

I. Increase Engagement with Stakeholders

1.1 Expand the number of undergraduate and graduate programs and concentrations available to our students where there are unmet needs and assess the viability of current program offerings.

All areas for 1.1 achieved. A significant number of new programs and revised programs (over 40 new curricular additions), at the undergraduate and graduate levels, have been added to the University's curricula. Additions and revisions are ongoing and the ACHE calendar for 2014 will include several University agenda items. Similarly, programs have been deleted and consolidated.

1.1.1. Troy University "programs and concentrations" will be expanded each academic year beginning in AY 2010-2011 by three (3).

Green. Achieved.

1.1.2. Troy University "programs and concentrations" will be reduced or consolidated each academic year beginning in AY 2010-2011 by one (1).

Green. Achieved.

1.1.3. An operational method for assessing unmet student needs and for tracking growth in current "programs and concentrations" will be developed by May 2011 by the Membership of this Strategic Objective in consultation with the Executive Vice Chancellor and Provost and reviewed by various University committees at his direction.

Green. Achieved.

1.1.4. An operational method for assessing the viability of "programs and concentrations," including a definition of what constitutes viability will be developed by May 2011 by this Objective Team in consultation with the Senior Vice Chancellor for Academic Affairs and Provost and reviewed by various University committees at his direction.

Green. Achieved.

1.2 Increase student access to more online program opportunities.

New online programs that were presented at the 2013 Chancellor's Briefings and approved by agency oversight, continue to be developed for online delivery. eTROY continues to work with the Colleges to revise old courses and develop new course shells for currently approved online programs.

1.2.1. Develop a plan to fully integrate online learning into the academic colleges with curriculum, instructional design, scheduling, assessment, quality assurance and faculty supervision by January 1, 2011.

YELLOW

Over the past eleven months, Global Campus leadership, along with the Registrar and unit heads from Financial Aid, Admissions, and Student Financial Services, have analyzed the current GC Student Services unit, to include personnel, work flow, work efficiency, and leadership. Findings conclude that the current structure, operations, leadership, and culture did not provide a suitable and sustainable model to stabilize and then increase admissions, enrollment and retention activities. The following are steps that will be taken to reorganize Global Campus Student Services and eTROY to meet the current needs, as well as future opportunities to absorb activities from the other Alabama campuses.

Recommendations:

1. Leadership –
 - a. Step One: In October of 2012 the Vice Chancellor for Global Campus, with the support of the Senior Vice Chancellor for Academic Affairs, eliminated the position of Director of Global Campus Student Services for the purposes of reviewing and reorganizing the unit. This action allowed Global Campus leadership to replace the existing unit leadership with new temporary leadership dedicated to assessing and if necessary reorganizing the unit to meet current demands and to align the unit with institutional practices in Admissions, Records Management, and Student Advising. **(Step Completed)**
 - b. Step Two: First, separate the existing responsibilities of Registrar/Dean of Student Services for Global Campus into two separate positions. Reassign the reporting responsibilities of the Global Campus Registrar to a direct reporting line to the University Registrar. Under the new structure the Global Campus Registrar will be responsible for the day to day activities associated with registration management and document imaging, while working collaboratively with the student management units to support student success and retention. Second, combine the remaining responsibilities of Dean of Student Services and the previous responsibilities of Director of Global Campus Student Services and develop a new position of Associate Director of Student Support and Success Services. This position will be responsible for the day to day operations and administration of the Student Support and Success Services. **(Step Completed)**
 - c. Step Three: Develop a new position description for replacing the Director of eTROY at the Associate Vice Chancellor level. This position will serve as a senior level administrator for Global Campus and will provide direct leadership for the development and maintenance of online credit and noncredit programs and courses. The Associate Vice Chancellor will also be responsible for the continued development and implementation of strategic plans to support the growth of on-line programs, course enrollment, and student retention. The Associate Vice Chancellor will report directly to the Vice Chancellor for Global Campus and provides strategic vision for, and collaborates with, various internal and external academic stakeholders in establishing and supporting plans and priorities for online, blended, and distance education programs. (Completed 1 July 2013)
2. Reorganization –
 - a) Step One: Reorganize the current structure of GC Student Services into four areas organized around the four functional activities within GC Student Services; Admissions, Registration Management, and Document Imaging. In addition, develop two positions for continuous training of staff in the areas of Datatel, document imaging, records management, and admissions. **(Step Completed)**
 - b) Step Two: Develop within the new organizational groups, teams to serve and support academic colleges and their students from the time of being admitted to the University through graduation. A team would also be developed within the new grouping to specifically assist military and veteran students, supporting and aligning with the new Military & Veteran Success Center. **(Step Completed)**

