curriculum in all degree programs at any level beginning in the freshman year</strong></td>
<td>Jan. 1, 2014</td>
<td>18 months</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Undergraduate Studies</td>
<td>Percent of revised undergraduate programs approved</td>
</tr>
<tr>
<td><strong>1.1.5 Consult with the Director of Career Opportunities and Employer Relations to explore internship and externship opportunities in the summer and inter-sessions as well as during semesters</strong></td>
<td>Jan. 1, 2014</td>
<td>6 months</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Undergraduate Studies and Vice Chancellor for Student Affairs</td>
<td>List of opportunities</td>
</tr>
</tbody>
</table>
### Implementation Plan | Overview of Metrics

**Lever 1.1**: Require all undergraduate students to participate in some significant experiential learning activity before graduation

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
<th>Actions</th>
<th>Metric</th>
<th>Baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>By year 5 ensure that all undergraduate degree programs require a significant experiential learning activity</td>
<td><strong>1.1.1</strong>: Create a defining comprehensive list of activities that are supported by research as significant experiential activities</td>
<td>Approval of comprehensive list by Provost</td>
<td>No list exists</td>
<td><strong>Year 1</strong>: Gaining Provost approval</td>
</tr>
<tr>
<td><strong>Metric</strong>: Compliance by all departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong>: No departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second-Year Target</strong>: Faculty Senate approval of degree program requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fifth-Year Target</strong>: All undergraduate degree programs requiring experiential learning</td>
<td><strong>1.1.2</strong>: Incorporate experiential/service learning into the core curriculum in all degree programs at any level beginning in the freshman year</td>
<td>Degree requirements</td>
<td>No formal requirement for any degree program</td>
<td><strong>Year 1</strong>: Curriculum Committee approval</td>
</tr>
<tr>
<td></td>
<td><strong>1.1.5</strong>: Consult with the Director of Career Opportunities and Employer Relations to explore internship and externship opportunities in the summer and inter-sessions as well as during semesters</td>
<td>Develop list of opportunities</td>
<td></td>
<td><strong>Year 1</strong>: Develop list</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Year 2</strong>: Review and revise list of opportunities annually</td>
<td></td>
</tr>
</tbody>
</table>
### Lever 1.2: Foster innovation and creativity for faculty, staff and students

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
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<th>Revenue Benefit</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1 Create and promote an innovation team that solicits and considers creative suggestions from the S&amp;T family. Empower owners for implementation. Create a small fund to implement several each year.</td>
<td>July 1, 2013</td>
<td>7 years</td>
<td>Innovation Fund</td>
<td></td>
<td>$75,000</td>
<td></td>
<td>Chancellor, Strategic Planning Progress Manager</td>
<td>Success rate in reaching funded project metrics</td>
</tr>
<tr>
<td>1.2.2 Explore creating a Learning Commons with state-of-the-art collaborative technology, practice presentation rooms, experimental technology lab with video editing and 3D printing capability for teaching, learning, and research. (See Lever 3.9) Training on how to effectively use the commons would be included.</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Library Director, Chief Information Officer</td>
<td>Decision on implementing Learning Commons Facility</td>
</tr>
<tr>
<td>1.2.3 Devise a plan for TedX-like series for students, faculty and staff (e.g., experiential learning activities, professional development)</td>
<td>Oct. 1, 2013</td>
<td>2 years</td>
<td>Vice Provost for Undergraduate Studies and Human Resource Services time for data collection on usage</td>
<td>$2,500</td>
<td>$5,000</td>
<td></td>
<td>Vice Provost for Undergraduate Studies, Vice Provost for Graduate Studies, Human Resource Services</td>
<td>Plan and implementation</td>
</tr>
</tbody>
</table>
### Implementation Plan | Portfolio Management of Actions

**Lever 1.2:** Foster innovation and creativity for faculty, staff and students

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
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</thead>
<tbody>
<tr>
<td>1.2.5 Identify a series of co-curricular events (e.g., intersession or alternative spring break events) for interdisciplinary groups of students, faculty and/or staff focused on providing solutions for problem-solving, innovation or leadership.</td>
<td>Sept. 1, 2013</td>
<td>2 years</td>
<td>Faculty, staff and student time; faculty, staff and student funding to participate, when required; necessary facilities, as needed. Personnel time</td>
<td>Faculty and staff time; financial incentives for faculty to offer a course or activity (e.g., cover travel costs)</td>
<td>-</td>
<td>Vice Provost for Academic Affairs, Vice Provost for Undergraduate Studies, Vice Provost for Graduate Studies, Vice Chancellor for Student Affairs</td>
<td>Co-curricular events</td>
</tr>
<tr>
<td>1.2.6 Develop minor and certificate programs in leadership, entrepreneurship, humanitarian engineering and science, and creativity</td>
<td>Sept. 1, 2013</td>
<td>2 years</td>
<td>Personnel time</td>
<td>-</td>
<td>-</td>
<td>Vice Provost for Undergraduate Studies, Vice Provost for Graduate Studies, Vice Chancellor for Student Affairs</td>
<td>Programs developed</td>
</tr>
<tr>
<td>1.2.8 Identify ways in which graduate students’ research can be transformed into entrepreneurial application</td>
<td>July 1, 2013</td>
<td>2 years</td>
<td>Personnel time</td>
<td>Space</td>
<td>Funds to support activities</td>
<td>Vice Provost for Research, Vice Provost for Graduate Studies</td>
<td>Report recommending opportunities</td>
</tr>
</tbody>
</table>
### Lever 1.2: Foster innovation and creativity for faculty, staff and students

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</tr>
</thead>
<tbody>
<tr>
<td>1.2.10 Identify, develop and implement professional development plans to enhance leadership, creativity, and innovation for the staff in each department or unit <em>(See Action 2.4.4)</em></td>
<td>Oct. 1, 2013</td>
<td>5 years</td>
<td>Department / unit supervisor support; personnel time</td>
<td>$20,000 Year 2 and beyond</td>
<td>Human Resource Services</td>
<td>Develop department and unit plans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lever 1.2: Foster innovation and creativity for faculty, staff and students

<table>
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<tr>
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<th>Actions</th>
<th>Metric</th>
<th>Baseline</th>
<th>Targets</th>
</tr>
</thead>
</table>
| Innovation projects implemented | **1.2.1**: Create and promote an innovation team that solicits and considers creative suggestions from the S&T family. Empower owners for implementation. Create a small fund to implement several each year. | Success rate in reaching funded project metrics | No team or funds exist | **Year 1**: Create team, guidelines and plans for dissemination.  
**Year 2**: Achieve 80% success rate in reaching funded project metrics. |
| **1.2.2**: Explore creating a Learning Commons with state-of-the-art collaborative technology, practice presentation rooms, experimental technology lab with video editing and 3D printing capability for teaching, learning and research. Training on how to effectively use the commons would be included. ([See Lever 3.9](#)) | Decision on implementing Learning Commons Facility | | Develop list of learning commons needs  
Develop recommendations for collaborative technology and training needs  
Review and revise list of opportunities annually |
**Implementation Plan | Overview of Metrics**

**Lever 1.2:** Foster innovation and creativity for faculty, staff and students

<table>
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</thead>
</table>
| Innovation projects implemented | 1.2.3: Devise a plan for TedX-like series for students, faculty and staff (e.g., experiential learning activities, professional development) | Develop a plan for implementing TedX and evaluate | Percent usage in learning activities | Year 1: Develop a plan for implementing TedX and evaluate  
Year 2: Implement plan |
| | 1.2.5: Identify a series of co-curricular events (e.g., intersession or alternative spring break events) for interdisciplinary groups of students, faculty and/or staff focused on providing solutions for problem-solving, innovation or leadership | Identify and schedule co-curricular events | Historical | Year 1: Number of faculty, staff, and students involved in key events  
Year 2: Percent increase in number of faculty, staff, or students involved in key events |
| | 1.2.6: Develop minor and certificate programs in leadership, entrepreneurship, humanitarian engineering and science, and creativity. | Programs developed | Calendar Year 2012 | Year 1: Calendar Year 2012 +1 program added  
Year 2: Add 1 more program |
**Implementation Plan | Overview of Metrics**

**Lever 1.2: Foster innovation and creativity for faculty, staff and students**

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<th>Targets</th>
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</thead>
</table>
| Innovation projects implemented | **1.2.8**: Identify ways in which graduate students’ research can be transformed into entrepreneurial application | Report of opportunities    | Historical   | **Year 1**: Report recommendations and opportunities  
**Year 2**: Implement |
|                    | **1.2.10**: Identify, develop and implement professional development plans to enhance leadership, creativity and innovation for the staff in each department or unit | Professional development plans | Historical   | **Year 1**: Identify needs and resources  
**Year 2**: Develop plans  
**Year 5**: Implement plans |
### Lever 1.3: Establish database of measures to define student access to faculty and staff

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
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<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.1: Define meaningful interaction with students</td>
<td>July 1, 2013</td>
<td>6 months</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Undergraduate Studies and Vice Provost for Graduate Studies, Vice Chancellor for Student Affairs, Department chairs, Institutional Research</td>
<td>Benchmarking metrics of meaningful student interaction</td>
</tr>
<tr>
<td>1.3.2: Obtain data on number of faculty and other parameters</td>
<td>Jan. 1, 2014</td>
<td>6 months</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Institutional Research</td>
<td>Benchmark ratios to national standards and comparator universities</td>
</tr>
<tr>
<td>1.3.3: Obtain data on number of professional/exempt staff and other parameters</td>
<td>Jan. 1, 2014</td>
<td>6 months</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Institutional Research</td>
<td>Benchmark ratios to national standards and comparator universities</td>
</tr>
<tr>
<td>1.3.4: Coordinate a hiring plan with Levers 2.1 and 2.2 for faculty and staff in line with established ratios and accepted definition of meaningful interaction</td>
<td>Jan. 1, 2014</td>
<td>6 months</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost</td>
<td>Completion of recommendations</td>
</tr>
</tbody>
</table>
### Lever 1.3: Establish database of measures to define student access to faculty and staff

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Recommendation on metrics to define student-faculty interaction</td>
<td><strong>1.3.1</strong>: Define meaningful interaction with students</td>
<td>Benchmarking metrics of meaningful student interaction</td>
<td>Current organizational structure</td>
<td><strong>6-month Target</strong>: Submittal of recommendation</td>
</tr>
<tr>
<td></td>
<td><strong>1.3.2</strong>: Obtain data on number of faculty and other parameters</td>
<td>Data on number of faculty and other parameters defined in 1.3.1</td>
<td></td>
<td><strong>Year 1</strong>: Obtain appropriate data for S&amp;T and comparator institutions</td>
</tr>
<tr>
<td></td>
<td><strong>1.3.3</strong>: Obtain data on number of professional/exempt staff and other parameters</td>
<td>Data on number of professional/exempt staff and other parameters defined in 1.3.1</td>
<td></td>
<td><strong>Year 1</strong>: Obtain appropriate data for S&amp;T and comparator institutions</td>
</tr>
<tr>
<td></td>
<td><strong>1.3.4</strong>: Coordinate a hiring plan with Levers 2.1 and 2.2 for faculty and staff in line with established ratios and accepted definition of meaningful interaction</td>
<td>Completion of hiring plan</td>
<td></td>
<td><strong>Year 1</strong>: Completion of recommendation <strong>Target 2020</strong>: Full implementation of the hiring plan</td>
</tr>
</tbody>
</table>
Implementation Plan/Actions and Metrics

Theme 2

Enhance reputation and raise visibility

Metric 1

Percentage of General Operating Revenue dedicated to institutional marketing and visibility efforts comparable to best-in-class universities (Baseline: 0; Target 2020: 1%)

Metric 2

Increase the number of additional faculty members through strategic hiring to leverage S&T as Missouri’s technological research university (Baseline: 0; Target 2020: 100)

¹ Only Theme 2 actions initiated in the first year are shown in this section. All actions are given in Appendix A.
### Implementation Plan | Portfolio Management of Actions

**Lever 2.1:** Employ transformative and focused faculty hiring and retention, including cluster hires in select areas of expertise to support best in class (BIC) achievements

<table>
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<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
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<th>Resources Required</th>
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<th>Recurring Costs</th>
<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Identify two BIC areas for investment and initiate discussion on another two BIC areas</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost, Vice Provost for Research, Chancellor</td>
<td>Detailed description of BIC areas for investment</td>
</tr>
<tr>
<td>2.1.2: Develop and implement a process to transparently allocate all faculty positions to impact strategic plan and progress on unit performance measures (related to Action 2.3.1 and used in Action 2.2.4)</td>
<td>July 1, 2013</td>
<td>7 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost, Chancellor</td>
<td>Number of open and new faculty positions allocated to impact strategic plan and progress on unit performance measures</td>
</tr>
<tr>
<td>2.1.3: Develop and implement a process to allocate faculty raises aligned with the strategic plan to address retention and reward high productivity</td>
<td>July 1, 2013</td>
<td>7 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost, Chancellor</td>
<td>GRA allocated faculty raises for retention/productivity</td>
</tr>
<tr>
<td>2.1.4: Identify and pursue companies, foundations and individual donors for charitable gifts to hire two national academy stature faculty in endowed chair positions in strategic areas #1 and #2</td>
<td>July 1, 2013</td>
<td>7 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Chancellor for University Advancement, Vice Provost for Research</td>
<td>Number of national academy stature faculty hired</td>
</tr>
<tr>
<td>2.1.5: Hire four faculty to complement each endowed chair hired under Action 2.1.4</td>
<td>July 1, 2015</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost</td>
<td>Complementary faculty associated with the endowed chair</td>
</tr>
<tr>
<td>2.1.6: Identify and pursue companies, foundations and individual donors to fund startup packages</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Chancellor for University Advancement, Department Chairs</td>
<td>Report on potential funding for startup packages</td>
</tr>
</tbody>
</table>
**Lever 2.1**: Employ transformative and focused faculty hiring and retention, including cluster hires in select areas of expertise to support best in class (BIC) achievements

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<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.7: Finalize third and fourth BIC areas for investment beginning in year 2</td>
<td>See Action 2.1.1</td>
<td></td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost, Vice Provost for Research, Chancellor</td>
<td></td>
</tr>
<tr>
<td>2.1.8: Identify and pursue companies, foundations and individual donors for charitable gifts to hire two national academy stature faculty in endowed chair positions in strategic areas #3 and #4</td>
<td>July 1, 2013</td>
<td>7 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Chancellor for University Advancement, Vice Provost for Research</td>
<td>Number of national academy stature faculty hired</td>
</tr>
<tr>
<td>2.1.9: Hire four faculty to complement each endowed chair hired under Action 2.1.8</td>
<td>July 1, 2016</td>
<td>4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provost</td>
<td>Complementary faculty associated with the endowed chair</td>
</tr>
</tbody>
</table>
**Lever 2.1:** Employ transformative and focused faculty hiring and retention, including cluster hires in select areas of expertise to support best in class (BIC) achievements

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<th>Baseline</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Number of Phase 2 strategic faculty hires</td>
<td>2.1.1 and 2.1.7: Identify two BIC areas for investment</td>
<td>Detailed description of BIC areas for investment</td>
<td>None</td>
<td>Year 1: Detailed description of four BIC areas for investment</td>
</tr>
<tr>
<td>Baseline: 0</td>
<td></td>
<td></td>
<td></td>
<td>Year 1: 0</td>
</tr>
<tr>
<td>Year 1 Target: 0</td>
<td></td>
<td></td>
<td></td>
<td>Year 7: All open and new positions filled strategically</td>
</tr>
<tr>
<td>Year 7 Target: 20 new</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Phase 2 strategic faculty hires</td>
<td>2.1.2: Develop and implement a process to transparently allocate all faculty positions to impact strategic plan and progress on unit performance measures (related to Action 2.3.1 and used in Action 2.2.4)</td>
<td>Number of open and new faculty positions allocated to impact strategic plan and progress on unit performance measures</td>
<td>0</td>
<td>Year 1: 0</td>
</tr>
<tr>
<td>Baseline: 0</td>
<td></td>
<td></td>
<td></td>
<td>Year 7: All open and new positions filled strategically</td>
</tr>
<tr>
<td>Year 1 Target: 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 Target: 20 new</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Phase 2 strategic faculty hires</td>
<td>2.1.3: Develop and implement a process to allocate faculty raises aligned with the strategic plan to address retention and reward high productivity</td>
<td>GRA allocated faculty raises for retention/productivity</td>
<td>No common process</td>
<td>Year 1: Merit pool + additional pool for high productivity (See Lever 2.3)</td>
</tr>
<tr>
<td>Baseline: 0</td>
<td></td>
<td></td>
<td></td>
<td>Year 5: Sustainable raise pool to address retention and high productivity</td>
</tr>
<tr>
<td>Year 1 Target: 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 Target: 20 new</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Phase 2 strategic faculty hires</td>
<td>2.1.4: Identify and pursue companies, foundations and individual donors for charitable gifts to hire two national academy stature faculty in endowed chair positions in strategic areas #1 and #2</td>
<td>Number of national academy stature faculty hired</td>
<td>0</td>
<td>Year 3: 1</td>
</tr>
<tr>
<td>Baseline: 0</td>
<td></td>
<td></td>
<td></td>
<td>Year 4: 2 (See Lever 3.9)</td>
</tr>
<tr>
<td>Year 1 Target: 0</td>
<td></td>
<td></td>
<td></td>
<td>Year 5: 1 (See Lever 3.9)</td>
</tr>
<tr>
<td>Year 7 Target: 20 new</td>
<td></td>
<td></td>
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</table>
**Lever 2.1:** Employ transformative and focused faculty hiring and retention, including cluster hires in select areas of expertise to support best in class (BIC) achievements.

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<tbody>
<tr>
<td>Number of Phase 2 strategic faculty hires</td>
<td><strong>2.1.5:</strong> Hire four faculty to complement each endowed chair hired under Action 2.1.4</td>
<td>Complementary faculty hired through process led by each of the endowed chairs</td>
<td>0</td>
<td>Year 4: 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 7: 8 (4 each)</td>
</tr>
<tr>
<td><strong>Baseline:</strong> 0</td>
<td><strong>2.1.6:</strong> Identify and pursue companies, foundations and individual donors to fund startup packages</td>
<td>Report on potential funding for startup packages</td>
<td>0</td>
<td>Year 1: Report completed (See Lever 3.9)</td>
</tr>
<tr>
<td><strong>Year 1 Target:</strong> 0</td>
<td><strong>2.1.7:</strong> Finalize third and fourth BIC areas investment beginning in year 2 <em>(See Action 2.1.1)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 7 Target:</strong> 20 new</td>
<td><strong>2.1.8:</strong> Identify and pursue companies, foundations and individual donors for charitable gifts to hire two national academy stature faculty in endowed chair positions in strategic areas #3 and #4</td>
<td>Number of national academy stature faculty hired</td>
<td>0</td>
<td>Year 4: 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 7: 2 (See Lever 3.9)</td>
</tr>
<tr>
<td></td>
<td><strong>2.1.9:</strong> Hire four faculty to complement each endowed chair hired under Action 2.1.8</td>
<td>Complementary faculty hired through process led by each of the endowed chairs</td>
<td>0</td>
<td>Year 5: 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 7: 8</td>
</tr>
</tbody>
</table>
## Implementation Plan | Portfolio Management of Actions

**Lever 2.2:** Leverage S&T as Missouri's technological research university

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
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<th>Duration</th>
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<th>One-Time Costs</th>
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<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.2.1:</strong> Increase S&amp;T's undergraduate enrollment by 500 by 2020</td>
<td>July 1, 2013</td>
<td>7 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost and Dean of Enrollment Management</td>
<td>Undergraduate enrollments</td>
</tr>
<tr>
<td><strong>2.2.2:</strong> Increase S&amp;T's Ph.D. enrollment by 200-400 by 2020</td>
<td>July 1, 2013</td>
<td>7 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost of Graduate Studies</td>
<td>Number of PhDs</td>
</tr>
<tr>
<td><strong>2.2.3:</strong> Increase the number of T/TT (NTT) faculty members by 67 (33) to achieve an overall student-to-faculty ratio of 16-1 (12 T/TT faculty in conjunction with Lever 2.1 focused areas in Phase 1 hiring)</td>
<td>July 1, 2013</td>
<td>7 years</td>
<td>Fund in three phases</td>
<td>Phase 1: $1,000,000</td>
<td>Phase 1: $4,220,000</td>
<td>Phase 1: $4,220,000</td>
<td>Provost, Vice Provost for Research, Department Chairs</td>
<td>Number of T/TT and NTT faculty</td>
</tr>
<tr>
<td><strong>2.2.4:</strong> Transparently allocate as defined in Action 2.1.2 all open and new faculty positions to impact strategic plan and progress on unit performance measures</td>
<td>July 1, 2013</td>
<td>7 years</td>
<td>Personnel time</td>
<td>Phase 1: $3,000,000 (estimated 25 open lines in years 1 and 2)</td>
<td>Phase 1: $4,220,000</td>
<td>Phase 1: $4,220,000</td>
<td>Provost, Chancellor</td>
<td>Number of positions filled in line with strategic plan and progress on unit performance measures</td>
</tr>
<tr>
<td><strong>2.2.5:</strong> Increase the number of technical/specialized staff members by 30 to support faculty and strategic program activities</td>
<td>July 2013</td>
<td>7 years</td>
<td>Personnel time</td>
<td>Phase 1: $70,000</td>
<td></td>
<td></td>
<td>Department Chairs</td>
<td>Number of full-time tech and specialized staff members</td>
</tr>
</tbody>
</table>
### Implementation Plan | Portfolio Management of Actions

**Lever 2.2:** Leverage S&T as Missouri's technological research university

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
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<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.6: S&amp;T will develop specific agreements with UM campuses and possibly other academic institutions to collaborate in delivering courses and degrees that enhance the current portfolios on each campus</td>
<td>Sept. 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost</td>
<td>MOU agreements between campuses - Year 1 target is one new agreement.</td>
</tr>
</tbody>
</table>
### Lever 2.2: Leverage S&T as Missouri’s technological research university

