

STRATEGIC FRAMEWORK

Over the course of six months, informed by the survey results and perspectives of the Committee's members, the group developed the following framework to realize the opportunities envisioned by both the DAA and Academic Strategic Plans.

Vision

We envision a fully connected community of students, alumni, staff, and faculty.

Mission

Our mission is to fully leverage alumni as an asset to enhance the experience of Duke students, faculty, and staff by creating the conditions that will result in an increase in the scale and depth of alumni engagement.

Goals and Strategies

(Goal 1) Build a culture that empowers students, faculty, and staff to view and use alumni as a resource

The Academic Strategic Plan names alumni as a vital resource for the Duke community. Currently, however, alumni engagement is viewed by much of campus as the purview of alumni affairs professionals and as a subset of the university's fundraising efforts. Its advantage is not widely recognized, nor is it a widely utilized resource. In order to create the fully connected community envisioned by the Committee, it is necessary to build a culture in which there are both a universal understanding of the benefit of wider alumni-campus engagement and the knowledge of where and how to access it. To reach this goal, a **multi-channel marketing strategy** will be created that will include:

- Introducing the value proposition and resource needs to University leadership
- Socializing the strategic framework to the wider audience of campus partners in career services, advising, and alumni and student affairs
- Developing outreach materials to promote the tenets of the strategic framework to alumni, students, faculty, and staff

As stated above, there are a multitude of programs across Duke that engage alumni with students, faculty, and staff. These programs and their dedicated staff members are the connective tissue in the vision of a fully connected Duke community. However, for the most part, these practitioners are working independently and without the benefit of the cross-pollination and resource sharing that grow out of communication with professionals engaged in similar work. Further, while some of these programs are well established with long track records of success, others are new and under-resourced. Improving the scale and depth of alumni engagement with the wider community requires fostering and supporting these practitioners, as well as building a network of faculty and staff champions who can share models of best practice. So, in addition to the marketing strategy, a **community of practitioners** whose members serve as a conduit for students, faculty, staff, and alumni to engage with each other will be created. The community will work to:

- Curate and fully utilize existing resources
- Improve effectiveness of programs and create common Duke-wide standards/best practices
- Develop, manage, capture, and communicate tacit knowledge
- Gather, assess, and report on data

(Goal 2) Ensure that programmatic and technical infrastructure exists to support and encourage a higher quality and quantity of engagement

As noted elsewhere, alumni-student engagement occurs in pockets across the university. Each department, program, and in some cases individual faculty or staff members, employ different systems to administer programs. In many cases, where systems do exist, they are underdeveloped or underutilized, with users unaware of, or unable to access enterprise-wide solutions.

To address this gap, the committee created [user stories](#) and gathered requirements to determine technology priorities in the priority focus areas of campus engagement, career services, and advising (Figure 4).

Figure 4: Technology Priorities

<p>Career</p> <ul style="list-style-type: none"> ● Make it easier for alumni at smaller companies to recruit students ● Make it easier for alumni to post jobs/internships in specific industries <p>Advising</p> <ul style="list-style-type: none"> ● Develop concierge (in-person or virtual) services that can direct community members to resources ● Create easy pathways for students/alums to find opportunities to connect <p>Campus Engagement</p> <ul style="list-style-type: none"> ● Make it easier for staff to know when alumni are coming to campus ● Make it easier for alumni coming to campus to find student cohorts to meet/assist <p>General</p> <ul style="list-style-type: none"> ● Design a single platform for alumni to engage with students around mentoring and internships ● Put in place a process for colleagues without access to the Duke Alumni and Development Database (DADD) to share data on alumni engagement
--

Whether the challenge is knowing when alumni are on campus and available for meetings with students and faculty or helping alumni recruiters navigate the many career centers across campus, the objective is to streamline current offerings, widen access to current resources, and repurpose existing technologies to serve the needs identified by the committee.

Efforts to address identified priorities will focus on:

- Work with committee members and survey respondents to identify systems currently being used
- Partner with OIT to identify additional resources currently available to the community

- Build consensus if the need for the development of additional resources is identified

ASSESSMENT

Measuring the growth of alumni-student engagement will be critical in determining the success or failure of the efforts outlined in this framework. The key success factors outlined below will measure the scale, quality, and depth of engagement over time.

<p>Metrics that indicate scale of alumni-student engagement (tracked on an annual basis)</p>	<ul style="list-style-type: none"> • Growth in the Community of Practice • Growth in programs utilizing centralized resources, such as the volunteer portal, staff/faculty logins on the alumni network • Number of alumni speakers in classrooms and student club events • Number of jobs and internships generated by alumni • Number of student-alumni connections on the alumni network and other digital platforms • Number of alumni mentors and advisors
<p>Metrics that would indicate quality of relationships being built (tracked on an annual basis)</p>	<ul style="list-style-type: none"> • Student surveys • Alumni surveys • Faculty/staff/stakeholder interviews
<p>Metrics that indicate depth of engagement with Duke (tracked on an annual basis)</p>	<ul style="list-style-type: none"> • Change in engagement pathways over time. Does engaging with students lead to other engagement with Duke? • Retention of mentors/advisors • Recent graduate engagement. Did students who benefitted from alumni mentors give back after they graduated?