Rationale: Current staffing activity supports the conclusion that turn-over in staffing will continue to be a challenge within the Global Campus Student Services unit. The factors contributing to the turn-over are not going to be managed through salary, benefits, or other title, but will need to be managed through structure and how the unit is organized. To this end, the concept of “teams” has been developed to assist with the quality and consistently of interaction with students. A student will be assigned to

a team, predicated on the student's selection of an academic program, at the point of admission. The Team will be responsible for supporting the student throughout their time at the University. This approach will allow Global Campus Student Services the ability to establish a consistent connection with the student no matter the rate of turnover within the unit, since there will always be an overlap of team member as individuals transition in and out of the team. The Team is responsible for the student, not any one individual. Teams will be organized around colleges and will continue to work closely with the academic colleges to provide accurate and timely support related to academic programs and academic specific activities.

- a) *Step Three: Re-title Global Campus Student Services to Global Campus Student Support and Success Services. This title more accurately reflects the activities and services affiliated with the unit's activities and mission. The term Student Services is confusing to students, faculty and staff as it suggests activities more closely associated with physical campus activities, i.e. housing, clubs, SGA, etc. **(Planning and development of structure begun 1 August 2012)***
 - b) *Step Four: Reconnect Student Support and Success Services with eTROY, under the management and administration of the Associate Vice Chancellor for Distance Learning and Outreach Education. This action will allow the two units to develop and participate in activities in a consistent and connected manner, supporting a consolidated unit with one administrative leader. **(Planning and development of structure begun 1 August 2012)***
 - c) *Step Five: Reorganize eTROY to better utilize and function with the new academic college structures and to support a new virtual Student Success Center to address and improve student success and retention for TROY's on-line students. **(Planning and development of structure begun 1 August 2012)***
3. *Timeline to Execute Actions –*
- a. *Number 1; step one Completed*
 - b. *Number 1, step two – Completed*
 - c. *Number 1; step three – Completed*
 - d. *Number 2; step one – Completed*
 - e. *Number 2; step two -- Completed*
 - f. *Number 2; step three – In-Progress*
 - g. *Number 2; step four – In-Progress*
 - h. *Number 2; step five – In-Progress*

- 1.2.2. Review market analysis for planned program migration to use of online technologies and develop a pro forma for each planned program to determine viability. (The market analysis and pro forma will be completed six months before recommended date of implementation for review to determine viability).

Yellow. *Global Campus, in conjunction with Marketing and Communications has requested bids to commission a comprehensive Market Analysis of the Atlanta District service area. The report will be conducted and upon completion, presented and reviewed by the academic deans who will use the analysis to determine what programs should be placed in the district. Informal market analysis continues to be conducted in conjunction with each college and District to determine market needs. eTROY analysis has been completed on selected programs through Eduventures. A university wide marketing analysis for all academic programs will be address by the Associate Vice Chancellor for Marketing and Communications. Completion of a pro forma has been placed on hold.*

- 1.2.3. Review options for providing resources to increase student access to TROY programs with use of technology each year during budget planning process (April 1, 2011, 2012, 2013, 2014, and 2015).

Yellow. Resources are to be addressed in College budget plans.

1.3 Create a comprehensive approach to serve the needs of military and veteran students and their families.

Academic Year 2012-2013 has been a year of considerable activity in the institution's drive to create a comprehensive approach to serving our military and veteran students and their families.

Internally, the Troy for Troops Center was approved and is serving students, a physical location has been identified for an expanded Troy Campus based Troy for Troops Center, training activities for the TROY faculty and staff have been held and additional activities are being planned for the future. A military student honor society has been approved and sanctioned as an official university student organization and plans are moving forward to establish a TROY chapter of the Student Veterans of America. TROY has been selected as a host institution for the expansion of the Vet Success on Campus initiative with a staff member from the Veteran's Administration preparing to establish an office on the TROY campus. The University has been accepted as a "Got Your 6" institution and TROY was named the nation's first "Purple Heart University".