<table>
<thead>
<tr>
<th>Metric for Levers</th>
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<th>Baseline</th>
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<tbody>
<tr>
<td><strong>Metric</strong>: Student-to-faculty ratio (16:1); undergraduate enrollment; graduate enrollment; new signed MOUs</td>
<td>2.2.1: Increase S&amp;T’s undergraduate enrollment by 500 by 2020</td>
<td>Undergraduate enrollment numbers</td>
<td>AY12/13 enrollment numbers</td>
<td><strong>Year 1</strong>: Increase UG enrollment by 90&lt;br&gt;&lt;br&gt;<strong>Year 7</strong>: Increase UG enrollment by 500</td>
</tr>
<tr>
<td><strong>Baseline</strong>: 17:1; Fall 2012; no new MOUs</td>
<td>2.2.2: Increase S&amp;T’s Ph.D. enrollment by 200-400 by 2020</td>
<td>Number of PhD students</td>
<td>AY12/13 enrollment numbers</td>
<td><strong>Year 1</strong>: Increase the number of PhD students by 19&lt;br&gt;&lt;br&gt;<strong>Year 7</strong>: Increase the number of PhD students by 200-400</td>
</tr>
<tr>
<td><strong>Year 1 target</strong>: 17:1; 90, 19; 1 MOU</td>
<td><strong>Year 7 target</strong>: 16:1; 500; 200-400; 3 MOUs</td>
<td>2.2.3: Increase the number of T/TT (NTT) faculty members by 67 (33) to achieve an overall student-to-faculty ratio of 16-1 (12 T/TT faculty hired in Phase 1 in conjunction with Lever 2.1)</td>
<td>Number of T/TT and NTT faculty</td>
<td><strong>Year 1</strong>: Increase by 16 by Year 1 (and another 17 by Year 2 in Phase 1)&lt;br&gt;&lt;br&gt;<strong>Year 7</strong>: Increase by 100</td>
</tr>
<tr>
<td></td>
<td>2.2.4: Transparently allocate as defined in Action 2.1.2 all open and new faculty positions to impact strategic plan and progress on unit performance measures</td>
<td>Number of positions filled in line with strategic plan and progress on unit performance measures</td>
<td>0</td>
<td><strong>Year 1</strong>: Increase by 16 new by Year 1 (and another 17 new by Year 2 in Phase 1); Fill 25 open positions strategically&lt;br&gt;&lt;br&gt;<strong>Year 7</strong>: All open and new positions filled strategically</td>
</tr>
</tbody>
</table>
# Implementation Plan | Overview of Metrics

**Lever 2.2**: Leverage S&T as Missouri’s technological research university

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Metric</strong>: Student-to-faculty ratio (16:1); undergraduate enrollment; graduate enrollment; new signed MOUs</td>
<td><strong>2.2.5</strong>: Increase the number of technical/specialized staff members by 30 to support STEM activities</td>
<td>Number of technical/specialized staff on campus</td>
<td>Number of AY12/13 technical/specialized staff</td>
<td>Year 1: Increase by 1; Year 7: Increase by 30</td>
</tr>
<tr>
<td><strong>Baseline</strong>: 17:1; Fall 2012; no new MOUs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1 target</strong>: 17:1; 90, 19; 1 MOU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 7 target</strong>: 16:1; 500; 200-400; 3 MOUs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.2.6</strong>: S&amp;T will develop specific agreements with UM campuses and possibly other academic institutions to collaborate in delivering courses and degrees that enhance the current portfolios on each campus</td>
<td>Number of MOUs</td>
<td>No agreements</td>
<td>Year 1: 1 MOU; Year 7: 3 MOUs</td>
<td></td>
</tr>
</tbody>
</table>
**Lever 2.3: Develop a culture of excellence in research, scholarship and creative activity among faculty, staff and students**

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
<th>Recurring Costs</th>
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<th>Owner(s)</th>
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<tbody>
<tr>
<td>2.3.1 Develop and implement performance-based resource allocation models commensurate with degree offerings, including productivity in research, scholarship and creative works (<em>See Actions 1.3.1 and 3.1.1</em>)</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost</td>
<td>Inter-department general revenue appropriations distribution models</td>
</tr>
<tr>
<td>2.3.2 Identify and take actions to improve the metrics that contribute to increasing the national ranking of five graduate programs (<em>See Action 3.1.2</em>)</td>
<td>July 1, 2014</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost, Vice Provost for Graduate Studies, Department Chairs</td>
<td>Select five departments and measures used in graduate rankings</td>
</tr>
<tr>
<td>2.3.3 Be selected to lead a National Science Foundation Engineering Research Center-type center</td>
<td>July 1, 2014</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Research</td>
<td>Number of NSF ERC-type centers</td>
</tr>
<tr>
<td>2.3.4 Establish two new sustainable industry-funded research consortia</td>
<td>July 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td>$140,000 (as determined)</td>
<td></td>
<td></td>
<td>Vice Provost for Research</td>
<td>Number of new industry-funded research consortia</td>
</tr>
<tr>
<td>2.3.5 Establish programs and facilities to host visiting world-class faculty</td>
<td>July 1, 2014</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost</td>
<td>Number of world-class faculty hosted</td>
</tr>
<tr>
<td>2.3.8 Expand research and entrepreneurial opportunities for undergraduate students, including the Opportunities for Undergraduate Research Experiences program</td>
<td>July 1, 2014</td>
<td>4 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Undergraduate Studies</td>
<td>Number of UG students enrolled in course 390 and/ or supported by external research funding</td>
</tr>
</tbody>
</table>
### Implementation Plan | Portfolio Management of Actions

**Lever 2.3**: Develop a culture of excellence in research, scholarship and creative activity among faculty, staff and students

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<tbody>
<tr>
<td><strong>2.3.9</strong>: Balance teaching and research relative to comparator institutions by enforcing workload policy</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Department Chair Council, Provost</td>
<td>Number of departments with workload policy in place</td>
</tr>
<tr>
<td><strong>2.3.10</strong>: Develop and implement a new program to instill a culture of excellence in research, scholarship and creative works in early career faculty</td>
<td>July 1, 2013</td>
<td>2 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Department Chairs</td>
<td>Improvement in annual department defined research, scholarship and creative activity metrics</td>
</tr>
<tr>
<td><strong>2.3.11</strong>: Develop and implement a new program to instill a culture of excellence in research, scholarship and creative works in doctoral students</td>
<td>July 1, 2014</td>
<td>2 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Graduate Studies, Department Chairs</td>
<td>Improvement in annual department defined research, scholarship and creative activity metrics</td>
</tr>
</tbody>
</table>
**Lever 2.3:** Develop a culture of excellence in research, scholarship and creative activity among faculty, staff and students

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</table>
| **Metric:** Improvement in annual department-defined research, scholarship and creative activity metrics | 2.3.1: Develop and implement performance-based resource allocation models commensurate with degree offerings, including productivity in research, scholarship and creative works | Inter-department general revenue appropriation distribution models | Historical | Year 1: Department performance-based resource allocation model  
Year 5: Distribution model implemented |
| **Baseline:** Calendar Year 2012 ($28.5 million research expenditures; 14 citations per tenure/tenure track faculty) | **Year 1 Target:** $29M research expenditures; 15 citations per tenure/tenure track faculty | **Year 7 Target:** $40M research expenditures; 20 citations per tenure/tenure track faculty | **Year 1:** Metrics identified and department-specific actions identified  
**Year 5:** Improvement in measures equivalent to schools in next tier |
| **2.3.2:** Identify and take actions to improve the metrics that contribute to increasing the national ranking of five graduate programs | Select five departments and measures used in graduate rankings | Latest values of measures | **Year 1:** At least one proposal submitted  
**Year 5:** 1 |
| **2.3.3:** Be selected to lead a National Science Foundation Engineering Research Center-type center | Number of S&T NSF ERC type centers | 0 | **Year 1:** 1 new  
**Year 5:** 2 new |
| **2.3.4:** Establish two new sustainable industry-funded research consortia | Number of industry consortia | 5 | **Year 1:** 1 new  
**Year 5:** 2 new |
### Implementation Plan | Overview of Metrics

**Lever 2.3**: Develop a culture of excellence in research, scholarship and creative activity among faculty, staff and students

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</table>
| **Metric**: Improvement in annual department-defined research, scholarship and creative activity metrics | 2.3.5: Establish programs and facilities to host visiting world-class faculty | Number of world-class faculty hosted | Calendar Year 2012 | Year 1: Calendar Year 2012 +5  
Year 5: 2x Calendar Year 2012 |
| **Baseline**: Calendar Year 2012 ($28.5 million research expenditures; 14 citations per tenure/tenure track faculty) | 2.3.8: Expand research and entrepreneurial opportunities for undergraduate students, including the Opportunities for Undergraduate Research Experiences program | Number of undergraduate students involved in course 390 and/or supported by external research funding | Calendar Year 2012 | Year 2: 10% increase to Calendar Year 2012  
Year 5: 50% increase to Calendar Year 2012 |
| **Year 1 Target**: $29M research expenditures; 15 citations per tenure/tenure track faculty | 2.3.9: Balance teaching and research relative to comparator institutions by enforcing workload policy | Number of departments with workload policy in place | Calendar Year 2012 | Year 1: All academic departments |
| **Year 7 Target**: $40M research expenditures; 20 citations per tenure/tenure track faculty | 2.3.10: Develop and implement a new program to instill a culture of excellence in research, scholarship and creative works in early career faculty | Improvement in annual department-defined research, scholarship and creative activity metrics | Departmental Calendar Year 2012 | Year 1: Develop new program  
Year 2: Implemented |
| | 2.3.11: Develop and implement a new program to instill a culture of excellence in research, scholarship and creative works in doctoral students | Improvement in annual department-defined research, scholarship and creative activity metrics | Departmental Calendar Year 2012 | Year 1: Develop new program  
Year 2: Implemented |
Lever 2.4: Create and implement a communication and marketing plan to raise the visibility of the campus and convey our return on investment

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<tr>
<th>Prioritized Actions</th>
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<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.1: Establish a Marketing Leadership Team to guide development of an integrated, campuswide communications and marketing plan.</td>
<td>July 1, 2013</td>
<td>3 years</td>
<td>Dedicated staff time from Communications. Personnel time</td>
<td>Institutional support of marketing for key revenue streams (enrollment, fundraising, research)</td>
<td>Director of Communications</td>
<td>Organizational structure established (yes/no); regular participation by campus leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4.2: Establish a Core Marketing Network to provide consultation to the Marketing Leadership Team to establish an integrated, campuswide communications and marketing plan.</td>
<td>July to August 2013</td>
<td>5 years</td>
<td>Dedicated staff time from Communications. Personnel time</td>
<td>Institutional support of marketing for key revenue streams (enrollment, fundraising, research)</td>
<td>Assistant Director of Communications</td>
<td>Organizational structure established (yes/no).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Lever 2.4:** Create and implement a communication and marketing plan to raise the visibility of the campus and convey our return on investment.

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<tbody>
<tr>
<td>2.4.3: Through the Marketing Leadership Team and Core Marketing Network, develop a request for proposals for professional marketing consultation to a.) conduct a needs assessment regarding the desired outcome of an integrated, campuswide communications and marketing plan; b.) conduct a capabilities assessment to determine our ability and readiness to conduct such a campaign (the capabilities assessment will include a communications audit of all marketing materials and assessment of any marketing research).</td>
<td>August to December 2013</td>
<td>1 year</td>
<td>Staff time from Communications. Personnel time</td>
<td>$200,000</td>
<td></td>
<td>Institutional support of marketing for key revenue streams (enrollment, fundraising, research)</td>
<td>Director of Communications</td>
<td>RFP created; RFP distributed to broad range of marketing consultants</td>
</tr>
<tr>
<td>2.4.4: The Marketing Leadership Team, in consultation with the Core Marketing Network, shall identify marketing staff who will be responsible for implementing the plan and shall create a professional development plan to help ensure those staff are trained to carry out their responsibilities. (See Action 1.2.10)</td>
<td>July 2013 to February 2014</td>
<td>5 years</td>
<td>Staff time from Communications and Core Marketing Network. Personnel time</td>
<td></td>
<td></td>
<td>Institutional support of marketing for key revenue streams (enrollment, fundraising, research)</td>
<td>Director of Communications</td>
<td>Training needs identified and prioritized; professional development budget identified; professional development budget secured (recurring)</td>
</tr>
</tbody>
</table>
### Implementation Plan | Portfolio Management of Actions

**Lever 2.4:** Create and implement a communication and marketing plan to raise the visibility of the campus and convey our return on investment

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</tr>
</thead>
<tbody>
<tr>
<td>2.4.5: Fully commit to the Missouri S&amp;T brand by removing references to “formerly the University of Missouri-Rolla” in all marketing materials targeting the key customer groups</td>
<td>July 2013 to June 2014</td>
<td>2 years</td>
<td>Will require enforcement through communications department, printing and mail services, IT, and others, and therefore tradeoffs in terms of workload</td>
<td></td>
<td></td>
<td>Institutional support of marketing for key revenue streams (enrollment, fundraising, research)</td>
<td>Marketing Leadership Team, Core Marketing Network</td>
<td>Proposal approved by Marketing Leadership Team, Campus Leadership</td>
</tr>
<tr>
<td>2.4.7: Seek matching commitments to fund a portion of campuswide communications and marketing efforts</td>
<td>July 2013 to September 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td>Additional private support dedicated to marketing</td>
<td>Assistant Vice Chancellor for University Advancement</td>
<td>Funding secured</td>
</tr>
<tr>
<td>2.4.8: Require all communications and marketing materials (print, web, video, etc.) to be reviewed by a central marketing team to ensure consistency of messaging, appearance and tone</td>
<td>January 2014 to June 2014</td>
<td>5 years</td>
<td>1 new full-time position in Communications Department; funding for 2 student assistant positions within Communications Department</td>
<td>$70,000 ($60,000 for position; $10,000 for 2 student assistants)</td>
<td></td>
<td>Institutional support of marketing for key revenue streams (enrollment, fundraising, research)</td>
<td>Director of Communications</td>
<td>Proposal approved; funding secured</td>
</tr>
</tbody>
</table>
**Lever 2.4:** Create and implement a communication and marketing plan to raise the visibility of the campus and convey our return on investment

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<tbody>
<tr>
<td>2.4.9: Obtain commitment from campus leadership to create a recurring budget for campuswide marketing</td>
<td>July 2013 to October 2013</td>
<td>7 years</td>
<td>Dedicated staffing from Communications. Personnel time</td>
<td></td>
<td>$500,000/year target</td>
<td>Institutional support of marketing for key revenue streams (enrollment, fundraising, research)</td>
<td>Director of Communications</td>
<td>Proposal approval; level of funding</td>
</tr>
<tr>
<td>2.4.10: The Marketing Leadership Team, in consultation with the Core Marketing Network, will identify no fewer than three higher education institutions who are considered best in class in terms of communicating return on investment and will examine these institutions’ practices. Funding may be required for travel and on-site visits</td>
<td>August 2013 to June 2014</td>
<td>1-2 years</td>
<td>Staff time from Communications and from members of the Marketing Leadership Team and Core Marketing Network. Personnel time</td>
<td></td>
<td>Travel</td>
<td>Institutional support of marketing for key revenue streams (enrollment, fundraising, research)</td>
<td>Director of Communications</td>
<td>Best-in-class institutions identified (minimum of 3)</td>
</tr>
<tr>
<td>2.4.11: Centralize all communications and marketing operations</td>
<td>September 2013 to May 2014</td>
<td>5 years</td>
<td>(See Action 2.4.8)</td>
<td>(See Action 2.4.8)</td>
<td></td>
<td>Institutional support of marketing for key revenue streams (enrollment, fundraising, research)</td>
<td>Director of Communications</td>
<td>Proposal to centralize approved; structure implemented; funding secured</td>
</tr>
</tbody>
</table>
**Lever 2.4:** Create and implement a communication and marketing plan to raise the visibility of the campus and convey our return on investment

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<tr>
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<tbody>
<tr>
<td>1. Creation of integrated, campuswide marketing plan targeting key customer groups and focusing on national reputation in terms of return on investment</td>
<td><strong>2.4.1 Establish a Marketing Leadership Team</strong> to guide development of an integrated, campuswide communications and marketing plan</td>
<td>Team established</td>
<td><strong>Year 1:</strong> Team completes Actions 2.4.3, 2.4.9, 2.4.10, 2.4.4 (below); Team endorses Actions 2.4.9, 2.4.8, 2.4.11, 2.4.5, 2.4.7 (below)</td>
<td></td>
</tr>
<tr>
<td>2. Improvement in levels of visibility and awareness among key customer groups in terms of Missouri S&amp;T's value and return on investment</td>
<td><strong>2.4.2 Establish a Core Marketing Network</strong></td>
<td>Organizational structure established</td>
<td><strong>Year 1:</strong> Network coordinates with Marketing Leadership Team to complete Actions 2.4.3, 2.4.10, 2.4.4 (below); Team endorses Actions 2.4.9, 2.4.8, 2.4.11, 2.4.5, 2.4.7 (below)</td>
<td></td>
</tr>
<tr>
<td>2.4.3 Develop a request for proposals for professional marketing consultation to a.) conduct a needs assessment regarding the desired outcome of an integrated, campuswide communications and marketing plan; b.) conduct a capabilities assessment to determine our ability and readiness to conduct such a campaign (the capabilities assessment will include a communications audit of all marketing materials and assessment of any marketing research)</td>
<td>RFP created</td>
<td><strong>Year 1:</strong> Create RFP; disseminate for proposals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Baseline:**
Data from customer groups and third-party sources such as national ranking publications

**Year 1 Target:**
Based on baseline data

**Year 5 Target:**
Based on baseline data and goals of marketing plan
### Implementation Plan | Overview of Metrics

**Lever 2.4:** Create and implement a communication and marketing plan to raise the visibility of the campus and convey our return on investment

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<tbody>
<tr>
<td><strong>Metric:</strong> 1. Creation of integrated, campuswide marketing plan targeting key customer groups and focusing on national reputation in terms of return on investment</td>
<td>2.4.4 Identify marketing staff who will be responsible for implementing the plan and shall create a professional development plan to help ensure those staff are trained to carry out their responsibilities</td>
<td>Staff identified; training needs identified</td>
<td>Year 1: Professional development plan created</td>
<td>Year 2: Professional development/training implemented</td>
</tr>
<tr>
<td></td>
<td>2.4.5 Remove references to “formerly the University of Missouri-Rolla” in all marketing materials targeting the key customer groups</td>
<td>Progress toward eliminating “formerly the University of Missouri-Rolla” Inconsistent references to “formerly…” in marketing materials, depending on customer group</td>
<td>Year 1: Communications audit to identify issues in marketing materials</td>
<td>Year 2: Removal of “formerly…” from all marketing materials</td>
</tr>
<tr>
<td></td>
<td>2.4.7 Seek matching commitments to fund a portion of campuswide communications and marketing efforts</td>
<td>Proposal delivered to appropriate groups for funding support (perhaps for one-time cost such as consulting firm)</td>
<td>Year 1: Secure one-time or other funding</td>
<td></td>
</tr>
</tbody>
</table>

**Baseline:**
Data from customer groups and third-party sources such as national ranking publications

**Year 1 Target:**
Based on baseline data

**Year 5 Target:**
Based on baseline data and goals of marketing plan
### Implementation Plan | Overview of Metrics

**Lever 2.4:** Create and implement a communication and marketing plan to raise the visibility of the campus and convey our return on investment

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
<th>Actions</th>
<th>Metric</th>
<th>Baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric: 1. Creation of integrated, campuswide marketing plan targeting key customer groups and focusing on national reputation in terms of return on investment</td>
<td>2.4.8: Require all communications and marketing materials (print, web, video, etc.) to be reviewed by a central marketing team to ensure consistency of messaging, appearance and tone</td>
<td>Review process developed and staffing needs identified; communications audit</td>
<td>Historical, decentralized process</td>
<td>Year 1: Develop process, staffing needs; begin process Year 2: Communications audit</td>
</tr>
<tr>
<td></td>
<td>2.4.9: Obtain commitment from campus leadership to create a recurring budget for campuswide marketing</td>
<td>Commitment secured</td>
<td>$0</td>
<td>Year 2: Recurring target: $500,000 annually</td>
</tr>
<tr>
<td></td>
<td>2.4.10: Identify minimum of three higher education institutions who are considered best in class in terms of communicating return on investment</td>
<td>Best-in-class institutions identified (minimum of three)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Baseline:** Data from customer groups and third-party sources such as national ranking publications

**Year 1 Target:** Based on baseline data

**Year 5 Target:** Based on baseline data and goals of marketing plan

---

2.4.8: Require all communications and marketing materials (print, web, video, etc.) to be reviewed by a central marketing team to ensure consistency of messaging, appearance and tone

Historical, decentralized process

Year 1: Develop process, staffing needs; begin process

Year 2: Communications audit

Year 2: Recurring target: $500,000 annually
### Implementation Plan | Overview of Metrics

**Lever 2.4:** Create and implement a communication and marketing plan to raise the visibility of the campus and convey our return on investment

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
<th>Actions</th>
<th>Metric</th>
<th>Baseline</th>
<th>First-Year Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric:</strong> 1. Creation of integrated, campuswide marketing plan targeting key customer groups and focusing on national reputation in terms of return on investment</td>
<td><strong>2.4.10.a:</strong> Examine best-in-class institutions’ practices and incorporate into Missouri S&amp;T marketing planning as applicable</td>
<td>Marketing data gathered from institutions, including site visits</td>
<td>Year 1: Initial data gathered, presented to Marketing Leadership Team and Core Marketing Network</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline:</strong> Data from customer groups and third-party sources such as national ranking publications</td>
<td><strong>2.4.11:</strong> Centralize all communications and marketing operations</td>
<td>Level of centralization</td>
<td><strong>Year 1:</strong> Develop processes, policies for centralized marketing; processes and policies approved by campus leadership</td>
<td></td>
</tr>
<tr>
<td><strong>Year 1 Target:</strong> Based on baseline data</td>
<td><strong>Year 5 Target:</strong> Based on baseline data and goals of marketing plan</td>
<td>Historical, decentralized process</td>
<td><strong>Year 2:</strong> Implement centralized marketing campuswide</td>
<td></td>
</tr>
</tbody>
</table>
**Lever 2.5:** Modify our conventional methods of teaching to accommodate current, new and advanced technology that will enhance student learning and increase faculty productivity.

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
<th>Recurring Costs</th>
<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.3: Increase instructional design support and online facilitators for teaching faculty</td>
<td>July 1, 2013</td>
<td>2 years</td>
<td>IT/Education Technology Staff Time</td>
<td>$93,000</td>
<td></td>
<td></td>
<td>Provost</td>
<td>Increase number of successful students</td>
</tr>
<tr>
<td>2.5.6: Create and implement a stipend program to reward faculty who incorporate Blended Learning techniques into their courses</td>
<td>July 1, 2013</td>
<td>Ongoing</td>
<td>Faculty Time</td>
<td>$105,000</td>
<td></td>
<td></td>
<td>Provost</td>
<td>Increase in number of blended courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Increase in number of faculty involved</td>
</tr>
</tbody>
</table>
Lever 2.5: Modify our conventional methods of teaching to accommodate current, new and advanced technology that will enhance student learning and increase faculty productivity

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<th>Metrics</th>
<th>Baseline</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric: Increase in student success in redesigned courses</td>
<td><strong>2.5.3</strong>: Increase instructional design support and online facilitators for teaching faculty</td>
<td>Increase number of successful students</td>
<td>None</td>
<td><strong>Year 1</strong>: Initiate redesign of one calculus course</td>
</tr>
<tr>
<td>Baseline: AY 2012-2013</td>
<td><strong>2.5.6</strong>: Create and implement a stipend program to reward faculty who incorporate Blended Learning techniques into their courses</td>
<td>Increase in number of blended courses</td>
<td>Increase in number of faculty involved</td>
<td><strong>Year 1</strong>: Faculty investment in calculus course redesign</td>
</tr>
<tr>
<td>Initial Target: 7% increase in calculus success</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Increase number of successful students
Lever 2.7: Address administrative structural changes to facilitate strategy and enhance national visibility

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<tr>
<th>Prioritized Actions</th>
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<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>2.7.1: Implement the organizational structure appropriate to strategic plan</td>
<td>July 1, 2013</td>
<td>1.5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Chancellor</td>
<td>Implement the organizational structure changes appropriate to strategic plan</td>
</tr>
<tr>
<td>2.7.2: Hire Strategic Planning Progress Manager (SPPM)</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td>$100,000</td>
<td></td>
<td>Chancellor</td>
<td>Strategic Planning Progress Manager selected</td>
</tr>
</tbody>
</table>
**Implementation Plan | Overview of Metrics**

**Lever 2.7**: Address administrative structural changes to facilitate strategy and enhance national visibility

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
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<th>Baseline</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address administrative structural changes to facilitate strategy and enhance national visibility</td>
<td>2.7.1: Implement the organizational structure appropriate to strategic plan</td>
<td></td>
<td>Current organizational structure</td>
<td>New or revised organizational structure</td>
</tr>
<tr>
<td></td>
<td>2.7.2: Hire Strategic Planning Progress Manager (SPPM) as per defined governance plan</td>
<td></td>
<td>Current organizational structure</td>
<td>Year 1: Hire Strategic Planning Progress Manager</td>
</tr>
</tbody>
</table>
Theme 3

Achieve sustainable growth to ensure best return on investment

Metric 1

Undergraduate student enrollment (Baseline: 5,843; Target 2020: 6,343)

Metric 2

Graduate student enrollment (Baseline: 1,804; Target 2020: 2,004-2,204)

1 Only Theme 3 actions initiated in the first year are shown in this section. All actions are given in Appendix A.
### Lever 3.1: Evaluate current academic programs and create, modify, eliminate or combine in order to ensure a relevant portfolio that supports a Carnegie ranking as a national, research university

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
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</thead>
<tbody>
<tr>
<td>3.1.1: Perform a comparison of academic department productivity to peer institutions <em>(See Actions 2.3.1 and 1.3.1)</em></td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost, Department Chairs</td>
<td>Academic departments complete comparison of productivity measures</td>
</tr>
<tr>
<td>3.1.2: Identify and take actions to improve the metrics that contribute to increasing the national ranking of all graduate programs <em>(See Action 2.3.2)</em></td>
<td>July 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost, Department Chairs</td>
<td>Select measures used in graduate rankings and acquire values and departmental specific metrics for improvement</td>
</tr>
<tr>
<td>3.1.3: Evaluate the need for new or elimination of existing degree programs</td>
<td>Oct. 1, 2013</td>
<td>1 year initial recommendations, ongoing</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost</td>
<td>Recommendations</td>
</tr>
</tbody>
</table>
Lever 3.1: Evaluate current academic programs and create, modify, eliminate or combine in order to ensure a relevant portfolio that supports a Carnegie ranking as a national, research university

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<th>Baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement in annual department defined research, scholarship and creative activity metrics</td>
<td>3.1.1: Perform a comparison of academic department productivity to peer institutions. (See Actions 2.3.1 and 1.3.1)</td>
<td>Department specific productivity measures</td>
<td>Year 1: All academic departments have defined productivity metrics and have performed comparison</td>
<td></td>
</tr>
<tr>
<td>Year 5 Target: 10% increase in department-determined productivity measures</td>
<td>3.1.2: Identify and take actions to improve the metrics that contribute to increasing the national ranking of all graduate programs. (See Action 2.3.2)</td>
<td>Select measures used in graduate rankings, acquire values, and identify department specific actions for improvement</td>
<td>Year 1: Select measures used in graduate rankings, acquire values, and identify department specific actions for improvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1.3: Evaluate the need for new or elimination of existing degree programs</td>
<td>Recommendations</td>
<td>Recommendations ongoing</td>
<td></td>
</tr>
</tbody>
</table>
**Lever 3.2:** Centralize corporate relations to improve service to existing partners and to identify and establish new partnerships for the purpose of increasing/enhancing research, economic development, credit and non-credit education, philanthropy, and the hiring of our graduates

<table>
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<tr>
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<th>Owner(s)</th>
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<tbody>
<tr>
<td>3.2.1: Create a corporate relations office and determine the role it should play in assisting the various interests within the S&amp;T community in establishing appropriate relationships with external constituents</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Chancellor, Chancellor's Cabinet</td>
<td>Documentation of approval for office</td>
</tr>
<tr>
<td>3.2.2: Determine the reporting structure of the office within S&amp;T</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Chancellor, Corporate Relations Team</td>
<td>Approval of reporting structure</td>
</tr>
<tr>
<td>3.2.3: Develop a funding mechanism to support the office and its activities</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Chancellor for Finance and Administration</td>
<td>Funding mechanism developed</td>
</tr>
<tr>
<td>3.2.4: Determine the internal organizational structure of the office (title of leadership, professional staff and support staff)</td>
<td></td>
<td></td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Associate Vice Chancellor for Human Resource Services, Corporate Relations Team</td>
<td>Organizational structure approval</td>
</tr>
<tr>
<td>3.2.5: Develop a plan to create campus awareness of the role to be played by the office while clearly identifying responsibilities</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Associate Vice Chancellor of Human Resource Services, Corporate Relations Team</td>
<td>Plan</td>
</tr>
</tbody>
</table>
**Lever 3.2:** Centralize corporate relations to improve service to existing partners and to identify and establish new partnerships for the purpose of increasing/enhancing research, economic development, credit and non-credit education, philanthropy, and the hiring of our graduates

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<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.6: Broadly identify needs of external constituents that could be met by S&amp;T</td>
<td>July 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Corporate Relations Team</td>
<td>Needs identified</td>
</tr>
<tr>
<td>3.2.7: Determine mechanisms to develop reciprocal partnerships</td>
<td>Jan. 1, 2014</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Corporate Relations Team</td>
<td>Number of corporate partners</td>
</tr>
<tr>
<td>3.2.8: Develop a method for evaluating the relative strength and breadth of the partnerships with external constituents (research, student hiring, giving, distance courses, board memberships, etc.)</td>
<td>Jan. 1, 2014</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Corporate Relations Team</td>
<td>Acceptance of evaluation method</td>
</tr>
</tbody>
</table>
### Implementation Plan | Portfolio Management of Actions

**Lever 3.2:** Centralize corporate relations to improve service to existing partners and to identify and establish new partnerships for the purpose of increasing/enhancing research, economic development, credit and non-credit education, philanthropy, and the hiring of our graduates

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<tbody>
<tr>
<td><strong>3.2.9:</strong> Develop a matrix that reflects the multiple results of Action 3.2.1 above and provides an overall indication of the strength of the relationship and helps identify paths to maintain, strengthen or expand the partnership</td>
<td>Jan. 1, 2014</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Corporate Relations Team</td>
<td>Acceptance of results by both S&amp;T and corporate community</td>
</tr>
<tr>
<td><strong>3.2.10:</strong> Create a concierge approach to corporate relations including a web presence that supports the mission of the office</td>
<td>Jan. 1, 2014</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Corporate Relations Office Head</td>
<td>Acceptance of results by both S&amp;T and corporate community</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Development of web page</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Number of corporate partnerships, corporate students, corporate research and contract revenue, gifts, students hired</td>
</tr>
</tbody>
</table>
Implementation Plan | Portfolio Management of Actions

**Lever 3.2**: Centralize corporate relations to improve service to existing partners and to identify and establish new partnerships for the purpose of increasing/enhancing research, economic development, credit and non-credit education, philanthropy, and the hiring of our graduates

<table>
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<tr>
<th>Prioritized Actions</th>
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<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.11: Develop marketing plan to communicate the benefits of the office to key customers. (See Lever 2.4)</td>
<td>Jan. 1, 2014</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Corporate Relations Office Head</td>
<td>Heightened awareness of understanding of benefits, as measured by surveys or focus groups</td>
</tr>
<tr>
<td>Number of corporate partnerships, corporate students, corporate research and contract revenue, gifts, and students hired</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.12: Work with Information Technology to create a “customer relations” management database that provides easy access to usable and actionable information</td>
<td>Jan. 1, 2014</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Corporate Relations Office Head</td>
<td>Number of corporate partnerships</td>
</tr>
</tbody>
</table>
**Lever 3.2:** Centralize corporate relations to improve service to existing partners and to identify and establish new partnerships for the purpose of increasing/enhancing research, economic development, credit and non-credit education, philanthropy, and the hiring of our graduates

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<thead>
<tr>
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<th>Actions</th>
<th>Metric</th>
<th>Baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of corporate partnerships</td>
<td>3.2.1: Create a corporate relations office and determine the role it should play in assisting the various interests within the S&amp;T community in establishing appropriate relationships with external constituents</td>
<td>Documentation of approval for office</td>
<td></td>
<td>Office created</td>
</tr>
<tr>
<td></td>
<td>3.2.2: Determine the reporting structure of the office within S&amp;T</td>
<td>Approval of reporting structure</td>
<td>Structure in place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2.3: Develop a funding mechanism to support the office and its activities.</td>
<td>Funding mechanism is created. Allocation of funds to support office.</td>
<td>Funds allocated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2.4: Determine the internal organizational structure of the office (title of leadership, professional staff and support staff)</td>
<td>Organization structure approval</td>
<td>Non-duplicative staffing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2.5: Develop a plan to create campus awareness of the role to be played by the office while clearly identifying responsibilities</td>
<td>Plan</td>
<td>Plan developed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2.6: Broadly identify needs of external constituents that could be met by S&amp;T</td>
<td>Needs of constituents</td>
<td>Need identified and listed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2.7: Determine mechanisms to develop reciprocal partnerships</td>
<td>Number of corporate partners</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development of mechanism</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2.8: Develop a method for evaluating the relative strength and breadth of the partnerships with external constituents (research, student hiring, giving, distance courses, board memberships, etc.)</td>
<td>Evaluation method</td>
<td></td>
<td></td>
</tr>
</tbody>
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**Lever 3.2:** Centralize corporate relations to improve service to existing partners and to identify and establish new partnerships for the purpose of increasing/enhancing research, economic development, credit and non-credit education, philanthropy, and the hiring of our graduates

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<th>Baseline</th>
<th>Targets</th>
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</thead>
<tbody>
<tr>
<td>Number of corporate partnerships</td>
<td><strong>3.2.9:</strong> Develop a matrix that reflects the multiple results of Action 3.2.1 above and provides an overall indication of the strength of the relationship and helps identify paths to maintain, strengthen or expand the partnership</td>
<td>Matrix</td>
<td></td>
<td>Accepted by S&amp;T and corporate community</td>
</tr>
<tr>
<td></td>
<td><strong>3.2.10:</strong> Create a concierge approach to corporate relations including a web presence that supports the mission of the office</td>
<td>Development of web page</td>
<td></td>
<td>Website complete</td>
</tr>
<tr>
<td></td>
<td><strong>3.2.11:</strong> Develop marketing plan to communicate the benefits of the office to key customers (See Lever 2.4)</td>
<td>Heightened awareness of understanding of benefits, as measured by surveys or focus groups</td>
<td>Number of corporate partnerships, corporate students, corporate research and contract revenue, gifts, and students hired</td>
<td>Plan developed</td>
</tr>
<tr>
<td></td>
<td><strong>3.2.12:</strong> Work with Information Technology to create a “customer relations” management data base that provides easy access to usable and actionable information</td>
<td>Number of corporate partnerships, corporate students, corporate research and contract revenue gifts, students hired</td>
<td></td>
<td>Database complete</td>
</tr>
</tbody>
</table>
### Lever 3.3: Improve facilities to enhance research and student learning, and expand experiential learning

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
<th>Recurring Costs</th>
<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1: Leverage strategic funds for instructional laboratories with matching funding from non-appropriated sources</td>
<td>July 1, 2013</td>
<td>2-3 years</td>
<td>$500,000 (strategic initiative funds); $500,000 (match funds); approximately $460,000 in time commitment from campus; approximately $32,500 (campus development funds)</td>
<td>$1,492,500</td>
<td>$1,492,500</td>
<td>Vice Provost for Academic Affairs</td>
<td>Instructional lab match funding acquired and allocated. Number of courses and students impacted. Number of remote collaborations supported.</td>
<td></td>
</tr>
<tr>
<td>3.3.2: Explore a plan and process for acquiring matching funding for research equipment in areas that have high return on investment to be matched with non-appropriated funds</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td>Vice Provost for Research, Vice Chancellor for University Advancement</td>
<td>Devise a development plan. Determine feasibility.</td>
<td></td>
</tr>
<tr>
<td>3.3.4: Evaluate all campus facilities for their readiness for sustainable growth and return on investment by engaging a campus master planning consultant</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td>$300,000</td>
<td>Physical Facilities</td>
<td>Complete the master plan</td>
<td></td>
</tr>
<tr>
<td>3.3.5: Develop and disseminate a research infrastructure database to help departments share equipment</td>
<td>July 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td>Vice Provost for Academic Affairs, Vice Provost for Research</td>
<td>Database developed</td>
<td></td>
</tr>
</tbody>
</table>
## Implementation Plan | Portfolio Management of Actions

**Lever 3.3:** Improve facilities to enhance research and student learning, and expand experiential learning

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
<th>Recurring Costs</th>
<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.6: Investigate the feasibility of establishing a $20 million endowment for the maintenance of (teaching, research, and co-curricular) equipment <em>(See Lever 3.9)</em></td>
<td>July 1, 2013</td>
<td>3 year</td>
<td>Time from Development</td>
<td></td>
<td></td>
<td></td>
<td>Development, Vice Provost for Academic Affairs</td>
<td>Analysis report</td>
</tr>
<tr>
<td>3.3.7: Investigate building a Learning Commons (e.g., in Library) to enhance student learning and research. This facility should allow for reconfiguration as needs change, technologies evolve, and the student population changes. It should include as much hands-on technology as possible, available to all, in an interdisciplinary environment. <em>(See Action 1.2.1)</em></td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Academic Affairs, Library</td>
<td>Needs assessment and plan</td>
</tr>
<tr>
<td>3.3.8: Investigate the feasibility of establishing a $100 million endowment for the acquisition of (teaching, research, and co-curricular) equipment. <em>(See Lever 3.9)</em></td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Time from Development</td>
<td></td>
<td></td>
<td></td>
<td>Development, Vice Provost for Academic Affairs</td>
<td>Analysis of donor potential</td>
</tr>
</tbody>
</table>
**Lever 3.3**: Improve facilities to enhance research and student learning, and expand experiential learning

### Metrics for Levers

<table>
<thead>
<tr>
<th>Actions</th>
<th>Metric</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upgrades to instructional and research labs as demonstrated through expenditures; master plan complete; feasibility of endowments for equipment funding</td>
<td>Instructional lab match funding acquired and distributed. Number of courses and students impacted. Number of remote collaborations supported</td>
<td>Year 2: $500,000 and $500,000 match</td>
</tr>
<tr>
<td>Baseline: No match funds or endowments</td>
<td>Development plan</td>
<td>Year 1: Plan completed</td>
</tr>
<tr>
<td>Target: Matching funds established and expended, master plan completed, feasibility of endowments determined</td>
<td>Master plan</td>
<td>Year 1: Completed master plan</td>
</tr>
</tbody>
</table>

#### 3.3.1: Leverage strategic funds for instructional laboratories with match funding from non-appropriated sources

- Development plan
- Year 1: Plan completed

#### 3.3.2: Devise a plan and process for acquiring match funding for research equipment in areas that have high return on investment to be matched with non-appropriated funds

- Database completed
- Year 1: Database accessible by departments

#### 3.3.4: Evaluate all campus facilities for their readiness for sustainable growth and return on investment by engaging a campus master planning consultant

- Database completed
- Year 1: Database accessible by departments

#### 3.3.5: Develop and disseminate a research infrastructure database to help departments share equipment

- Database completed
- Year 1: Database accessible by departments

#### 3.3.6: Investigate the feasibility of establishing a $20 million endowment for the maintenance of (teaching, research, and co-curricular) equipment (See Lever 3.9)

- Donor analysis of potential
- Year 1: Development analysis complete

#### 3.3.7: Investigate building a Learning Commons (e.g., in Library) to enhance student learning and research. This facility should allow for reconfiguration as needs change, technologies evolve, and the student population changes. It should include as much hands-on technology as possible, available to all, in an interdisciplinary environment. (See Action 1.2.1)

- Assessment plan
- Year 1: Plan developed
## Implementation Plan | Overview of Metrics

**Lever 3.3:** Improve facilities to enhance research and student learning, and expand experiential learning.

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
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<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upgrades to instructional and research labs as demonstrated through expenditures; master plan complete; feasibility of endowments for equipment funding</td>
<td>3.3.8: Investigate the feasibility of establishing a $100 million endowment for the acquisition of (teaching, research, and co-curricular) equipment</td>
<td>Analysis of donor potential</td>
<td>Year 1: Analysis complete</td>
</tr>
</tbody>
</table>

**Baseline:** No match funds or endowments

**Target:** Matching funds established and expended, master plan completed, feasibility of endowments determined
**Implementation Plan | Portfolio Management of Actions**

**Lever 3.4:** Promote inclusion and increase diversity of faculty, staff and students to remain relevant and competitive in a global environment

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
<th>Recurring Costs</th>
<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.1: To increase diversity of faculty and staff, provide incentives to the hiring departments that select qualified underrepresented minorities</td>
<td>Sept. 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Chancellor</td>
<td>Faculty underrepresented/female faculty, professional/administrative staff</td>
</tr>
<tr>
<td>3.4.2: To increase diversity of students, explore scholarship funding to be more competitive with underrepresented minorities/female/student recruitment <em>(See Lever 3.9)</em></td>
<td>Sept. 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Chancellor for University Advancement</td>
<td>Plan developed</td>
</tr>
<tr>
<td>3.4.3: Set up transfer articulation agreements with two-year institutions with large underrepresented minority populations</td>
<td>Sept. 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Dean and Vice Provost for Enrollment Management</td>
<td>Articulation agreements</td>
</tr>
<tr>
<td>3.4.6: Develop a comprehensive diversity and inclusion plan that would incorporate various action items</td>
<td>Sept. 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Associate Vice Chancellor for Human Resources</td>
<td>Plan is created</td>
</tr>
<tr>
<td>3.4.7: Bring to campus underrepresented faculty as visiting scholars</td>
<td>Sept. 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Provost</td>
<td>One per semester</td>
</tr>
</tbody>
</table>
**Implementation Plan | Portfolio Management of Actions**

**Lever 3.4**: Promote inclusion and increase diversity of faculty, staff, and students to remain relevant and competitive in a global environment

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
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<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.9: Review, revise and create policies that support work-life balance</td>
<td>Sept. 1, 2013</td>
<td>2 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Chancellor, Human Resources</td>
<td>Policies created/revised</td>
</tr>
<tr>
<td>3.4.10: Evaluate and enhance faculty recruitment process and practice</td>
<td>Sept. 1, 2013</td>
<td>9 months</td>
<td>Committee of chairs, human resources personnel</td>
<td></td>
<td></td>
<td></td>
<td>Department Chair Council, Human Resources</td>
<td>Processes reviewed, recommendations made</td>
</tr>
<tr>
<td>3.4.11: Explore collaborative partnerships for early childhood education, child development programs and facilities to enhance faculty recruitment and retention. Evaluate opportunities through campus master planning process (See Action 3.3.4)</td>
<td>Sept. 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Chancellor for Finance and Administration</td>
<td>Opportunities identified and evaluated</td>
</tr>
</tbody>
</table>
## Lever 3.4: Promote inclusion and increase diversity of faculty, staff, and students to remain relevant and competitive in a global environment

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
<th>Actions</th>
<th>Metric</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric:</strong> Number of underrepresented minority/female faculty/staff/students</td>
<td><strong>3.4.1:</strong> To increase diversity of faculty and staff, provide incentives to the hiring departments that select qualified underrepresented faculty</td>
<td>Number of underrepresented minority/female faculty, professional or administrative staff</td>
<td>Year 1: 2 underrepresented minority or female faculty and 1 professional or administrative staff Year 2: 1st year plus 2 underrepresented minority or female faculty and 1 professional or administrative staff</td>
</tr>
<tr>
<td><strong>Baseline:</strong> Fall 2012</td>
<td><strong>3.4.2:</strong> To increase diversity of students, create scholarship funding to be more competitive with underrepresented minority/female student recruitment (See Lever 3.9)</td>
<td>Explore the feasibility of expanding scholarship and grant funding for female and underrepresented minority students</td>
<td></td>
</tr>
<tr>
<td><strong>Year 1 Target:</strong> +2 faculty and 10 students</td>
<td><strong>Year 1:</strong> 2 underrepresented minority or female faculty and 1 professional or administrative staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 7 Target:</strong> +14 faculty and 70 students</td>
<td><strong>Year 2:</strong> 1st year plus 2 underrepresented minority or female faculty and 1 professional or administrative staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.4.3:</strong> Set up transfer articulation agreements with two-year predominantly underrepresented minority institutions</td>
<td>Lever agreement</td>
<td>Year 1: 1 Year 2: 2</td>
<td></td>
</tr>
<tr>
<td><strong>3.4.6:</strong> Develop a comprehensive diversity and inclusion plan that would incorporate various action items</td>
<td>Plan</td>
<td>Year 1: Plan is created</td>
<td></td>
</tr>
<tr>
<td><strong>3.4.7:</strong> Bring to campus underrepresented faculty as visiting scholars</td>
<td>Number of underrepresented faculty visiting scholars</td>
<td>Year 1: One per semester</td>
<td></td>
</tr>
<tr>
<td><strong>3.4.11:</strong> Explore collaborative partnerships for early childhood education, child development programs and facilities to enhance faculty recruitment and retention. Evaluate opportunities through campus master planning process (See Action 3.3.4)</td>
<td>Opportunities identified and evaluated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Lever 3.5: Create and implement a plan for student and alumni lifetime engagement strategy

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
<th>Recurring Costs</th>
<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.5.1</strong>: Utilize the library and archives in creating collaborative online areas where alumni can view yearbooks, the Miner, photos, and other memorabilia. As we digitize these collections, we can engage alumni in identifying people and events, and in telling stories online</td>
<td>July 1, 2013</td>
<td>Ongoing</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Library Director, Provost</td>
<td>Number of alumni engaging with online collections</td>
</tr>
<tr>
<td><strong>3.5.2</strong>: Create lifetime accounts that support contact and engagement</td>
<td>July 1, 2013</td>
<td>Ongoing</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Chief Information Officer, Alumni Association Director</td>
<td>Lifetime accounts created. Usage data.</td>
</tr>
<tr>
<td><strong>3.5.3</strong>: Create a multifaceted engagement program that brings students through graduation and to the Academy levels</td>
<td>July 1, 2013</td>
<td>Ongoing with no specified end date</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Chancellor for University Advancement, Vice Chancellor for Student Affairs, Department Chairs</td>
<td>Levels of volunteerism across campus by students and alumni, student participation, donor retention, alumni participation in alumni activities and programs, alumni giving</td>
</tr>
</tbody>
</table>
### Implementation Plan | Portfolio Management of Actions

**Lever 3.5:** Create and implement a plan for student and alumni lifetime engagement strategy

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
<th>Recurring Costs</th>
<th>Revenue Benefits</th>
<th>Owner(s) Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5.4: Explore the feasibility of splitting the 1% Endowment Management Fee with departments that generate the funding. Earmark the funds to be used for development-related activities</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Department Chairs, Vice Chancellor for University Advancement, Vice Chancellor for Finance and Administration</td>
</tr>
</tbody>
</table>
Implementation Plan | Overview of Metrics

**Lever 3.5:** Create and implement a plan for student and alumni lifetime engagement strategy

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
<th>Actions</th>
<th>Metric</th>
<th>Baseline</th>
<th>Targets</th>
</tr>
</thead>
</table>
| A notable growth in campus engagement by our undergraduate, graduate, alumni and donors. This growth is measured using: Levels of involvement across campus by students and alumni; student participation, donor retention, alumni participation in alumni activities and programs, and alumni giving. | **3.5.1:** Utilize the library and archives in creating collaborative online areas where alumni can view yearbooks, the Miner, photos, and other memorabilia | Usage data | 0 | **Year 1:** Usage data, measure quantity of users accessing, how long they engage, areas of interest  
**Year 2:** Increased usage by current and new users. Requests for and creation of new areas of engagement. |
| Baseline: Current levels of student participation in campus events and co-curricular activities; current alumni involvement and annual giving | **3.5.2:** Create lifetime accounts that support contact and engagement | Accounts created | 0 | **Year 1:** Lifetime accounts created  
**Year 5:** Lifetime accounts being used by a significant number of students/ alumni |
| **Year 1 Target:** A plan is established and activities have begun to address this lever | **3.5.3:** Create a multifaceted engagement program that brings students through graduation and to the Academy levels | Program created | Current levels of student and alumni involvement with campus sponsored or approved activities | **Year 1:** Completion of a best practices summary. The establishment of a assessment instrument that aligns with theme 3 Lever 5 purpose.  
**Year 2:** Recommendations/programs implemented  
**Year 3:** Observable increases in: levels of volunteerism across campus by students and alumni; student participation; donor retention; alumni participation in alumni activities and programs, alumni giving. |
### Implementation Plan | Overview of Metrics

**Lever 3.5**: Create and implement a plan for student and alumni lifetime engagement strategy

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
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<th>Baseline</th>
<th>Targets</th>
</tr>
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<tbody>
<tr>
<td>A notable growth in campus engagement by our undergraduate, graduate, alumni and donors. This growth is measured using: Levels of involvement across campus by students and alumni; student participation, donor retention, alumni participation in alumni activities and programs, and alumni giving.</td>
<td><strong>3.5.4</strong>: Explore the feasibility of splitting the 1% Endowment Management Fee with departments that generate the funding; earmark the funds to be used for development-related activities</td>
<td>Determine impact on campus budget and identify how funds might be saved, generated or reallocated to accomplish this</td>
<td>Report recommendations. Target goals would include: new partnership activities initiated and completed between Advancement and Department Chairs and Program Directors. More than 50% of departments with priority fundraising goals participate in fundraising activities.</td>
<td></td>
</tr>
</tbody>
</table>
**Implementation Plan | Portfolio Management of Actions**

**Lever 3.8:** Exercise leadership in sustainability on campus and in the community by modeling sustainability practices in daily operations and practicing good environmental stewardship

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
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<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8.1: Stabilize long-term funding for the Office of Sustainable Energy and Environmental Engagement</td>
<td>July 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td>$$300,000$$ target</td>
<td></td>
<td>Vice Provost for Academic Affairs, Office of Sustainable Energy and Environmental Engagement</td>
<td>Funding for Office of Sustainable Energy and Environmental Engagement</td>
</tr>
<tr>
<td>3.8.2: Led by Office of Sustainable Energy and Environmental Engagement, initiate and create student awareness programs and associated funding vehicles to promote our sustainable research and campus initiatives</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Academic Affairs, Office of Sustainable Energy and Environmental Engagement</td>
<td>Student sustainability fee approved by student council</td>
</tr>
<tr>
<td>3.8.3: Create, in conjunction with Physical Facilities and Environmental Health and Safety, a sustainable waste management plan for all university waste</td>
<td>July 1, 2013</td>
<td>6 months</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Academic Affairs, Office of Sustainable Energy and Environmental Engagement</td>
<td>Waste management plan completed and approved</td>
</tr>
</tbody>
</table>
### Implementation Plan | Portfolio Management of Actions

**Lever 3.8**: Exercise leadership in sustainability on campus and in the community by modeling sustainability practices in daily operations and practicing good environmental stewardship

<table>
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<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
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<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8.5: Create and promote an alternative transportation culture, focused around</td>
<td>July 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Academic Affairs, Office of Sustainable Energy and</td>
<td>Projects identified and funded</td>
</tr>
<tr>
<td>simple transportation methods, including pedestrian and cycling, to improve</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Environmental Engagement</td>
<td></td>
</tr>
<tr>
<td>alternative transportation infrastructure over the next five years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Lever 3.8**: Exercise leadership in sustainability on campus and in the community by modeling sustainability practices in daily operations and practicing good environmental stewardship

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
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<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8.6: Investigate existing and new courses for sustainability awareness for faculty, staff and students</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Academic Affairs, Office of Sustainable Energy and Environmental Engagement</td>
<td>Course development and implementation</td>
</tr>
<tr>
<td>3.8.7: Create campus sustainability project revolving fund that will allow savings to be invested back into the fund to underwrite future projects</td>
<td>July 1, 2013</td>
<td>2 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Chancellor for Finance and Administration, Office of Sustainable Energy and Environmental Engagement</td>
<td>Fund established and new projects funded</td>
</tr>
<tr>
<td>3.8.8: Track energy, environmental, and sustainability research on campus</td>
<td>July 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Academic Affairs, Office of Sustainable Energy and Environmental Engagement</td>
<td>Expenditure report</td>
</tr>
<tr>
<td>3.8.13: Analyze new construction with U.S. Green Building Council LEED (Leadership in Energy and Environment Design) principles, and pursue LEED certification when appropriate</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Chancellor for Finance and Administration</td>
<td>Decision implemented</td>
</tr>
</tbody>
</table>
**Implementation Plan | Overview of Metrics**

**Lever 3.8**: Exercise leadership in sustainability on campus and in the community by modeling sustainability practices in daily operations and practicing good environmental stewardship

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<th>Metrics for Levers</th>
<th>Actions</th>
<th>Metric</th>
<th>Baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive sustainability plan created and approved</td>
<td><strong>3.8.1</strong>: Stabilize long-term funding for the Office of Sustainable Energy and Environmental Engagement</td>
<td>Funding for Office of Sustainable Energy and Environmental Engagement</td>
<td></td>
<td>Funding allocated</td>
</tr>
<tr>
<td></td>
<td><strong>3.8.2</strong>: Led by Office of Sustainable Energy and Environmental Engagement, initiate and create student awareness programs and associated funding vehicles to promote our sustainable research and campus initiatives. Funding vehicles: student fees (Baseline and Target)</td>
<td>Sustainability fee</td>
<td>Year 1: Approved by student council</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>3.8.3</strong>: Create, in conjunction with Physical Facilities and Environmental Health and Safety, a sustainable waste management plan for all university waste</td>
<td>Waste management plan</td>
<td>Year 1: Plan approved</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>3.8.5</strong>: Create and promote an alternative transportation culture, focused around simple transportation methods, including pedestrian and cycling, to improve alternative transportation infrastructure over the next five years</td>
<td>Alternative transportation projects</td>
<td>Year 5: Projects identified and funded</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>3.8.6</strong>: Investigate existing and new courses for sustainability awareness for faculty, staff and students</td>
<td>Course development and implementation</td>
<td>Courses implemented into curriculum</td>
<td></td>
</tr>
</tbody>
</table>
### Lever 3.8: Exercise leadership in sustainability on campus and in the community by modeling sustainability practices in daily operations and practicing good environmental stewardship

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
<th>Actions</th>
<th>Metric</th>
<th>Baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive sustainability plan created and approved</td>
<td>3.8.7: Create campus sustainability project revolving fund that will allow savings to be invested back into the fund to underwrite future projects</td>
<td>Revolving fund</td>
<td></td>
<td>Fund created and used to support projects</td>
</tr>
<tr>
<td></td>
<td>3.8.8: Track energy, environmental, and sustainability research on campus</td>
<td>Expenditure report</td>
<td></td>
<td>Year 1: Report created</td>
</tr>
<tr>
<td></td>
<td>3.8.13: Analyze new construction with U.S. Green Building Council LEED (Leadership in Energy and Environment Design) principles, and pursue LEED certification when appropriate</td>
<td>Decision implemented</td>
<td></td>
<td>Decision implemented</td>
</tr>
</tbody>
</table>
**Lever 3.9: Conduct a comprehensive fundraising campaign to secure private support for identified campus priorities**

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
<th>Recurring Costs</th>
<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.9.1: Conduct wealth screening and data validation</strong></td>
<td>July 30, 2013</td>
<td>6-9 months</td>
<td>Personnel time</td>
<td>$38,000</td>
<td></td>
<td></td>
<td>Advancement</td>
<td>Number of accounts updated or corrected</td>
</tr>
<tr>
<td><strong>3.9.2: Initiate partnership with consulting/research firm</strong></td>
<td>July 1, 2013</td>
<td>3 years</td>
<td>Personnel time</td>
<td></td>
<td>$30,000 per year for three years</td>
<td></td>
<td>Advancement</td>
<td>Quality and quantity of research completed</td>
</tr>
<tr>
<td><strong>3.9.3: Review, update and approve gift acceptance policy</strong></td>
<td>Jan. 1, 2014</td>
<td>6 months</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Advancement</td>
<td>Policy updated</td>
</tr>
<tr>
<td><strong>3.9.4: Review, update and approve naming policy</strong></td>
<td>July 1, 2013</td>
<td>3 months</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Advancement</td>
<td>Policy updated</td>
</tr>
<tr>
<td><strong>3.9.5: Develop campaign timeline with associated milestones</strong></td>
<td>July 1, 2013</td>
<td>3 months</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Advancement</td>
<td>Timeline/milestones developed</td>
</tr>
<tr>
<td><strong>3.9.6: Develop plan and proposal for staffing requirements</strong></td>
<td>July 1, 2013</td>
<td>4 months</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Advancement</td>
<td>Proposal completed and submitted</td>
</tr>
</tbody>
</table>
### Implementation Plan | Portfolio Management of Actions

**Lever 3.9:** Conduct a comprehensive fundraising campaign to secure private support for identified campus priorities

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
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<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9.7: Conduct feasibility study</td>
<td>Upon completion of wealth screening – to begin approx. Jan. 10, 2014</td>
<td>4-6 months</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Advancement</td>
<td>Study completed</td>
</tr>
<tr>
<td>3.9.8: Participate in process to update campus master plan to advise on fundraising opportunities and targets</td>
<td>July 1, 2013</td>
<td>6 months</td>
<td>Personnel time</td>
<td>None</td>
<td></td>
<td></td>
<td>Advancement</td>
<td>Study completed</td>
</tr>
</tbody>
</table>
**Lever 3.9:** Conduct a comprehensive fundraising campaign to secure private support for identified campus priorities

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
<th>Actions</th>
<th>Metric</th>
<th>Baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total number of annual donors:</strong> Available June 30, 2013</td>
<td>3.9.1: Conduct wealth screening and data validation</td>
<td>Screening and validation process completed and uploaded to Advance database</td>
<td>Historical</td>
<td>Year 1: Completed and loaded</td>
</tr>
<tr>
<td><strong>Target 2020:</strong> Positive annual growth of 1%</td>
<td>3.9.2: Initiate partnership with consulting/research firm</td>
<td>Contract finalized; consultation and research activities commenced</td>
<td>0</td>
<td>Year 1: Contract completed, research requests submitted</td>
</tr>
<tr>
<td><strong>Alumni participation (earned degrees only):</strong> Available June 30, 2013</td>
<td>3.9.3: Review, update and approve gift acceptance policy</td>
<td>Policy completed and approved</td>
<td>Historical</td>
<td>Year 1: Policy updated and approved</td>
</tr>
<tr>
<td><strong>Target 2020:</strong> Positive annual growth</td>
<td>3.9.4: Review, update and approve naming policy</td>
<td>Policy updated and approved</td>
<td>Historical</td>
<td>Year 1: Policy updated and approved</td>
</tr>
<tr>
<td>Renewal rate of all donors:</td>
<td>3.9.5: Develop campaign timeline with associated milestones</td>
<td>Timeline completed</td>
<td>Historical</td>
<td>Year 1: Timeline completed, milestones charted</td>
</tr>
<tr>
<td><strong>Baseline:</strong> 65%</td>
<td><strong>Target 2020:</strong> 66%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renewal rate of alumni donors:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Baseline:</strong> 74%</td>
<td><strong>Target 2020:</strong> 75%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Lever 3.9: Conduct a comprehensive fundraising campaign to secure private support for identified campus priorities**

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
<th>Actions</th>
<th>Metric</th>
<th>Baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of annual donors: Available June 30, 2013</td>
<td><strong>3.9.6:</strong> Develop plan and proposal for staffing requirements</td>
<td>Plan completed with budget requirements for duration of campaign. Proposal to Chancellor submitted.</td>
<td>Historical</td>
<td>Year 1: Proposal submitted</td>
</tr>
<tr>
<td><strong>Target 2020:</strong> Positive annual growth of 1%</td>
<td><strong>3.9.7:</strong> Conduct feasibility study</td>
<td>Study completed and campaign pyramid(s) developed.</td>
<td>Historical</td>
<td>Year 1: Study completed</td>
</tr>
<tr>
<td>Alumni participation (earned degrees only): Available June 30, 2013</td>
<td><strong>3.9.8:</strong> Participate in process to update campus master plan to advise on fundraising opportunities and targets</td>
<td>Campus master plan updated. List of potential fundraising opportunities completed.</td>
<td>Historical</td>
<td>Year 1: Plan updated</td>
</tr>
<tr>
<td><strong>Target 2020:</strong> Positive annual growth</td>
<td>Renewal rate of all donors: <strong>Baseline:</strong> 65% <strong>Target 2020:</strong> 66%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renewal rate of alumni donors: <strong>Baseline:</strong> 74% <strong>Target 2020:</strong> 75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Implementation Plan/Actions and Metrics

**Theme 4**¹

Increase and facilitate meaningful access to and interaction with renowned faculty, staff and services

Metric 1

First-to-second year undergraduate student retention rate (Baseline: 85%; Target 2020: 88%)

Metric 2

Total graduate student support per funded graduate student (Baseline: $13,700; Target 2020: $17,500)

¹ Only Theme 4 actions initiated in the first year are shown in this section. All actions are given in Appendix A.
## Implementation Plan | Portfolio Management of Actions

### Lever 4.1: Create a comprehensive distance and online education strategy

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
<th>Recurring Costs</th>
<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1: Conduct a focused market study analysis to serve as the foundation for a</td>
<td>July 1 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td>$30,000</td>
<td></td>
<td></td>
<td>Vice Provost for Global Learning</td>
<td>Statistically valid coverage</td>
</tr>
<tr>
<td>comprehensive distance and online education strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Study completed</td>
</tr>
<tr>
<td>4.1.2: Bring together distance and online programs under one umbrella so as to</td>
<td>July 1 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Global Learning, Provost</td>
<td>New organization authorized</td>
</tr>
<tr>
<td>leverage advantages of both, to pool resources, and to eliminate confusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.4: Increase our focus on the professional non-credit distance education portfolio</td>
<td>July 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Global Learning</td>
<td>Size of portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Enrollment and revenue</td>
</tr>
<tr>
<td>4.1.6: Create an incentive program to encourage departments and faculty to offer</td>
<td>July 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Global Learning, Provost</td>
<td>Number of course and program offerings</td>
</tr>
<tr>
<td>more online, blended and distance courses (See Lever 2.5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.7: Leverage existing success and resources from Distance Ed program to expand</td>
<td>July 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td>$150,000</td>
<td>$50,000</td>
<td></td>
<td>Vice Provost for Global Learning</td>
<td>Use of Video Communications Center facilities</td>
</tr>
<tr>
<td>into more online or asynchronous course offering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>for online and asynchronous course production</td>
</tr>
</tbody>
</table>
## Implementation Plan | Overview of Metrics

**Lever 4.1: Create a comprehensive distance and online education strategy**

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
<th>Actions</th>
<th>Metric</th>
<th>Baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of distance/online courses offered per year from a baseline of 200 to a target of 300 per year by 2020. Increase the number of distance/online students enrolled per year from a baseline of 1,513 to 2,013 by 2020.</td>
<td><strong>4.1.1:</strong> Conduct a focused market study analysis to serve as the foundation for a comprehensive distance and online education strategy</td>
<td>Market study</td>
<td>No study at this time</td>
<td>Complete Study</td>
</tr>
<tr>
<td></td>
<td><strong>4.1.2:</strong> Bring together distance and online programs under one umbrella so as to leverage advantages of both, to pool resources, and to eliminate confusion</td>
<td>New organizational structure</td>
<td>Baseline is zero since there is currently no single organization focused on both these activities at an operational level beneath the provost</td>
<td>Authorization of a new organization structure</td>
</tr>
<tr>
<td></td>
<td><strong>4.1.4:</strong> Increase our focus on the professional non-credit distance education portfolio</td>
<td>Size of portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment and revenue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>4.1.6:</strong> Create an incentive program to encourage departments and faculty to offer more online, blended and distance courses</td>
<td>Number of course and program offerings</td>
<td>200</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td><strong>4.1.7:</strong> Leverage existing success and resources from Distance Ed program to expand into more online or asynchronous course offering</td>
<td>Use of Video Communications Center recording facilities for online and asynchronous courses</td>
<td>0 hours per month</td>
<td>10 hours per month</td>
</tr>
</tbody>
</table>
**Lever 4.2: Enhance instructional labs and methods of delivering lab experiences**

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
<th>Recurring Costs</th>
<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1: Explore how to partner with other universities, community colleges, high schools or extension to deliver lab experiences</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Faculty time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Academic Affairs</td>
<td>Partner institution</td>
</tr>
<tr>
<td>4.2.2: Develop model frameworks and strategies for evaluating and redesigning instructional lab courses for blended/online delivery</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Faculty time, Staff time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Academic Affairs, Department Chairs</td>
<td>Develop model framework and strategy</td>
</tr>
</tbody>
</table>
### Implementation Plan | Overview of Metrics

**Lever 4.2**: Enhance instructional labs and methods of delivering lab experiences

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
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<th>Metric</th>
<th>Baseline</th>
<th>Targets</th>
</tr>
</thead>
</table>
| **Metric**: Institution partners and redesigned instructional lab courses | **4.2.1**: Explore how to partner with other universities, community colleges, high schools or extension to deliver lab experiences | Number of institution partners | 0 | *Year 1*: At least one potential institution partner identified.  
*Year 5*: At least 2 other institution partners |
| **Baseline**: 0 partners and 0 courses | **4.2.2**: Develop model frameworks and strategies for evaluating and redesigning instructional lab courses (including simulations) for blended/online delivery | Develop model framework and strategy | None | *Year 2*: Model framework and strategy developed and piloted on one instructional lab  
*Year 5*: Framework and strategy implemented on five instructional labs |
| **Year 5 Target**: 2 partners and 5 redesigned labs implemented | | | | |
## Implementation Plan | Portfolio Management of Actions

**Lever 4.5**: Engage in transformative doctoral student recruiting/retention and placement

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
<th>Recurring Costs</th>
<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5.1: Develop a plan to provide fully covered tuition for doctoral students on appointments and explore implementation</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Graduate Studies</td>
<td>Develop a plan Implementation recommendations</td>
</tr>
<tr>
<td>4.5.3: (Recruit) Develop memorandum of understandings and articulation agreements with reputed national and international schools to recruit high quality doctoral students</td>
<td>July 1, 2013</td>
<td>5 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Graduate Studies</td>
<td>Number of active/inactive memorandum of understandings, articulation agreements</td>
</tr>
<tr>
<td>4.5.4: (Recruit) Develop a marketing plan to promote comprehensive S&amp;T graduate leadership and excellence</td>
<td>July 1, 2013</td>
<td>2 years</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Graduate Studies</td>
<td>Heightened awareness of S&amp;T's leadership and excellence in graduate education, as measured by surveys and focus groups</td>
</tr>
<tr>
<td>4.5.6: (Retain) Study GRA “bridge funding” between faculty grant funding and graduation</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Graduate Studies</td>
<td>Complete study and provide recommendations</td>
</tr>
</tbody>
</table>
### Lever 4.5: Engage in transformative doctoral student recruiting/retention and placement

<table>
<thead>
<tr>
<th>Prioritized Actions</th>
<th>Start Date</th>
<th>Duration</th>
<th>Resources Required</th>
<th>One-Time Costs</th>
<th>Recurring Costs</th>
<th>Revenue Benefits</th>
<th>Owner(s)</th>
<th>Key Metric to Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.5.7</strong>: (Retain) Conduct a feasibility study and develop a plan for a Graduate Resource/Success Center to help students in the timely completion of their degrees, and for leadership/professional development</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Graduate Studies</td>
<td>Complete study and provide recommendations</td>
</tr>
<tr>
<td><strong>4.5.12</strong>: (Recruit) Investigate creating a $10 million endowment for recruiting high quality doctoral students (See Lever 3.9)</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Graduate Studies, Vice Chancellor for University Advancement</td>
<td>Provide plan. (See Lever 3.9)</td>
</tr>
<tr>
<td><strong>4.5.16</strong>: (Retain) Perform cost analysis on providing dissertation writing fellowships to doctoral students who have completed their comprehensive exams</td>
<td>July 1, 2013</td>
<td>1 year</td>
<td>Personnel time</td>
<td></td>
<td></td>
<td></td>
<td>Vice Provost for Graduate Studies</td>
<td>Time to degree Complete analysis</td>
</tr>
</tbody>
</table>
### Lever 4.5: Engage in transformative doctoral student recruiting/retention and placement

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
<th>Actions</th>
<th>Metric</th>
<th>Baseline</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric: Publications per research-based, graduate degree awarded</td>
<td><strong>4.5.1</strong>: Develop and implement a plan to fully cover in-state tuition and fees for doctoral students on appointments</td>
<td>Plan</td>
<td></td>
<td>Develop plan and implementation recommendations</td>
</tr>
<tr>
<td>Baseline: 12</td>
<td></td>
<td>Number of active/inactive MOUs, articulation agreements; student yield from such agreements</td>
<td>Calendar Year 2012</td>
<td>Year 1: 1 new agreement Year 5: 10 new agreements</td>
</tr>
<tr>
<td>Target 2020: 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric: Total student support per funded graduate student</td>
<td><strong>4.5.3</strong>: (Recruit) Develop MOUs and articulation agreements with reputed national and international schools to recruit high quality doctoral students</td>
<td><strong>4.5.4</strong>: (Recruit) Develop a marketing plan to promote comprehensive S&amp;T graduate leadership and excellence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline: $13,700</td>
<td></td>
<td>Coordinate department materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target 2020: $17,500</td>
<td></td>
<td>Calendar Year 2012</td>
<td>Heightened awareness of S&amp;T's leadership and excellence in graduate education, as measured by surveys and focus groups</td>
<td></td>
</tr>
<tr>
<td>Metric: Ph.D. enrollment</td>
<td><strong>4.5.6</strong>: (Retain) Study GRA “bridge funding” between faculty grant funding and graduation</td>
<td>Study.</td>
<td></td>
<td>Study completed with recommendations</td>
</tr>
<tr>
<td>Baseline: Fall 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target 2020: 200-400</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Lever 4.5: Engage in transformative doctoral student recruiting/retention and placement

<table>
<thead>
<tr>
<th>Metrics for Levers</th>
<th>Actions</th>
<th>Metric</th>
<th>Baseline</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric:</strong> Publications per research-based, graduate degree awarded</td>
<td><strong>4.5.7:</strong> (Retain) Conduct a feasibility study and develop a plan for a Graduate Resource/Success Center to help students in the timely completion of their degrees, and for leadership/professional development</td>
<td>Complete study/satisfaction, time-to-degree</td>
<td><strong>Baseline:</strong> 12</td>
<td><strong>Target 2020:</strong> 15</td>
</tr>
<tr>
<td><strong>Metric:</strong> Total student support per funded graduate student</td>
<td><strong>4.5.12:</strong> (Recruit) Investigate creating a $10 million endowment for recruiting high quality doctoral students <em>(See Lever 3.9)</em></td>
<td>Complete study</td>
<td><strong>Baseline:</strong> $13,700</td>
<td><strong>Target 2020:</strong> $17,500</td>
</tr>
<tr>
<td><strong>Metric:</strong> Ph.D. enrollment</td>
<td><strong>4.5.16:</strong> (Retain) Perform cost analysis on providing dissertation writing fellowships to doctoral students who have completed their comprehensive exams</td>
<td>Time to degree; retention rate</td>
<td><strong>Baseline:</strong> Fall 2012</td>
<td><strong>Target 2020:</strong> 200-400</td>
</tr>
</tbody>
</table>
## S&T Strategy Metrics

<table>
<thead>
<tr>
<th>Metric</th>
<th>Source</th>
<th>Strategic Plan Baseline</th>
<th>Strategic Plan Baseline Date</th>
<th>Strategic Plan Target</th>
<th>Strategic Plan Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting salary of undergraduate students</td>
<td>Career Opportunities and Employer Relations Office</td>
<td>$59,504</td>
<td>Fall 2012</td>
<td>$65,000</td>
<td>FY2020</td>
</tr>
<tr>
<td>U.S. News and World Report recruiter assessment score</td>
<td>U.S. News and World Report</td>
<td>3.3</td>
<td>Fall 2012</td>
<td>3.5</td>
<td>FY2020</td>
</tr>
<tr>
<td>Number of students enrolled via distance or online per year</td>
<td>Office of the Registrar</td>
<td>1,513</td>
<td>Fall 2012</td>
<td>2,013</td>
<td>FY2020</td>
</tr>
<tr>
<td>Number of invention disclosures per $10M R&amp;D expenditures</td>
<td>Office of Technology Transfer and Economic Development</td>
<td>8.9</td>
<td>FY2011 (most current year data available for comparators)</td>
<td>10</td>
<td>FY2020</td>
</tr>
<tr>
<td>Employer satisfaction with hires</td>
<td>Employer satisfaction survey</td>
<td>92%</td>
<td>Fall 2012</td>
<td>92%</td>
<td>FY2020</td>
</tr>
<tr>
<td>Donor satisfaction with the Missouri S&amp;T giving experience</td>
<td>Annual donor satisfaction survey</td>
<td>To be established in Spring 2014</td>
<td>Spring 2014</td>
<td>To be determined in Spring 2014</td>
<td>FY2020</td>
</tr>
</tbody>
</table>
## S&T Best-in-Class Metrics

<table>
<thead>
<tr>
<th>Metric</th>
<th>Source</th>
<th>Strategic Plan Baseline</th>
<th>Strategic Plan Baseline Date</th>
<th>Strategic Plan Target</th>
<th>Strategic Plan Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering doctoral students per tenured, tenure-track engineering faculty</td>
<td>ASEE</td>
<td>1.9</td>
<td>Fall 2011 most current year data available for comparators</td>
<td>3.1</td>
<td>FY2020</td>
</tr>
<tr>
<td>National Science Foundation grant expenditures per tenured, tenure-track faculty</td>
<td>NSF</td>
<td>$18,893</td>
<td>Fall 2011 most current year data available for comparators</td>
<td>$40,000</td>
<td>FY2020</td>
</tr>
<tr>
<td>Number of graduate engineering and science programs offered online or by distance</td>
<td>Office of the Registrar</td>
<td>14</td>
<td>Fall 2012</td>
<td>18</td>
<td>FY2020</td>
</tr>
</tbody>
</table>
Five-Year Review

<table>
<thead>
<tr>
<th>Year</th>
<th>Cost</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>($8,134,833)</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>($8,855,583)</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>($7,855,584)</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>($7,595,000)</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>($7,595,000)</td>
<td></td>
</tr>
</tbody>
</table>

Legend
- **Rate** ($34,262,500 over five years)
- **Cost** ($5,768,500 over five years)

1 Based on cost and cumulative rate funds related to campus commitments and strategic initiative requests beginning in year 1 only.
Five-Year Cost Funds by Sources of Funding

- **Gifts, grants and other income** ($3,800,000)
- **Strategic initiative request** ($632,000)
- **Reallocated funds** ($900,000)
- **Distance education revenue** ($246,000)
- **Advancement budget** ($160,500)

Five-Year Cumulative Rate Funds by Sources of Funding

- **Reallocated funds** ($19,090,000)
- **Distance education revenue** ($200,000)
- **Student tuition/fees** ($2,100,000)
- **Strategic initiative request** ($12,850,000)

---

1 Based on cost and cumulative rate funds related to campus commitments and strategic initiative requests beginning in year 1 only.
Year One Cost Funds by Sources of Funding

- Strategic initiative request ($290,667)
- Reallocated funds ($593,333)
- Distance education revenue ($200,000)
- Advancement budget ($68,000)
- Gifts, grants and other income ($1,370,000)
- Reallocated funds ($593,333)

Year One Rate Funds by Sources of Funding

- Student tuition/fees ($420,000)
- Strategic initiative request ($2,570,000)
- Reallocated funds ($2,590,000)
**Lever 1.2** Foster innovation and creativity for faculty, staff and students

<table>
<thead>
<tr>
<th>Total Budget</th>
<th>Reallocated — ($75,000 rate)</th>
<th>Action 1.2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>$80,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endowment distribution — ($5,000 rate)</th>
<th>Action 1.2.3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Based on cost and cumulative rate funds related to campus commitments and strategic initiative requests beginning in year 1 only.
## Financial Impact | Target Costs by Lever/Category of Actions\(^1,2\)

### Lever 2.2 Leverage S&T as Missouri’s technological research university

<table>
<thead>
<tr>
<th>Budget Breakdown by Cost Components</th>
<th>Total Budget $8,290,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future open faculty positions — ($3 million rate)</td>
<td>25 open faculty lines estimated in years one and two</td>
</tr>
<tr>
<td>Reallocated, student tuition/fee and grant-funded faculty positions — ($1.26 million rate)</td>
<td>Eight tenure/tenure track and three non-tenure track faculty (cost savings will be used for start up)</td>
</tr>
<tr>
<td>Gifts, grants and other income — ($1 million cost)</td>
<td>Faculty start up</td>
</tr>
<tr>
<td>Reallocated — ($460,000 rate)</td>
<td>Targeted faculty merit increases</td>
</tr>
<tr>
<td>Strategic initiative request — ($2.5 million rate)</td>
<td>15 tenure/tenure track and seven non-tenure track faculty (cost savings will be used for start up)</td>
</tr>
<tr>
<td>Strategic initiative request — ($70,000 rate)</td>
<td>HR support staff for recruiting and hiring new faculty</td>
</tr>
</tbody>
</table>

---

1. Based on cost and cumulative rate funds related to campus commitments and strategic initiative requests beginning in year 1 only.

2. Campus commitment contingent on strategic initiative request funding.
**Lever 2.3** Develop a culture of excellence in research, scholarship and creative activity among faculty, staff and students.

- **Total Budget** $140,000
- **Reallocated** $(140,000 cost)
  
  **Action 2.3.4**
Financial Impact | Target Costs by Lever/Category of Actions

**Lever 2.4** Create and implement a communication and marketing plan to raise the visibility of the campus and convey our return on investment.

**Budget Breakdown by Cost Components**

- **Gift funds** — ($200,000 cost)
  - Action 2.4.3

- **Reallocated** — ($70,000 rate)
  - Action 2.4.8

---

1 Based on cost and cumulative rate funds related to campus commitments and strategic initiative requests beginning in year 1 only.
Lever 2.5 Modify our conventional methods of teaching to accommodate current, new and advanced technology that will enhance student learning and increase faculty productivity

Financial Impact | Target Costs by Lever/Category of Actions\(^1,2\)

<table>
<thead>
<tr>
<th>Lever 2.5</th>
<th>Modify our conventional methods of teaching to accommodate current, new and advanced technology that will enhance student learning and increase faculty productivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budget</td>
<td>$198,000</td>
</tr>
<tr>
<td><strong>Strategic initiative request</strong></td>
<td>– ($75,000 cost)</td>
</tr>
<tr>
<td>Faculty release</td>
<td></td>
</tr>
<tr>
<td><strong>Strategic initiative request</strong></td>
<td>– ($30,000 cost)</td>
</tr>
<tr>
<td>Incentive</td>
<td></td>
</tr>
<tr>
<td><strong>Strategic initiative request</strong></td>
<td>– ($18,000 cost)</td>
</tr>
<tr>
<td>Software</td>
<td></td>
</tr>
<tr>
<td><strong>Strategic initiative request</strong></td>
<td>– ($9,000 cost)</td>
</tr>
<tr>
<td>Instructional designer</td>
<td></td>
</tr>
<tr>
<td><strong>Distance education revenue</strong></td>
<td>– ($66,000 cost)</td>
</tr>
<tr>
<td>Instructional designer</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Based on cost and cumulative rate funds related to campus commitments and strategic initiative requests beginning in year 1 only.

\(^2\) Campus commitment contingent on strategic initiative request funding.
**Financial Impact | Target Costs by Lever/Category of Actions**

**Lever 2.7** Address administrative structural changes to facilitate strategy and enhance national visibility

Total Budget $100,000

Reallocated – ($100,000 rate)
Action 2.7.2

Budget Breakdown by Cost Components

---

1 Based on cost and cumulative rate funds related to campus commitments and strategic initiative requests beginning in year 1 only.
Lever 3.3 Improve facilities to enhance research and student learning, and expand experiential learning

Financial Impact | Target Costs by Lever/Category of Actions$^{1,2}$

**Total Budget** $1,792,500

- **Strategic initiative request** – ($500,000 cost)
- **Advancement budget** – ($32,500 cost)
- **Faculty and staff** – ($460,000 cost)
- **Gifts** – ($500,000 cost)
- **Reallocated** – ($300,000 cost)

---

1 Based on cost and cumulative rate funds related to campus commitments and strategic initiative requests beginning in year 1 only.

2 Campus commitment contingent on strategic initiative request funding.
Financial Impact | Target Costs by Lever/Category of Actions

**Lever 3.9** Conduct a comprehensive fundraising campaign to secure private support for identified campus priorities.

Total Budget: $128,000

1. **Advancement budget** – ($38,000 cost)
   - Action 3.9.1

2. **Advancement budget** – ($90,000 cost)
   - Action 3.9.2

---

1 Based on cost and cumulative rate funds related to campus commitments and strategic initiative requests beginning in year 1 only.
Financial Impact | Target Costs by Lever/Category of Actions

**Lever 4.1** Create a comprehensive distance and online education strategy.

<table>
<thead>
<tr>
<th>Total Budget</th>
<th>$230,000</th>
</tr>
</thead>
</table>

**Budget Breakdown by Cost Components**

- **Distance education revenue** — ($150,000 cost; $50,000 rate)
  - Action 4.1.7

- **Distance education revenue** — ($30,000 cost)
  - Action 4.1.1

1 Based on cost and cumulative rate funds related to campus commitments and strategic initiative requests beginning in year 1 only.
Appendices
Theme 1
Description: Develop and inspire creative thinkers and leaders and life-long success

Metric

Number of academic programs and administrative departments that expect participation in sponsored or recognized opportunities that encourage creative thinking, innovation, entrepreneurship or leadership development by its students, faculty and staff

Baseline

Current number of academic programs that require undergraduate student participation in substantial experiential opportunities (See Action 1.1.1)

Target 2020

a. Each academic program requires 100% undergraduate student participation in some significant experiential learning activity and encourages graduate student participation
b. Each department (academic and administrative) has an established plan for faculty and staff participation either as learners or advocates in developing creative thinkers and leaders

Lever/Category of Actions 1.1
Description: Require all undergraduate students to participate in some significant experiential learning activity before graduation

Metrics for success: All degree programs fully incorporating this requirement
One-time costs:
Recurring costs:

Lever/Category of Action 1.1.1
Description: Create a defining comprehensive list of activities that are supported by research as significant experiential activities (High Impact High Feasibility)

Metrics for success: Approval of comprehensive list by Provost
One-time costs:
Recurring costs:
Lever/Category of Actions 1.1.2
Description: Incorporate experiential/service learning into the core curriculum in all degree programs at any level beginning in the freshman year (High Impact Medium Feasibility)

Metrics for success: Faculty Senate approval for each degree program
One-time costs:
Recurring costs:
Second-Year Target: Approval by Faculty Senate

Lever/Category of Action 1.1.2a
Description: Completion of Action Item 1- Create a defining comprehensive list of activities that are supported by research as significant experiential activities by department

Metrics for success: Completion of Action Item 1 by December 2013 and list of approved significant activities by each department
One-time costs:
Recurring costs:

Lever/Category of Actions 1.1.2b
Description: Draft a statement describing degree requirements

Metrics for success: Successful completion of the document
One-time costs:
Recurring costs:

Lever/Category of Action 1.1.2c
Description: Department approval detailing ways students will be able to complete requirement

Metrics for success: The number of degree programs meeting this requirement
One-time costs:
Recurring costs:

Lever/Category of Actions 1.1.2d
Description: Approval by degree-specific curriculum committees

Metrics for success: The number of degree programs with approved activities
One-time costs:
Recurring costs:
Lever/Category of Action 1.1.2e
Description: Faculty Senate approval

Metrics for success: The number of degree programs with approved activities
One-time costs:
Recurring costs:

Lever/Category of Actions 1.1.3 (Delayed)
Description: Assign responsibilities associated with monitoring Actions 1.1.1 and 1.1.2 and maintaining the reporting of experiential learning activities to the Vice Provost for Undergraduate Studies, who will regularly inform the Strategic Planning Progress Manager (SPPM) on progress (See Lever 2.7) (High Impact Low Feasibility)

Metrics for success: Hire Strategic Planning Progress Manager and create monitoring and update plan
One-time costs:
Recurring costs:

Lever/Category of Actions 1.1.4 (Delayed)
Description: Research and adopt fund-raising models for supporting Pell-eligible students in experiential learning opportunities (See Lever 3.9) (Medium Impact Medium Feasibility)

Metrics for success: Adoption of applicable models
One-time costs:
Recurring costs:

Lever/Category of Actions 1.1.5
Description: Consult with the Director of COER to explore internship and externship opportunities in the summer and inter-sessions as well as during semesters (Medium Impact High Feasibility)

Metrics for success: List of opportunities
One-time costs:
Recurring costs:
Theme 1
Description: Develop and inspire creative thinkers and leaders and life-long success

Metric

Number of academic programs and administrative departments that expect participation in sponsored or recognized opportunities that encourage creative thinking, innovation, entrepreneurship or leadership development by its students, faculty and staff

Baseline

Current number of academic programs that require undergraduate student participation in substantial experiential opportunities (See Action 1.1.1)

Target 2020

a. Each academic program requires 100% undergraduate student participation in some significant experiential learning activity and encourages graduate student participation
b. Each department (academic and administrative) has an established plan for faculty and staff participation either as learners or advocates in developing creative thinkers and leaders

Lever/Category of Actions 1.2
Description: Foster innovation and creativity for faculty, staff and students

Metrics for success: Innovation projects funded and implemented
One-time costs:
Recurring costs:

Lever/Category of Action 1.2.1
Description: Create and promote an innovation team that solicits and considers creative suggestions from the S&T family. Empower owners for implementation. Create a small fund to implement several each year. (High Impact Medium Feasibility)

Metrics for success: Complete guidelines and plans for dissemination
One-time costs:
Recurring costs: $75,000
Lever/Category of Actions 1.2.2

Description: Explore creating a Learning Commons with state of the art collaborative technology, practice presentation rooms, experimental technology lab with video editing and 3D printing capability for teaching, learning, and research. Training on how to effectively use the commons would be included. (High Impact Low Feasibility)

Metrics for success: Decision on implementing Learning Commons Facility
One-time costs: $2,500 Year 1
Recurring costs: $75,000 Year 1 and additional $5,000 Year 2 and beyond

Lever/Category of Actions 1.2.3

Description: Devise a plan for TedX-like series for students, faculty and staff (e.g., experiential learning activities, professional development) (High Impact Medium Feasibility)

Metrics for success: Develop a plan for implementing TedX and evaluate
One-time costs: $2,500 Year 1
Recurring costs: $5,000 Year 2 and beyond

Lever/Category of Actions 1.2.4 (Delayed)

Description: Encourage entrepreneurship in the campus community through entrepreneurship courses to feed the campus business “incubator” including interdisciplinary course work that attracts creative students who want to make a difference (High Impact High Feasibility)

Metrics for success:
One-time costs:
Recurring costs:

Lever/Category of Actions 1.2.5

Description: Identify a series of co-curricular events (e.g., intersession or alternative spring break events) for interdisciplinary groups of students, faculty, and/or staff focused on providing solutions for problem-solving, innovation, or leadership (High Impact Medium Feasibility)

Metrics for success: Co-curricular events
One-time costs: no first year costs
Recurring costs: TBD
Lever/Category of Actions 1.2.6
Description: Develop minor and certificate programs in leadership, entrepreneurship, humanitarian engineering and science, and creativity (High Impact High Feasibility)

Metrics for success: Programs developed
One-time costs:
Recurring costs:

Lever/Category of Actions 1.2.7 (Delayed)
Description: Encourage participation in cross-disciplinary or global experiences (e.g., arts and humanities experiences for engineering, science and business students, study abroad) (High Impact Low Feasibility)

Metrics for success:
One-time costs:
Recurring costs:

Lever/Category of Actions 1.2.8
Description: Identify ways in which graduate students research can be transformed into entrepreneurial application (High Impact Low Feasibility)

Metrics for success: Recommend opportunities
One-time costs:
Recurring costs:

Lever/Category of Actions 1.2.9 (Delayed)
Description: Encourage an environment that promotes student-staff interaction through research and/or entrepreneurship (High Impact Low Feasibility)

Metrics for success:
One-time costs:
Recurring costs:
**Lever/Category of Actions 1.2.10**

**Description:** Identify, develop and implement professional development plans to enhance leadership, creativity, and innovation for the staff in each department or unit (High Impact Low Feasibility)

**Metrics for success:** Professional development plans

**One-time costs:**

**Recurring costs:** $20,000 Year 2 and beyond

---

**Lever/Category of Actions 1.2.11 (Delayed)**

**Description:** Encourage regular use of faculty and staff of sabbatical or other off-site learning opportunities that contribute to the university's strategic initiatives, department objectives, and individual development of expertise (High Impact Low Feasibility)

**Metrics for success:**

**One-time costs:**

**Recurring costs:** $20,000
Theme 1
Description: Develop and inspire creative thinkers and leaders and life-long success

Metric

Number of academic programs and administrative departments that expect participation in sponsored or recognized opportunities that encourage creative thinking, innovation, entrepreneurship or leadership development by its students, faculty and staff

Baseline

Current number of academic programs that require undergraduate student participation in substantial experiential opportunities (See Action 1.1.1)

Target 2020

a. Each academic program requires 100% undergraduate student participation in some significant experiential learning activity and encourages graduate student participation
b. Each department (academic and administrative) has an established plan for faculty and staff participation either as learners or advocates in developing creative thinkers and leaders

Lever/Category of Actions 1.3
Description: Establish database of measures to be used to define student access to faculty and staff

Metrics for success: Recommendation on metrics to define student-faculty interaction
One-time costs:
Recurring costs:

Lever/Category of Action 1.3.1
Description: Define meaningful interaction with students

Metrics for success: Benchmark metrics of meaningful student interaction
One-time costs: Professional Staff or Project Specialist time
Recurring costs:
Appendix A  |  Detailed Description of Themes, Levers and Actions

**Lever/Category of Actions 1.3.2**

**Description:** Obtain data on number of faculty and other parameters

**Metrics for success:** Benchmark ratios to national standards. Benchmark ratios to comparator universities.

**One-time costs:** Professional Staff or Project Specialist time

**Recurring costs:**

---

**Lever/Category of Actions 1.3.3**

**Description:** Obtain data on number of professional/exempt staff and other parameters

**Metrics for success:** Benchmark ratios to national standards. Benchmark ratios to comparator universities.

**One-time costs:** Professional Staff or Project Specialist time

**Recurring costs:**

---

**Lever/Category of Actions 1.3.4**

**Description:** Create a hiring plan with Levers 2.1 and 2.2 for faculty and staff in line with established ratios and accepted definition of meaningful interaction.

**Metrics for success:** Completion of recommendation

**One-time costs:** Professional Staff or Project Specialist time

**Recurring costs:**
Appendix A | Detailed Description of Themes, Levers and Actions

Theme 2
Description: Enhance reputation and raise visibility

Metric 1
Percentage of General Operating Revenue dedicated to institutional marketing and visibility efforts comparable to best-in-class universities (Baseline: 0; Target 2020: 1%)

Metric 2
Increase the number of additional faculty members through strategic hiring to leverage S&T as Missouri’s technological research university (Baseline: 0; Target 2020: 100)

Lever/Category of Actions 2.1
Description: Employ transformative and focused faculty hiring and retention, including cluster hires in select areas of expertise to support best in class (BIC) achievements. Identify two BIC areas for investment and initiate discussion on another two BIC areas

Metrics for success: Number of Phase 2 strategic faculty hires
One-time costs: $53,178,000 (full implementation by 2020)
Recurring costs: $8,951,000 (full implementation by 2020)

Lever/Category of Action 2.1.1
Description: Identify two BIC areas for investment and initiate discussion on another two BIC areas

Metrics for success: Detailed description of BIC areas for investment
One-time costs:
Recurring costs:

Lever/Category of Actions 2.1.2
Description: Develop and implement a process to transparently allocate all faculty positions to impact strategic plan and progress on unit performance measures (See Actions 2.3.1 and 2.2.4)

Metrics for success: Number of open and new faculty positions allocated to impact strategic plan and progress on unit performance measures
One-time costs:
Recurring costs: $0
Lever/Category of Actions 2.1.3
Description: Develop and implement a process to allocate faculty raises aligned with the strategic plan to address retention and reward high productivity

Metrics for success: GRA allocated faculty raises for retention/productivity
One-time costs:
Recurring costs: (fraction of raise pool)

Lever/Category of Actions 2.1.4
Description: Identify and pursue companies, foundations and individual donors for charitable gifts to hire two national academy stature faculty in endowed chair positions in strategic areas #1 and #2

Metrics for success: Number of national academy stature faculty hired
One-time costs: $49,020,000 (See Levers 3.3 and 3.9)
Recurring costs: $1,113,000

Lever/Category of Actions 2.1.5
Description: Hire four faculty to complement each endowed chair hired under Action 2.1.4

Metrics for success: Number of complementary faculty associated with the endowed chair
One-time costs: $78,000 (Start up under Action 2.1.6)
Recurring costs: $1,590,000 (full implementation by 2020)

Lever/Category of Actions 2.1.6
Description: Identify and pursue companies, foundations and individual donors to fund startup packages

Metrics for success: Report on potential funding for startup packages
One-time costs: See Lever 3.9
Recurring costs: See Lever 3.9

Lever/Category of Actions 2.1.7
Description: Finalize third and fourth BIC areas for investment next year

Metrics for success: See Action 2.1.1
One-time costs:
Recurring costs:
Appendix A | Detailed Description of Themes, Levers and Actions

Lever/Category of Actions 2.1.8
Description: Identify and pursue companies, foundations and individual donors for charitable gifts to hire two national academy stature faculty in endowed chair positions in strategic areas #3 and #4

Metrics for success: Number of national academy stature faculty hired
One-time costs: $4,000,000 (See Lever 3.9)
Recurring costs: $1,178,000

Lever/Category of Actions 2.1.9
Description: Hire four faculty to complement each endowed chair hired under Action 2.1.8

Metrics for success: Number of complementary faculty associated with the endowed chair
One-time costs: $80,000 (Start ups under Action 2.1.6)
Recurring costs: $1,610,000 (Full implementation by 2020)
Appendix A  |  Detailed Description of Themes, Levers and Actions

---

**Theme 2**

**Description:** Enhance reputation and raise visibility

**Metric 1**

Percentage of General Operating Revenue dedicated to institutional marketing and visibility efforts comparable to best-in-class universities (Baseline: 0; Target 2020: 1%)

**Metric 2**

Increase the number of additional faculty members through strategic hiring to leverage S&T as Missouri’s technological research university (Baseline: 0; Target 2020: 100)

**Lever/Category of Actions 2.2**

**Description:** Leverage S&T as Missouri's technological research university

**Metrics for success:** Student-to-faculty ratio (16:1); number of students (UG; PhD); new signed MOUs

**One-time costs:** $1,000,000 (Phase 1); $13,895,000 (total by Year 7)

**Recurring costs:** $3,830,000 (Phase 1 recurring); $13,440,000 (Year 7 recurring)

**Lever/Category of Action 2.2.1**

**Description:** Increase S&T's undergraduate enrollment by 500 by 2020 (High Impact, Medium Feasibility)

**Metrics for success:** Undergraduate enrollment increase by 500 by 2020

**One-time costs:** See Lever 3.3

**Recurring costs:**

**Lever/Category of Actions 2.2.2**

**Description:** Increase S&T's PhD enrollment by 200-400 by 2020 (High Impact, High Feasibility)

**Metrics for success:** Ph.D. enrollment increases by 200-400 by 2020

**One-time costs:** See Lever 3.3

**Recurring costs:** See Lever 4.5
Appendix A | Detailed Description of Themes, Levers and Actions

**Lever/Category of Actions 2.2.3**
**Description:** Increase the number of tenure/tenure-track (non-tenure-track) faculty members by 67 (33) to achieve an overall student-to-faculty ratio of 16:1 (12 tenure/tenure-track faculty in conjunction with Lever 2.1 focus areas in Phase 1) (High Impact, Low Feasibility)

**Metrics for success:** Increasing number of faculty by 14 per year on average and reducing student-to-faculty ratio to 16:1 by 2020

**One-time costs:** Startup costs (67 x $200,000 + 33 x $15K=$13,895,000) include cost dollars from unfilled positions and strategic initiative funding, and donor support from Lever 3.9

**Recurring costs:** 67 additional tenure/tenure-track faculty by 2020: $8.04 million; 33 non-tenure-track faculty by 2020: $3.3 million

**Lever/Category of Actions 2.2.4**
**Description:** Transparently allocate as defined in Action 2.1.2 all open and new faculty positions to impact strategic plan and progress on unit performance measures (High Impact, Low Feasibility)

**Metrics for success:** Number of positions filled in line with strategic plan and progress on unit performance measures

**One-time costs:** Startup costs include cost dollars from unfilled positions and internal cost dollars

**Recurring costs:** Phase 1: 25 open faculty positions estimated at $3 million over years 1 and 2

**Lever/Category of Actions 2.2.5**
**Description:** Increase the number of technical/specialized staff members by 30 to support faculty and program activities. Year 1 funding is for an HR support staff to assist with recruitment and hiring of new faculty members (High Impact, Low Feasibility)

**Metrics for success:** Increasing technical staff by 4-5 per year on average by 2020

**One-time costs:**

**Recurring costs:** Competitive salaries: $2,100,000

**Lever/Category of Actions 2.2.6**
**Description:** S&T will develop specific agreements with UM campuses and possibly other academic institutions to collaborate in delivering courses and degrees that enhance the current portfolios on each campus (High Impact, Low Feasibility)

**Metrics for success:** Number of memorandums of understanding

**One-time costs:**

**Recurring costs:**
Appendix A  |  Detailed Description of Themes, Levers and Actions

**Theme 2**

**Description:** Enhance reputation and raise visibility

**Metric 1**

Percentage of General Operating Revenue dedicated to institutional marketing and visibility efforts comparable to best-in-class universities *(Baseline: 0; Target 2020: 1%)*

**Metric 2**

Increase the number of additional faculty members through strategic hiring to leverage S&T as Missouri’s technological research university *(Baseline: 0; Target 2020: 100)*

**Lever/Category of Actions 2.3**

**Description:** Develop a culture of excellence in research, scholarship, and creative activity among faculty, staff and students

**Metrics for success:** Improvement in annual department defined research, scholarship and creative activity metrics

**One-time costs:**

**Recurring costs:**

**Lever/Category of Action 2.3.1**

**Description:** Develop and implement performance-based resource allocation models commensurate with degree offerings, including productivity in research, scholarship and creative works (High Impact, High Feasibility)

**Metrics for success:** Inter-department general revenue appropriations (GRA) distribution models

**One-time costs:**

**Recurring costs:**

**Lever/Category of Actions 2.3.2**

**Description:** Identify and take actions to improve the metrics that contribute to increasing the national ranking of five graduate programs (High Impact, Medium Feasibility)

**Metrics for success:** Select five departments and measures used in graduate rankings

**One-time costs:**

**Recurring costs:** $250,000 per year + $125,000 each additional year
Appendix A | Detailed Description of Themes, Levers and Actions

Lever/Category of Actions 2.3.3
**Description:** Be selected to lead a National Science Foundation Engineering Research Center (ERC)-type center (High Impact, Low Feasibility)

**Metrics for success:** Number of S&T National Science Foundation Engineering Research Center-type centers
**One-time costs:** $100,000
**Recurring costs:** $100,000

Lever/Category of Actions 2.3.4
**Description:** Establish two new sustainable industry funded research consortia (High Impact, Medium Feasibility)

**Metrics for success:** Number of industry consortia
**One-time costs:** $140,000 (as determined)
**Recurring costs:**

Lever/Category of Actions 2.3.5
**Description:** Establish programs and facilities to host visiting world-class faculty (High Impact, Medium Feasibility)

**Metrics for success:** Number of world-class faculty hosted
**One-time costs:** $10,000
**Recurring costs:** $10,000 + additional $10,000 added each year

Lever/Category of Actions 2.3.6 (Delayed)
**Description:** Increase SRI to PIs

**Metrics for success:**
**One-time costs:**
**Recurring costs:**

Lever/Category of Actions 2.3.7 (Delayed)
**Description:** Identify and take actions to improve the metrics that contribute to increasing the national ranking of five graduate programs

**Metrics for success:**
**One-time costs:**
**Recurring costs:**
Lever/Category of Actions 2.3.8
Description: Expand research and entrepreneurial opportunities for undergraduate students, including OURE (High Impact, Medium Feasibility)

Metrics for success: Number of UG students enrolled in course 390 and/or supported by external research funding
One-time costs:
Recurring costs: $65,000 + $12,000 year 2 + $12,000 each additional year

Lever/Category of Actions 2.3.9
Description: Balance teaching and research relative to comparator institutions by enforcing workload policy (High Impact, Medium Feasibility)

Metrics for success: Number of departments with workload policy in place
One-time costs: 0
Recurring costs: 0

Lever/Category of Actions 2.3.10
Description: Develop and implement a new program to instill a culture of excellence in research, scholarship and creative works in early career faculty (High Impact, Medium Feasibility)

Metrics for success: Improvement in annual department defined research, scholarship and creative activity metrics
One-time costs: $20,000
Recurring costs: $20,000

Lever/Category of Actions 2.3.11
Description: Develop and implement a new program to instill a culture of excellence in research, scholarship and creative works in doctoral students (High Impact, Medium Feasibility)

Metrics for success: Improvement in annual department defined research, scholarship and creative activity metrics
One-time costs: $20,000
Recurring costs: $20,000

Lever/Category of Actions 2.3.12 (Delayed)
Description: Develop and implement a cost share program to support faculty and students to attend national conferences to present their research results.

Metrics for success:
One-time costs:
Recurring costs:
Theme 2
Description: Enhance reputation and raise visibility

Metric 1
Percentage of General Operating Revenue dedicated to institutional marketing and visibility efforts comparable to best-in-class universities (Baseline: 0; Target 2020: 1%)

Metric 2
Increase the number of additional faculty members through strategic hiring to leverage S&T as Missouri’s technological research university (Baseline: 0; Target 2020: 100)

Lever/Category of Actions 2.4
Description: Create and implement a communication and marketing plan to raise the visibility of the campus and convey our return on investment

Metrics for success: 1.) Creation of integrated, campuswide marketing plan targeting key customer groups and focusing on national reputation in terms of return on investment; 2.) Improvement in levels of visibility and awareness among key customer groups in terms of Missouri S&T’s value and return on investment.
One-time costs: Approximately $200,000
Recurring costs: Approximately $500,000 annually to sustain marketing efforts

Lever/Category of Action 2.4.1
Description: Establish a Marketing Leadership Team to guide development of an integrated, campuswide communications and marketing plan (High Impact High Feasibility)

Metrics for success: Organizational structure established and regular participation by campus leadership
One-time costs:
Recurring costs:
Appendix A | Detailed Description of Themes, Levers and Actions

**Lever/Category of Actions 2.4.2**

**Description:** Establish a Core Marketing Network to provide consultation to the Marketing Leadership Team to establish an integrated, campuswide communications and marketing plan (High Impact High Feasibility)

**Metrics for success:** Organizational structure established

**One-time costs:**

**Recurring costs:**

**Lever/Category of Action 2.4.3**

**Description:** Develop a request for proposals for professional marketing consultation to a.) conduct a needs assessment regarding the desired outcome of an integrated, campuswide communications and marketing plan; b.) conduct a capabilities assessment to determine our ability and readiness to conduct such a campaign (the capabilities assessment will include a communications audit of all marketing materials and assessment of any marketing research) (High Impact High Feasibility)

**Metrics for success:** RFP created, distributed

**One-time costs:** $200,000

**Recurring costs:**

**Lever/Category of Actions 2.4.4**

**Description:** Identify marketing staff who will be responsible for implementing the plan and shall create a professional development plan to help ensure those staff are trained to carry out their responsibilities (High Impact Low Feasibility)

**Metrics for success:** Staff identified; training needs identified

**One-time costs:** TBD

**Recurring costs:** @ $50,000 (training funds)

**Lever/Category of Action 2.4.5**

**Description:** Remove references to “formerly the University of Missouri-Rolla” in all marketing materials targeting the key customer groups (High Impact Low Feasibility)

**Metrics for success:** Degree of transition from “formerly…”

**One-time costs:** TBD

**Recurring costs:** TBD
Appendix A | Detailed Description of Themes, Levers and Actions

Lever/Category of Actions 2.4.6 (Delayed)
Description: Require researchers to include in their research proposals a request for a certain percentage of funding (to be determined by the Marketing Leadership Team in consultation with the Vice Provost for Research and Sponsored Programs) to support the research-related tactics of the integrated, campuswide marketing plan. (NSF, for example, allows funding requests for “publication/documentation/dissemination,” which can be used to support public relations and marketing activities.) (Medium Impact Medium Feasibility)

Metrics for success:
One-time costs:
Recurring costs:

Lever/Category of Action 2.4.7
Description: Seek matching commitments to fund a portion of campus wide communications and marketing efforts (High Impact Low Feasibility)

Metrics for success: Proposal presented to appropriate groups & funding secured
One-time costs:
Recurring costs:

Lever/Category of Actions 2.4.8
Description: Require all communications and marketing materials (print, web, video, etc.) to be reviewed by a central marketing team (the department of communications or the Core Marketing Network) to ensure consistency of messaging, appearance, and tone

Metrics for success: Proposal approved; funding secured
One-time costs: TBD
Recurring costs: $70,000 ($60,000 for position; $10,000 for 2 student assistants)

Lever/Category of Action 2.4.9
Description: Obtain commitment from campus leadership to create a recurring budget for campus wide marketing (High Impact Low Feasibility)

Metrics for success: Funding secured
One-time costs:
Recurring costs: $500,000 target
Appendix A  |  Detailed Description of Themes, Levers and Actions

**Lever/Category of Actions 2.4.10**

**Description:** Identify minimum of three higher education institutions who are considered best in class in terms of communicating return on investment. (High Impact High Feasibility)

**Metrics for success:** Institutions identified (minimum of 3)

**One-time costs:** Travel expenses

**Recurring costs:**

**Lever/Category of Action 2.4.10a**

**Description:** Examine best-in-class institutions’ practices and incorporate into Missouri S&T marketing planning as applicable. (High Impact High Feasibility)

**Metrics for success:** Marketing data gathered from institutions, including site visits.

**One-time costs:** $5,000 (travel)

**Recurring costs:** $5,000 (travel)

**Lever/Category of Actions 2.4.11**

**Description:** Centralize all communications and marketing operations. (High Impact Low Feasibility)

**Metrics for success:** Progress toward centralization

**One-time costs:** TBD (communications audit)

**Recurring costs:** $70,000 (staffing; See Action 2.4.8)
Appendix A | Detailed Description of Themes, Levers and Actions

**Theme 2**  
**Description:** Enhance reputation and raise visibility

**Metric 1**
Percentage of General Operating Revenue dedicated to institutional marketing and visibility efforts comparable to best-in-class universities *(Baseline: 0; Target 2020: 1%)*

**Metric 2**
Increase the number of additional faculty members through strategic hiring to leverage S&T as Missouri's technological research university *(Baseline: 0; Target 2020: 100)*

**Lever/Category of Actions 2.5**  
**Description:** Modify our conventional methods of teaching to accommodate current, new and advanced technology that will enhance student learning and increase faculty productivity

**Metrics for success:** Increase in student success in redesigned courses  
One-time costs: $198,000  
Recurring costs:

**Lever/Category of Action 2.5.1 (Delayed)**  
**Description:** Redefine CERTI to become a more comprehensive resource for Teaching and Learning to attract more faculty participating (High Impact Medium Feasibility)

**Metrics for success:** Increase number of faculty participating  
One-time costs:  
Recurring costs: $45,000

**Lever/Category of Actions 2.5.2 (Delayed)**  
**Description:** Enhance resources for distance and blended learning, particularly with respect to the management and distribution of multimedia objects (aid professors use in classroom instead of taking a field trip) (Medium Impact Medium Feasibility)

**Metrics for success:** Number of courses taught using multimedia objects  
One-time costs: $30,000  
Recurring costs: $10,000
Appendix A | Detailed Description of Themes, Levers and Actions

**Lever/Category of Actions 2.5.3**
**Description:** Increase instructional design support and online facilitators for teaching faculty (High Impact High Feasibility)

**Metrics for success:** Increase number of successful students
**One-time costs:** $93,000
**Recurring costs:**

**Lever/Category of Actions 2.5.4 (Delayed)**
**Description:** Obtain funds to establish a Chancellor’s eLearning Transformation Program (Medium Impact Medium Feasibility)

**Metrics for success:** Budget established. Number of course and program offerings.
**One-time costs:** $100,000 for classroom upgrades
**Recurring costs:** $50,000/position

**Lever/Category of Actions 2.5.5 (Delayed)**
**Description:** Create a “10 Before Tenure” program where untenured faculty participate in 10 career development programs (High Impact High Feasibility)

**Metrics for success:** Number of faculty participating. Creation of program.
**One-time costs:** $10,000
**Recurring costs:** $10,000

**Lever/Category of Actions 2.5.6**
**Description:** Create and implement a stipend program to reward faculty who incorporate Blended Learning techniques into their courses (High Impact Medium Feasibility)

**Metrics for success:** Increase in number of blended courses. Increase in number of faculty involved.
**One-time costs:** $105,000
**Recurring costs:**
Lever/Category of Actions 2.5.7 (Delayed)
Description: Investigate offering courses in innovative modular format (Medium Impact Medium Feasibility)

One-time costs:
Recurring costs:
Appendix A  |  Detailed Description of Themes, Levers and Actions

**Theme 2**
**Description:** Enhance reputation and raise visibility

**Metric 1**
Percentage of General Operating Revenue dedicated to institutional marketing and visibility efforts comparable to best-in-class universities (Baseline: 0; Target 2020: 1%)

**Metric 2**
Increase the number of additional faculty members through strategic hiring to leverage S&T as Missouri's technological research university (Baseline: 0; Target 2020: 100)

**Lever/Category of Actions 2.7**
**Description:** Address administrative structural changes to facilitate strategy and enhance national visibility

**Metrics for success:** New or revised organizational structure is implemented  
One-time costs: TBD  
Recurring costs: $100,000

**Lever/Category of Action 2.7.1**
**Description:** Implement the organizational structure appropriate to strategic plan (High Impact High Feasibility). Develop, design and implement an organizational structure that is appropriate to enhance reputation, raise visibility of the institution, and support the themes of the strategic plan.

**Metrics for success:** Implementation of organizational structure appropriate to strategic plan  
One-time costs: TBD  
Recurring costs: TBD

**Lever/Category of Actions 2.7.2**
**Description:** Hire Strategic Planning Progress Manager (SPPM) (High Impact High Feasibility)

**Metrics for success:** Hire Strategic Planning Progress Manager  
One-time costs:  
Recurring costs: $100,000
Appendix A  |  Detailed Description of Themes, Levers and Actions

Theme 3
Description: Achieve sustainable growth and ensure our future for best return on investment

Metric 1
Undergraduate student enrollment (Baseline: 5,843; Target 2020: 6,343)

Metric 2
Graduate student enrollment (Baseline: 1,804; Target 2020: 2,004-2,204)

Lever/Category of Actions 3.1
Description: Evaluate current academic programs and create, modify, eliminate or combine in order to ensure a relevant portfolio that supports a Carnegie ranking as a national, research university

Metrics for success: Improvement in annual department defined research, scholarship and creative activity metrics
One-time costs:
Recurring costs:

Lever/Category of Action 3.1.1
Description: Perform a comparison of academic department productivity to peer institutions (See Actions 2.3.1 and 1.3.1) (High Impact High Feasibility)

Metrics for success: Academic departments that have a comparison of productivity measures
One-time costs:
Recurring costs:

Lever/Category of Action 3.1.2
Description: Identify actions to improve the metrics that contribute to increasing the ranking of all graduate programs (See Action 2.3.2) (High Impact High Feasibility)

Metrics for success: Select measures used in graduate rankings and acquire values and departmental specific metrics for improvement
One-time costs:
Recurring costs:
Appendix A  |  Detailed Description of Themes, Levers and Actions

**Lever/Category of Action 3.1.3**
*Description:* Evaluate the need for new or elimination of existing degree programs (High Impact High Feasibility)

*Metrics for success:* Recommendations

*One-time costs:*

*Recurring costs:*

**Lever/Category of Action 3.1.4 (Delayed)**
*Description:* Develop a comprehensive distance and online education strategy (High Impact Medium Feasibility)

*Metrics for success:*

*One-time costs:*

*Recurring costs:*

**Lever/Category of Action 3.1.5 (Delayed)**
*Description:* Examine how to share courses so that faculty time is preserved (High Impact Medium Feasibility)

*Metrics for success:*

*One-time costs:*

*Recurring costs:*

**Lever/Category of Action 3.1.6 (Delayed)**
*Description:* Investigate a module approach to instruction instead of 3-credit courses (High Impact Medium Feasibility)

*Metrics for success:*

*One-time costs:*

*Recurring costs:*

**Lever/Category of Action 3.1.7 (Delayed)**
*Description:* Eliminate programs that are sub-par (High Impact Low Feasibility)

*Metrics for success:*

*One-time costs:*

*Recurring costs:*
Theme 3
Description: Achieve sustainable growth and ensure our future for best return on investment

Metric 1
Undergraduate student enrollment (Baseline: 5,843; Target 2020: 6,343)

Metric 2
Graduate student enrollment (Baseline: 1,804; Target 2020: 2,004-2,204)

Lever/Category of Actions 3.2
Description: Centralize corporate relations to improve service to existing partners and to identify and establish new partnerships for the purpose of increasing/enhancing research, economic development, credit and non-credit education, philanthropy, and the hiring of our graduates

Metrics for success: Number of corporate partnerships
One-time costs: $300,000
Recurring costs: $300,000 + inflation increases

Lever/Category of Action 3.2.1
Description: Create a corporate relations office and determine the role it should play in assisting the various interests within the S&T community in establishing appropriate relationships with external constituents (High Impact High Feasibility)

Metrics for success: Documentation of approval for office
One-time costs: 0
Recurring costs: 0

Lever/Category of Actions 3.2.2
Description: Determine the reporting structure of the office within S&T (High Impact High Feasibility)

Metrics for success: Approval of reporting structure
One-time costs:
Recurring costs:
Appendix A | Detailed Description of Themes, Levers and Actions

Lever/Category of Actions 3.2.3
Description: Develop a funding mechanism to support the office and its activities (High Impact High Feasibility)

Metrics for success: Funding mechanism developed
One-time costs: $300,000
Recurring costs: $300,000+ inflation increases

Lever/Category of Actions 3.2.4
Description: Determine the internal organizational structure of the office (title of leadership, professional staff and support staff) (High Impact High Feasibility)

Metrics for success: Organization structure approval
One-time costs:
Recurring costs:

Lever/Category of Actions 3.2.5
Description: Develop a plan to create campus awareness of the role to be played by the office while clearly identifying responsibilities (High Impact Medium Feasibility)

Metrics for success: Plan developed
One-time costs:
Recurring costs:

Lever/Category of Actions 3.2.6
Description: Broadly identify needs of external constituents that could be met by S&T (High Impact High Feasibility)

Metrics for success: Needs identified
One-time costs:
Recurring costs:

Lever/Category of Actions 3.2.7
Description: Determine mechanisms to develop reciprocal partnerships (High Impact High Feasibility)

Metrics for success: Development of mechanism
One-time costs:
Recurring costs:
Lever/Category of Actions 3.2.8
Description: Develop a method for evaluating the relative strength and breadth of the partnerships with external constituents (research, student hiring, giving, distance courses, board memberships, etc.) (High Impact High Feasibility)

Metrics for success: Acceptance of evaluation method
One-time costs: 
Recurring costs: 

Lever/Category of Actions 3.2.9
Description: Develop a matrix that reflects the multiple results of Action 3.2.8 above and provides an overall indication of the strength of the relationship and helps identify paths to maintain, strengthen or expand the partnership (High Impact High Feasibility)

Metrics for success: Acceptance of results by both S&T and corporate community
One-time costs: 
Recurring costs: 

Lever/Category of Actions 3.2.10
Description: Create a concierge approach to corporate relations including a web presence that supports the mission of the office (High Impact High Feasibility)

Metrics for success: Web analytics
One-time costs: $15,000
Recurring costs: $15,000

Lever/Category of Actions 3.2.11
Description: Develop marketing plan to communicate the benefits of the office to key customers (High Impact High Feasibility)

Metrics for success: Heightened awareness of understanding of benefits, as measured by surveys or focus groups. Number of corporate partnerships, corporate students, corporate research and contract revenue, gifts, and students hired.
One-time costs: $50,000
Recurring costs: $40,000
Lever/Category of Actions 3.2.12

Description: Work with IT to create a “customer relations” management data base that provides easy access to usable and actionable information (High Impact High Feasibility)

Metrics for success: Number of corporate partnerships
One-time costs:
Recurring costs:
Theme 3
Description: Achieve sustainable growth and ensure our future for best return on investment

Metric 1
Undergraduate student enrollment (Baseline: 5,843; Target 2020: 6,343)

Metric 2
Graduate student enrollment (Baseline: 1,804; Target 2020: 2,004-2,204)

Lever/Category of Actions 3.3
Description: Improve facilities to enhance research and student learning, and expand experiential learning

Metrics for success: Upgrades to instructional and research labs; master plan; determine feasibility of endowments for equipment
One-time costs: $1,792,500
Recurring costs:

Lever/Category of Action 3.3.1
Description: Leverage strategic funds for instructional laboratories with matching funding from non-appropriated sources (High Impact Medium Feasibility)

Metrics for success: Instructional lab matching funding acquired and allocated. Number of courses and students impacted. Number of remote collaborations supported.
One-time costs: $500,000 in strategic initiative funds; $500,000 in matching funds from non-appropriated sources; $460,000 in campus time commitment; $32,500 for donor recognition
Recurring costs:

Lever/Category of Actions 3.3.2
Description: Devise a plan and process for acquiring matching funding for research equipment in areas that have high return on investment to be matched with non-appropriated funds (High Impact High Feasibility)

Metrics for success: Devise a development plan. Determine feasibility.
One-time costs: Plan completed
Recurring costs:
Appendix A  |  Detailed Description of Themes, Levers and Actions

**Lever/Category of Action 3.3.3** *(Delayed)*
**Description:** Implement the development plan from Action 3.3.2 (High Impact High Feasibility)

**Metrics for success:** Research equipment purchased. Second-year target: $1 million per year.
**One-time costs:**
**Recurring costs:**

**Lever/Category of Action 3.3.4**
**Description:** Evaluate all campus facilities for their readiness for sustainable growth and return on investment by engaging a campus master planning consultant (High Impact High Feasibility)

**Metrics for success:** Master plan. First-year target: Complete master plan.
**One-time costs:** $300,000
**Recurring costs:**

**Lever/Category of Action 3.3.5**
**Description:** Develop and disseminate a research infrastructure database to help departments share equipment (High Impact High Feasibility)

**Metrics for success:** Database. First-year target: Database developed.
**One-time costs:**
**Recurring costs:**

**Lever/Category of Action 3.3.6**
**Description:** Investigate feasibility of establishing a $20 million endowment for the maintenance of (teaching, research, and co-curricular) equipment *(See Lever 3.9)* (High Impact Low Feasibility)

**Metrics for success:** Analysis of donor potential. 1st Year Target: Development analysis complete
**One-time costs:**
**Recurring costs:**
Lever/Category of Action 3.3.7

Description: Investigate building a Learning Commons (e.g., in Library) to enhance student learning and research. This facility should allow for reconfiguration as needs change, technologies evolve, and the student population changes. It should include as much hands-on technology as possible, available to all, in an interdisciplinary environment. (See Action 1.2.1) (High Impact Medium Feasibility)

Metrics for success: Need assessment and plan. 1st Year Target: Plan complete
One-time costs:
Recurring costs:

Lever/Category of Action 3.3.8

Description: Investigate the feasibility of establishing a $100 million endowment for the acquisition of (teaching, research, and co-curricular) equipment (High Impact Low Feasibility)

Metrics for success: Analysis of donor potential. 1st Year Target: Development analysis complete
One-time costs:
Recurring costs:

Lever/Category of Action 3.3.9 (Delayed)

Description: Evaluate the possibility to use GRA funding for research facilities in areas that arguably have high return on investment to be used as match to State initiatives such as HJR14 (High Impact Low Feasibility)

Metrics for success: Process to access state initiative. 1st Year Target: Process developed
One-time costs:
Recurring costs:

Lever/Category of Action 3.3.10 (Delayed)

Description: Implement Learning Space Design Guidelines based on standard practices to guide the design of all learning spaces on campus (Medium Impact High Feasibility)

Metrics for success:
One-time costs:
Recurring costs:
Lever/Category of Action 3.3.11 (Delayed)

Description: Assess effectiveness of collaborative learning spaces (e.g. learning commons) that can be used for experiential learning opportunities and undergraduate research (Medium Impact High Feasibility)

Metrics for success:
One-time costs:
Recurring costs:
Theme 3
Description: Achieve sustainable growth and ensure our future for best return on investment

Metric 1
Undergraduate student enrollment (Baseline: 5,843; Target 2020: 6,343)

Metric 2
Graduate student enrollment (Baseline: 1,804; Target 2020: 2,004-2,204)

Lever/Category of Actions 3.4
Description: Promote inclusion and increase diversity of faculty, staff, and students to remain relevant and competitive in a global environment

Metrics for success: Number of underrepresented minority/female faculty/staff/students
One-time costs:
Recurring costs:

Lever/Category of Action 3.4.1
Description: To increase diversity of faculty and staff, provide incentives to the hiring departments that select qualified underrepresented minorities (High Impact Medium Feasibility)

Metrics for success: Number of underrepresented new faculty and professional and administrative staff hired
One-time costs:
Recurring costs:

Lever/Category of Actions 3.4.2
Description: To increase diversity of students, explore scholarship and grant funding to be more competitive with underrepresented minorities/female/student recruitment

Metrics for success: Explore feasibility of expanding scholarship and grant funding for female and underrepresented minority students (See Lever 3.9)
One-time costs:
Recurring costs:
Lever/Category of Action 3.4.3
Description: Set up transfer articulation agreements with two-year, predominantly underrepresented minority institutions (High Impact Medium Feasibility)

Metrics for success: Articulation agreements
One-time costs:
Recurring costs:

Lever/Category of Actions 3.4.4 (Delayed)
Description: Development of “affinity groups” to promote relationships (High Impact High Feasibility)

Metrics for success:
One-time costs:
Recurring costs:

Lever/Category of Actions 3.4.5 (Delayed)
Description: Develop and provide professional development and training for S&T staff, faculty and students that provides awareness of diversity and inclusion issues and encourages them to develop skills that will make our campus a warm and welcoming environment (High Impact Medium Feasibility)

Metrics for success:
One-time costs:
Recurring costs:

Lever/Category of Actions 3.4.6
Description: Development a comprehensive diversity and inclusion plan that would incorporate various action items (High Impact High Feasibility)

Metrics for success: Plan is created
One-time costs:
Recurring costs:
Lever/Category of Action 3.4.7
Description: Bring to campus underrepresented faculty as visiting scholars (High Impact High Feasibility)

Metrics for success: Underrepresented faculty visiting scholars
One-time costs:
Recurring costs:

Lever/Category of Actions 3.4.8 (Delayed)
Description: Review the performance evaluation process and add a component that will encourage participation in programs and events that are connected to diversity and inclusion (High Impact High Feasibility)

Metrics for success: Component added
One-time costs:
Recurring costs:

Lever/Category of Actions 3.4.9
Description: Review, revise and create policies that support work-life balance

Metrics for success: Policies created/revised
One-time costs:
Recurring costs:

Lever/Category of Actions 3.4.10
Description: Evaluate and enhance faculty recruitment process and practice

Metrics for success: Processes reviewed, recommendations made
One-time costs:
Recurring costs:

Lever/Category of Actions 3.4.11
Description: Explore collaborative partnerships for early childhood education, child development programs and facilities to enhance faculty recruitment and retention. Evaluate opportunities through campus master planning process (See Action 3.3.4)

Metrics for success: Opportunities identified and evaluated
One-time costs:
Recurring costs:
Appendix A  |  Detailed Description of Themes, Levers and Actions

**Theme 3**
**Description:** Achieve sustainable growth and ensure our future for best return on investment

**Metric 1**
Undergraduate student enrollment (Baseline: 5,843; Target 2020: 6,343)

**Metric 2**
Graduate student enrollment (Baseline: 1,804; Target 2020: 2,004-2,204)

**Lever/Category of Actions 3.5**
**Description:** Create and implement a plan for student and alumni lifetime engagement strategy

**Metrics for success:** A notable growth in campus engagement by our undergraduate, graduate, alumni and donors. This growth is measured using: Levels of volunteerism across campus by students and alumni; student participation in campus organizations and activities that are relevant to their career endeavors; increases in donor retention, greater alumni participation in alumni activities and programs, growth in alumni giving that exceeds inflation, and population expansion.

**One-time costs:**

**Recurring costs:**

**Lever/Category of Action 3.5.1**
**Description:** Utilize the library and eventually archives in creating collaborative online areas where alumni can view yearbooks, the Miner, photos, and other memorabilia. Alumni can engage in digitized collections by identifying people and events and sharing stories online. (High Impact High Feasibility)

**Metrics for success:** Number of alumni engaging with online collection. Usage data. Measure where user came from, time on site/location, how long they engage, specific years they engage with most, identify areas of interest.

**One-time costs:** Dependent on software and/or resource capability. $25,000-$30,000 for digitizing software for all materials except newspapers, with .25 FTE of one IT person for 1 year, unless system could be built in-house, then cost dependent on resources used. $50,000 - $100,000 for one-time digitizing of newspapers - as they are digitized differently based on physical size and number of pages.

**Recurring costs:** Minimal < $1,000 annually. NOTE: Current digitizing techniques within archives are not archival quality, so ongoing collaboration of Archives and Library to correctly digitize archives materials may carry additional cost.
Lever/Category of Actions 3.5.2
Description: Create lifetime accounts that support contact and engagement (High Impact High Feasibility)

Metrics for success: Lifetime accounts created. Usage and participation data based on engagement campaigns
One-time costs:
Recurring costs: If the University System with all campus collaboration determine that lifetime email hosting is a desired service, there would be a cost dependent on what solutions are put in place

Lever/Category of Actions 3.5.3
Description: Create a multifaceted engagement program that brings students through graduation and to the Academy levels (High Impact High Feasibility)

Metrics for success: Levels of volunteerism across campus by students and alumni, student participation, donor retention, alumni participation in alumni activities and programs, alumni giving
Baseline: Current levels of student and alumni involvement with campus sponsored or approved activities
One-time costs: Staff time needed to participate in planning ventures
Recurring costs: Same

Lever/Category of Actions 3.5.4
Description: Explore the feasibility of splitting the 1% Endowment Management Fee with departments that generate the funding; earmark the funds to be used for development-related activities (High Impact Low Feasibility)

Metrics for success: Determine impact on campus budget and identify how funds might be saved, generated or reallocated to accomplish this
One-time costs:
Recurring costs: $700,000
Theme 3
Description: Achieve sustainable growth and ensure our future for best return on investment

Metric 1
Undergraduate student enrollment (Baseline: 5,843; Target 2020: 6,343)

Metric 2
Graduate student enrollment (Baseline: 1,804; Target 2020: 2,004-2,204)

Lever/Category of Actions 3.8
Description: Exercise leadership in sustainability on campus and in the community by modeling sustainability practices in daily operations and practicing good environmental stewardship

Metrics for success: Sustainability awareness projects identified and implemented
One-time costs:
Recurring costs:

Lever/Category of Action 3.8.1
Description: Stabilize long-term funding for the Office of Sustainable Energy and Environmental Engagement (High Impact Low Feasibility)

Metrics for success: Funding for OSE3
One-time costs:
Recurring costs: $300,00 target

Lever/Category of Action 3.8.2
Description: Led by OSE3, initiate and create student awareness programs and associated funding vehicles to promote our sustainable research and campus initiatives (High Impact High Feasibility)

Metrics for success: Student sustainability fee approved by student council
One-time costs:
Recurring costs:
Lever/Category of Action 3.8.3
Description: Create, in conjunction with Physical Facilities and Environmental Health and Safety, a sustainable waste management plan for all university waste (High Impact Low Feasibility)

Metrics for success: Funding approved for implementation phase
One-time costs: $10,000
Recurring costs: $15,000

Lever/Category of Action 3.8.4 (Delayed)
Description: Create a minimum of two technology pilot programs per year to reduce university’s carbon footprint, e.g. electricity shedding, water protection, waste mitigation (High Impact High Feasibility)

Metrics for success: Number of new pilot programs per year
One-time costs:
Recurring costs: $50,000/year for 3 years

Lever/Category of Action 3.8.5
Description: Create and promote an alternative transportation culture, focused around simple transportation methods, including pedestrian and cycling, to improve alternative transportation infrastructure over the next five years (High Impact Low Feasibility)

Metrics for success: Projects identified and funded
One-time costs:
Recurring costs: $15,000
Appendix A  |  Detailed Description of Themes, Levers and Actions

Lever/Category of Action 3.8.6
Description: Investigate existing and new courses for sustainability awareness for faculty, staff and students (High Impact Low Feasibility)

Metrics for success: Course development and implementation
One-time costs:
Recurring costs:

Lever/Category of Action 3.8.7
Description: Create campus sustainability project revolving fund that will allow savings to be invested back into the fund to underwrite future projects (High Impact Low Feasibility)

Metrics for success: Fund established and new projects funded
One-time costs: $50,000
Recurring costs:

Lever/Category of Action 3.8.8
Description: Track energy, environmental, and sustainability research on campus (High Impact Medium/High Feasibility)

Metrics for success: Expenditure report
One-time costs:
Recurring costs:

Lever/Category of Action 3.8.9 (Delayed)
Description: Led by OSE3 initiative in conjunction with University Advancement, create alumni awareness programs and associated funding vehicles to promote our sustainable research and campus initiatives. Funding vehicles: 1: alumni donations and endowments (High Impact Low Feasibility)

Metrics for success:
One-time costs:
Recurring costs:
Lever/Category of Action 3.8.10 (Delayed)
Description: Make investment decisions that promote sustainability. Invest in companies and funds that provide a strong rate of return and that are socially and environmentally responsible. Create committee on investor responsibility. (High Impact Low Feasibility)

Metrics for success:
One-time costs:
Recurring costs:

Lever/Category of Action 3.8.11 (Delayed)
Description: Partner with local schools, hospitals, non-profits and other companies to provide consolidated recycling and waste management services by contract (High Impact Low Feasibility)

Metrics for success:
One-time costs:
Recurring costs:

Lever/Category of Action 3.8.12 (Delayed)
Description: Increase carbon offset investment to aid to S&T’s commitment to the ACUPCC climate neutrality goal of a 20% reduction in emissions by 2020 and a 40% reduction in emissions by 2035 relative to our 2010 emissions baseline (Medium Impact Low Feasibility)

Metrics for success:
One-time costs:
Recurring costs:

Lever/Category of Action 3.8.13
Description: Analyze new construction with U.S. Green Building Council LEED (Leadership in Energy and Environmental Design) principles and pursue LEED certification when appropriate (High Impact Low Feasibility)

Metrics for success: Decision implemented.
One-time costs:
Recurring costs:
Appendix A  |  Detailed Description of Themes, Levers and Actions

**Theme 3**
**Description:** Achieve sustainable growth and ensure our future for best return on investment

**Metric 1**
Undergraduate student enrollment (Baseline: 5,843; Target 2020: 6,343)

**Metric 2**
Graduate student enrollment (Baseline: 1,804; Target 2020: 2,004-2,204)

**Lever/Category of Actions 3.9**
**Description:** Conduct a comprehensive fundraising campaign to secure private support for identified campus priorities

**Metrics for success:** Improvement in fundraising metrics including total campaign dollars raised, annual dollars raised, dollars raised for featured objectives of the campaign, total number of donors participating, and number of donors at tiered giving levels

**One-time costs:** $68,000
**Recurring costs:** $90,000

**Lever/Category of Action 3.9.1**
**Description:** Conduct wealth screening and data validation

**Metrics for success:** Screening and validation process completed and uploaded to Advance database

**One-time costs:** $38,000
**Recurring costs:**

**Lever/Category of Actions 3.9.2**
**Description:** Initiate partnership with consulting/research firm

**Metrics for success:** Contract finalized; consultation and research activities commenced and completed

**One-time costs:** $30,000
**Recurring costs:** $30,000 per year
Appendix A  |  Detailed Description of Themes, Levers and Actions

Lever/Category of Action 3.9.3
Description: Review, update and approve gift acceptance policy

Metrics for success: Policy completed and approved
One-time costs: 
Recurring costs: 

Lever/Category of Actions 3.9.4
Description: Review, update and approve naming policy

Metrics for success: Policy updated and approved
One-time costs: 
Recurring costs: 

Lever/Category of Action 3.9.5
Description: Develop campaign timeline with associated milestones

Metrics for success: Timeline completed
One-time costs: 
Recurring costs: 

Lever/Category of Actions 3.9.6
Description: Develop plan and proposal for staffing requirements

One-time costs: 
Recurring costs: 

Lever/Category of Actions 3.9.7
Description: Conduct feasibility study

Metrics for success: Study completed and campaign pyramid(s) developed
One-time costs: 
Recurring costs:
Lever/Category of Action 3.9.8
Description: Participate in process to update campus master plan to advise on fundraising opportunities and targets

Metrics for success: Campus master plan updated. List of potential fundraising opportunities completed.
One-time costs: 
Recurring costs: 

Lever/Category of Actions 3.9.9 (Delayed)
Description: Update gift officer portfolios based on wealth screening

Metrics for success: Portfolios updated
One-time costs: 
Recurring costs: 

Lever/Category of Action 3.9.10 (Delayed)
Description: Lead review and decision making by senior campus leadership to identify and prioritize fundraising opportunities based on new strategic plan and updated campus master plan

One-time costs: 
Recurring costs: 

Lever/Category of Actions 3.9.11 (Delayed)
Description: Develop campaign case statement based on prioritized list of fundraising targets

Metrics for success: Contract finalized; consultation and research activities commenced and completed
One-time costs: $10,000
Recurring costs: 

Lever/Category of Action 3.9.12 (Delayed)
Description: Recruit and hire staff

Metrics for success: Staff hired
One-time costs: (See Action 3.9.6)
Recurring costs: (See Action 3.9.6)
Appendix A  |  Detailed Description of Themes, Levers and Actions

Lever/Category of Actions 3.9.13 (Delayed)
Description: Train staff

Metrics for success: Staff assimilated and trained
One-time costs: (See Action 3.9.6)
Recurring costs: (See Action 3.9.6)

Lever/Category of Action 3.9.14 (Delayed)
Description: Identify prospects for campaign cabinet

Metrics for success: Prospects identified
One-time costs:
Recurring costs:

Lever/Category of Actions 3.9.15 (Delayed)
Description: Recruit campaign cabinet

Metrics for success: Cabinet recruited and regular cabinet meetings launched
One-time costs: Some travel (See Action 3.9.6)
Recurring costs:

Lever/Category of Actions 3.9.16 (Delayed)
Description: Develop and publish campaign collateral materials for leadership and major gifts

Metrics for success: Materials developed and published
One-time costs: (See Action 3.9.6)
Recurring costs: (See Action 3.9.6)

Lever/Category of Action 3.9.17 (Delayed)
Description: Develop and publish campaign collateral materials for participatory gifts

Metrics for success: Materials developed and published
One-time costs: (See Action 3.9.6)
Recurring costs: (See Action 3.9.6)
Lever/Category of Actions 3.9.18 (Delayed)
Description: Develop campaign proposal templates

Metrics for success: Templates completed
One-time costs: (See Action 3.9.6)
Recurring costs: (See Action 3.9.6)

Lever/Category of Action 3.9.19 (Delayed)
Description: Solicit leadership gifts

Metrics for success: Gifts solicited and closed
One-time costs: (See Action 3.9.6)
Recurring costs:

Lever/Category of Actions 3.9.20 (Delayed)
Description: Solicit major gifts

Metrics for success: Gifts solicited and closed
One-time costs: (See Action 3.9.6)
Recurring costs: (See Action 3.9.6)

Lever/Category of Actions 3.9.21 (Delayed)
Description: Solicit participatory gifts

Metrics for success: Gifts solicited and closed
One-time costs: (See Action 3.9.6)
Recurring costs: (See Action 3.9.6)

Lever/Category of Action 3.9.22 (Delayed)
Description: Conduct faculty/staff campaign

Metrics for success: Gifts solicited and closed
One-time costs: (See Action 3.9.6)
Recurring costs: (See Action 3.9.6)
Lever/Category of Actions 3.9.23 (Delayed)
Description: Public announcement of campaign and goal

Metrics for success: Conduct announcement
One-time costs: (See Action 3.9.6)
Recurring costs: (See Action 3.9.6)
Appendix A | Detailed Description of Themes, Levers and Actions

Theme 4
Description: Increase and facilitate meaningful access to and interaction with renowned faculty, staff, and services

Metric 1
First-to-second year undergraduate student retention rate (Baseline: 85%; Target 2020: 88%)

Metric 2
Total graduate student support per funded graduate student (Baseline: $13,700; Target 2020: $17,500)

Lever/Category of Actions 4.1
Description: Create a comprehensive distance and online education strategy

Metrics for success: Increase the number of distance/online courses offered per year from a baseline of 200 to a target of 300 by 2020. Increase the number of students enrolled per year from 1,513 to 2,013 by 2020.
One-time costs: $180,000
Recurring costs: $50,000

Lever/Category of Action 4.1.1
Description: Conduct a focused market study analysis to serve as the foundation for a comprehensive distance and online education strategy

Metrics for success: 1) Statistically valid coverage; 2) Study completed
One-time costs: $30,000 (from external services)
Recurring costs:

Lever/Category of Actions 4.1.2
Description: Bring together distance and online programs under one umbrella so as to leverage advantages of both, to pool resources, and to eliminate confusion

Metrics for success: New organization authorized
One-time costs:
Recurring costs:
Lever/Category of Actions 4.1.3 (Delayed)
Description: Create a uniform marketing strategy to raise visibility of distance and online programs

Metrics for success: 1) Development of strategy; 2) Increased enrollment
One-time costs: 
Recurring costs: 

Lever/Category of Actions 4.1.4
Description: Increase our focus on the professional non-credit distance education portfolio

Metrics for success: 1) Size of portfolio; 2) Enrollment and revenue
One-time costs: $500,000 generated income
Recurring costs: $500,000 generated income

Lever/Category of Actions 4.1.5 (Delayed)
Description: Involve library to work on storage, usage and copyright issues involving online resources, including multimedia

Metrics for success: 1) Faculty use of library; 2) Policy developed; 3) Use of library services
One-time costs: $50,000
Recurring costs: $35,000

Lever/Category of Actions 4.1.6
Description: Create an incentive program to encourage departments and faculty to offer more online, blended and distance courses (See Lever 2.5)

Metrics for success: Number of course and program offerings
One-time costs: $400,000 (50% generated externally)
Recurring costs: $300,000

Lever/Category of Actions 4.1.7
Description: Leverage existing success and resources from Distance Ed program to expand into more online or asynchronous course offering

Metrics for success: 1) Use of VCC facilities for online course production; 2) Number of asynchronous courses
One-time costs: $150,000
Recurring costs: $50,000
Appendix A | Detailed Description of Themes, Levers and Actions

Lever/Category of Actions 4.1.8 (Delayed)
Description: Hire more NTT and adjunct professors to cover the online teaching needs

Metrics for success: Number of faculty
One-time costs: $50,000
Recurring costs: $50,000 x 10%/year increase

Lever/Category of Actions 4.1.9 (Delayed)
Description: Create more online delivery capability in classrooms

Metrics for success: Number of classrooms
One-time costs: $100,000
Recurring costs: $100,000

Lever/Category of Actions 4.1.10 (Delayed)
Description: Consolidate and collaborate in delivering graduate and undergraduate engineering degree programs state-wide

Metrics for success: 1) Number of programs; 2) Enrollment; 3) Revenue
One-time costs: $200,000
Recurring costs: $200,000
**Theme 4**

**Description:** Increase and facilitate meaningful access to and interaction with renowned faculty, staff, and services

**Metric 1**

First-to-second year undergraduate student retention rate *(Baseline: 85%; Target 2020: 88%)*

**Metric 2**

Total graduate student support per funded graduate student *(Baseline: $13,700; Target 2020: $17,500)*

**Lever/Category of Actions 4.2**

**Description:** Enhance instructional labs and methods of delivering lab experiences

**Metrics for success:** Institution partners and redesigned lab courses. Two new partners and five redesigned labs by year five.

**One-time costs:**

**Recurring costs:**

**Lever/Category of Action 4.2.1**

**Description:** Explore how to partner with other universities, community colleges, high schools or extension to deliver lab experiences (Impact High Feasibility High)

**Metrics for success:** Number of institution partners

**One-time costs:**

**Recurring costs:**

**Lever/Category of Actions 4.2.2**

**Description:** Develop model frameworks and strategies for evaluating and redesigning instructional lab courses (including simulations) for blended/online delivery (Impact High Feasibility High)

**Metrics for success:** Developed model framework and strategy

**One-time costs:**

**Recurring costs:**
Lever/Category of Actions 4.2.3 (Delayed)
Description: Return science and engineering fees to teaching departments (Impact High Feasibility Medium)

Metrics for success: Developed model framework and strategy
One-time costs:
Recurring costs:

Lever/Category of Action 4.2.4 (Delayed)
Description: Deploy Springfield (MSU) cooperative program model throughout the state (Impact High Feasibility Medium)

Metrics for success:
One-time costs:
Recurring costs:

Lever/Category of Actions 4.2.5 (Delayed)
Description: Determine how international partnerships and online programs can be marketed and grown in Missouri and elsewhere (Impact High Feasibility Medium)

Metrics for success:
One-time costs:
Recurring costs:
Theme 4
Description: Increase and facilitate meaningful access to and interaction with renowned faculty, staff, and services

Metric 1
First-to-second year undergraduate student retention rate (Baseline: 85%; Target 2020: 88%)

Metric 2
Total graduate student support per funded graduate student (Baseline: $13,700; Target 2020: $17,500)

Lever/Category of Actions 4.5
Description: Engage in transformative doctoral student recruiting/retention and placement

Metrics for success: Publications per research-based, graduate degree awarded (Baseline: 12; Target 2020: 15). Total student support per funded graduate student (Baseline: $13,700; Target 2020: $17,500). Ph.D. enrollment (Baseline: Fall 2012; Target 2020: 200-400).

One-time costs:
Recurring costs:

Lever/Category of Action 4.5.1
Description: Develop a plan to provide fully covered tuition for doctoral students on appointments and explore implementation (High Impact Medium Feasibility)

Metrics for success: Develop a plan and implementation recommendations
One-time costs:
Recurring costs:

Lever/Category of Actions 4.5.2 (Delayed)
Description: (Recruit) Competitive package - Provide healthcare/childcare benefits for students on appointments (Medium Impact Medium Feasibility)

Metrics for success: % increase in doctoral students; retention rate
One-time costs:
Recurring costs:
Lever/Category of Actions 4.5.3
Description: (Recruit) Develop MOUs and articulation agreements with reputed national and international schools to recruit high quality doctoral students (High Impact Medium Feasibility)

Metrics for success: Number of active/inactive MOUs, articulation agreements
One-time costs:
Recurring costs:

Lever/Category of Action 4.5.4
Description: (Recruit) Develop a marketing plan to promote comprehensive S&T graduate leadership and excellence (High Impact Medium Feasibility)

Metrics for success: Heightened awareness of S&Ts leadership and excellence in graduate education, as measured by surveys and focus groups
One-time costs:
Recurring costs: $70,000

Lever/Category of Actions 4.5.5 (Delayed)
Description: (Recruit) Select top OURE students to enroll in graduate school by using senior year tuition coverage as incentive (High Impact Medium Feasibility)

Metrics for success: # of OURE students accepting scholarship offer (senior year)
One-time costs:
Recurring costs:

Lever/Category of Action 4.5.6
Description: (Retain) Study GRA “bridge funding” between faculty grant funding and graduation (High Impact Medium Feasibility)

Metrics for success: Complete study and provide recommendations
One-time costs:
Recurring costs:
Appendix A  |  Detailed Description of Themes, Levers and Actions

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**Lever/Category of Action 4.5.7**

**Description:** (Retain) Conduct a feasibility study and develop a plan for a Graduate Resource/Success Center to help students in the timely completion of their degrees, and for leadership/professional development (High Impact Medium Feasibility)

**Metrics for success:** Study completed

**One-time costs:**

**Recurring costs:**

**Lever/Category of Actions 4.5.8 (Delayed)**

**Description:** (Retain) Develop a year-long Graduate Research Scholars Program for all newly admitted doctoral students (much like the new faculty program) (High Impact Medium Feasibility)

**Metrics for success:** Increase in retention; Increase in publications

**One-time costs:**

**Recurring costs:**

**Lever/Category of Actions 4.5.9 (Delayed)**

**Description:** (Placement) Develop and implement a plan for a comprehensive graduate division of Career Opportunities and Employment Center (COER) (High Impact Medium Feasibility)

**Metrics for success:** Starting salary of graduate students, Placement rate and type (industry, academia, etc.), internship placement

**One-time costs:**

**Recurring costs:**

**Lever/Category of Actions 4.5.10 (Delayed)**

**Description:** (Placement) Provide mentorship and networking opportunities for students by connecting them to experts in academia/industry/research labs; provide resources to present their research work at national/international conferences (Medium Impact Medium Feasibility)

**Metrics for success:** Number of student connections with outside experts

**One-time costs:**

**Recurring costs:**
Appendix A | Detailed Description of Themes, Levers and Actions

Lever/Category of Actions 4.5.11 (Delayed)
Description: (Recruit) Provide funds to encourage prospective domestic doctoral students to visit campus for one day and/or for a few weeks to work closely with a professor (REU model) (Medium Impact Medium Feasibility)

Metrics for success: Number of prospective students visiting campus; Number of prospective students that enroll and return to campus
One-time costs: 
Recurring costs:

Lever/Category of Actions 4.5.12
Description: Investigate creating a $10 million endowment for recruiting high quality doctoral students (See Lever 3.9) (High Impact Low Feasibility)

Metrics for success: Donor feasibility analysis and study
One-time costs: 
Recurring costs:

Lever/Category of Actions 4.5.13 (Delayed)
Description: (Recruit) Enhance implementation efforts for high quality international doctoral students (High Impact Medium Feasibility)

Metrics for success: # of international doctoral students
One-time costs: 
Recurring costs:

Lever/Category of Actions 4.5.14 (Delayed)
Description: (Recruit/retain) Implement customized mechanisms to recruit and retain underrepresented and minority (URM) doctoral students at S&T (High Impact Medium Feasibility)

Metrics for success:% increase in underrepresented and URM doctoral students
One-time costs: 
Recurring costs:
Appendix A  |  Detailed Description of Themes, Levers and Actions

Lever/Category of Actions 4.5.15 (Delayed)
Description: (Retain) Examine graduate programs and reduce time to degree, where appropriate (High Impact Medium Feasibility)

Metrics for success: # of programs examined: measure time to degree per individual degree; Retention rate
One-time costs:
Recurring costs:

Lever/Category of Actions 4.5.16
Description: (Retention) Perform study on providing dissertation writing fellowships to doctoral students who have completed their comprehensive exams (High Impact Medium Feasibility)

Metrics for success: Time to degree; retention rate/Complete study
One-time costs:
Recurring costs:

Lever/Category of Actions 4.5.17 (Delayed)
Description: (Retain) Promote workshops/seminars/social events to encourage more camaraderie and exchange of research ideas among doctoral students from various disciplines (High Impact High Feasibility)

Metrics for success:
One-time costs:
Recurring costs:

Lever/Category of Actions 4.5.18 (Delayed)
Description: (Recruit) Provide mechanisms for faculty/student exchange with target “feeder” schools (High Impact Medium Feasibility)

Metrics for success: Research productivity; # of students exchanges
One-time costs:
Recurring costs:
Appendix A  |  Detailed Description of Themes, Levers and Actions

**Lever/Category of Actions 4.5.19 (Delayed)**

**Description:** (Recruit) Focus on attracting professional students to consider doctoral studies at S&T (High Impact Medium Feasibility)

**Metrics for success:** Increase in distance education doctoral students; Increase in the number of programs offered via distance mode

**One-time costs:**

**Recurring costs:**

**Lever/Category of Actions 4.5.20 (Delayed)**

**Description:** (Placement) Provide internship/Preparing Future Faculty (PFF) program opportunities for doctoral students at places of potential future employment (High Impact Medium Feasibility)

**Description:**

**Metrics for success:** # of employers participating; # of students participating

**One-time costs:**

**Recurring costs:**

**Lever/Category of Actions 4.5.21 (Delayed)**

**Description:** (Placement) Enhance the GTA training workshop to include training the GTA/GRAs to help future academicians fast track their career with knowledge of pedagogy and research (High Impact Medium Feasibility)

**Metrics for success:** Research productivity; retention rate

**One-time costs:**

**Recurring costs:**

**Lever/Category of Actions 4.5.21 (Delayed)**

**Description:** (Recruit/retain/placement) Implement comprehensive graduate student/program data collection mechanisms, tracking mechanisms (student enquiry thru placement), graduate learning outcome rubrics, etc. to benchmark time-to-degree, doctoral retention, program improvement, timely response to student application/graduation status, and improve graduate student services (High Impact Medium Feasibility)

**Metrics for success:** Graduate dashboard

**One-time costs:**

**Recurring costs:**
Leadership Committees

### S&T Strategic Planning Guiding Coalition

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| Jim Drallmeier, Co-Chair | Larry Gragg | Dana Roederer |
| Cheryl B. Schrader | Lance Haynes | Ted Ruth |
| Mohammad Alkazimi | Wayne Huebner | Bill Schonberg |
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| Dick Brow | Lea-Ann Morton | Nancy Stone |
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| Andrew Careaga | Joan Nesbitt | Kris Swenson |
| Patti Chism | Matt O’Keefe | Phil Whitefield |
| Al Crosbie | Francisca Oboh-Ikuenobe | Henry Wiebe |
| Nuram Ercal | Dan Oerther | Klaus Woelk |
| Kelvin Erickson | Kent Peaslee | |
| Ralph Flori | Darlene Ramsay | |

### Strategic Planning Executive Committee

| Kent Wray | Larry Gragg | Henry Wiebe |
| Jim Drallmeier | K. Krishnamurthy | |
### Customer and Campus Strategy Statement Committees

#### Undergraduate Students

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| Henry Wiebe            | Klaus Woelk   |                |             |              |

#### Distance/Online Students

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| Jeff Schramm           | Laura Stoll     |             |            |

#### Research-Based Graduate Students¹

<table>
<thead>
<tr>
<th>Chair</th>
<th>Matt O’Keefe</th>
<th>Kent Peaslee</th>
<th>Keith Strassner</th>
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<tr>
<td>Jim Drallmeier</td>
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<tr>
<td>Dick Brow</td>
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| Ralph Flori            |                 |              |                 |

#### Research Investors¹

<table>
<thead>
<tr>
<th>Chair</th>
<th>S.N. Balakrishnan</th>
<th>Al Crosbie</th>
<th>Nuran Ercal</th>
<th>Joseph Smith</th>
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<tr>
<td>K. Krishnamurthy</td>
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<tr>
<td>Mohammad Alkazimi</td>
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#### Employers

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<td>Debra Robinson</td>
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<td>Shenethia Manuel</td>
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| Ted Ruth               | Phil Whitefield  |                         |             |            |

#### Donors

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| Darlene Ramsay         | Randy Stoll      |               |              |                |

¹ These two groups worked together.
## Donor Ideation Session (Jan. 16, 2013)

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<td>Larry Gragg</td>
<td>Jason Northern</td>
<td>Crystal Weaver</td>
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Appendix B | Strategic Planning Participants

Customer Session Participants

**Undergraduate Students and Distance/Online Students Ideation Session (Jan. 31, 2013)**

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<th>Diana Ahmad</th>
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Appendix B | Strategic Planning Participants

Customer Session Participants

Employers Ideation Session (Feb. 1, 2013)

<table>
<thead>
<tr>
<th>Tony Arnold</th>
<th>Edna Grover-Bisker</th>
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<td>Henry Wiebe</td>
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</table>
Customer Session Participants

**Research-Based Graduate Students and Research Investors Ideation Session (Feb. 7, 2013)**

| Mohammad Alkazimi | Larry Gragg | Barb Prewitt |
| Tony Arnold | Edna Grover-Bisker | Debra Robinson |
| Bob Aronstam | Richard Hall | V.A. Samaranayake |
| S.N. Balakrishnan | Ed Kinzel | Jag Sarangapani |
| Shristy Bashyal | Brandi Klein | Bill Schonberg |
| John Bax | K Krishnamurthy | Cheryl B. Schrader |
| Dick Brow | Robert Landers | Tina Sheppard |
| Michael Bruening | Yinzhou Lin | Jennifer Sherrell |
| Joel Burken | Frank Liu | Keng Siau |
| Andrew Careaga | Suzie Long | Joseph Smith |
| Patti Chism | Sharon Matson | Laura Stoll |
| Lauren Costoplos | Cheryl McKay | Nancy Stone |
| Al Crosbie | Julia Medvedeva | Keith Strassner |
| Mariesa Crow | Birdie Morgan | Kris Swenson |
| Jim Drallmeier | Jim Murphy | Maggie Trish |
| David Enke | Phyllis Murphy | Steve Tupper |
| Kelvin Erickson | Matt O’Keefe | Phil Whitefield |
| Joshua Fagnant | Francisca Oboh-Ikuenobe | Klaus Woelk |
| Jun Fan | Jen Pattershall | |

**Student-Targeted Brainstorming Session (Feb. 11, 2013)**

Student Council encouraged student involvement and helped facilitate. 15 students in attendance.

**Employers Targeted Brainstorming Session (Feb. 18, 2013)**

42 employers and campus representatives in attendance.

**Academic Department Brainstorming Based on Themes (Feb. 4-6, 8, 11, 13-14, 2013)**

Co-chair Jim Drallmeier conducted seven two-hour department sessions which included groups from all 19 academic departments. 156 faculty members participated in these sessions.
Customer Session Participants

Additional Groups Participating

| 2012-2013 Current Campus Strategic Planning Committee Working Group Members Academies | Board of Trustees Career Opportunities and Employer Relations (COER) Advisory Board Chancellor's Cabinet | Corporate Development Council Engineering Advisory Board Miner Alumni Association Board of Directors |

Input from Individuals

A website was created to share information with the campus and an anonymous email was created where the campus community could email comments.

For more details on the Missouri S&T strategic planning process see https://provost.mst.edu/secure/newstrategicplan/
### Strategic Planning Lever Leaders

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<tr>
<th>#</th>
<th>Leaders</th>
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<tr>
<td>1.1</td>
<td>Jeff Cawlfield</td>
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<tr>
<td>1.2</td>
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<td>1.3</td>
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Rising to the Challenge: Missouri S&T’s Strategy for Success