Externally, TROY has had a presence at ACME Conferences in Virginia and Florida and attendance has been approved for the conferences in Colorado and Washington State. Approval has been granted for considerably expanded visibility at the CCME Conference in February 2014 and representation at Education Fairs has been expanded to include Southern California, Colorado, Washington State and NY State (Ft. Drum). The university was once again named to the GI Jobs list of military friendly colleges and universities and is awaiting confirmation of inclusion on similar listings from Military Advanced Education and Military Times. Within Global Campus, marketing efforts at sites will hopefully be strengthened by the inclusion of some local advertising and consideration will be given to expanding presence at the Recruit Military Events held in cities in or near our GC sites.

In summary, measures have been put in place to increase new military student enrollment and initiatives have been introduced to support and service the students once enrolled. Together, these actions should lead to an upward curve in new student starts, an increase in our current rate of retention and, ultimately a boost to our graduation rate.

N.B. It should be noted that at the time of preparing this report, the Tuition Assistance Program had been suspended and base Education Offices and Centers had been closed owing to the Federal Government shutdown. This will have an obviously negative impact on active duty, guard and reserve student enrollment for T2 / Fall B, 2013.

- 1.3.1. By 31 January 2011, conduct a needs analysis of the military student market and determine how well we are currently meeting those needs based on the gathering of primary research data from our current military students and secondary research of the military student market.

Green. *Our military students were surveyed in Winter 2011 and Winter 2013 and in both instances confirmed that they are satisfied with their experience at TROY University and that their needs are being met. While the number of student responses remains sufficient to make the survey valid, it is hoped that for the third administration of the survey in Winter 2015 the response level will increase thereby providing a larger sample on which to base future decisions.*

- 1.3.2. Based on that research, craft a Strategy designed to create a comprehensive approach to serving the needs of military students and their families, that will address suggested changes to current policy, procedure, practice and the 5 elements of the marketing mix (product, price, place, promotion, people) and that will, when implemented, demonstrate our commitment to better serving those needs by 30 April 2011.

Yellow *As indicated in the summary paragraphs at the beginning of this report, the University continues to introduce new measures that demonstrate our commitment to better serving the needs of our military students. These measures are having a positive impact on our students as has been confirmed in the Military Student Survey and in informal feedback from students and colleagues. .*

- 1.3.3. Establish numerical baselines and targets for recruiting, retention and graduation and build into Strategy (based on data from new military student demographics Datatel component and our research) by 31 July 2011.

Yellow. *The initial baseline number of the University's military population was established at 6,444 (active duty, guard, reserve, veterans, spouses and dependents) in T2/ Fall 2011. At T2/Fall 2012, military enrollment stood at 5,400 reflecting enrollment trends of the University as a whole. Population count for T2/ Fall 2013 will be available in late November or early December.*

- 1.3.4. Implement Strategy by October 1, 2011 with a view to increasing military student enrollment by 7.5% per year in academic years 11-12, 12-13, 13-14, 14-15.

Red. *While efforts continue to grow the military student population at TROY, it is unlikely that the cumulative 5 year growth target will be met. While the current military student population at TROY remains stable, events in the marketplace (TA suspension on two occasions) and information included in previous reports, achieving 7.5% growth annually no longer appears to be realistic.*

- 1.3.5. Monitor impact, progress and introduce corrective and / or new measures as needed, throughout the remaining period of the plan.

Yellow. *New measures continue to be put into motion to increase military student enrollment at the University. New marketing initiatives have been introduced to increase new starts and new practices have been put in place to support our military students who have enrolled.*

- 1.3.6. Provide regular progress status updates to members of the University's Military Education Advisory Committee (M.E.A.C).

Yellow. *The MEAC Committee is informed of updates, results and plans at each of its scheduled meetings.*

1.4 Expand access to academic programs for students through eConnections, a National Guard Connections initiative, online educational support for the River Region, and increased program offerings on the Alabama campuses.

This strategic objective was established to explore creative options for providing more program offerings for Alabama campuses, for which the overall purpose is to increase student enrollments for Troy University.

Overall, there have been only minor additional changes on the goals for Objective 1.4. The college deans continue to submit new programs or concentrations to the Alabama Commission on Higher Education for approval. They are also continually evaluating programs for validity and possible reduction or elimination based on continual budget reductions. Trenholm State Technical College

was approved in December 2013 for community college status. Troy University continues to be in dialogue with the Trenholm President on partnership opportunities.

- 1.4.1. By June 2011, establish a Troy University “Campus Connection” within the City of Prattville, Alabama to offer educational support services, economic development, professional development courses and online program offerings.

Red. *This objective’s goal is still incomplete due to economic conditions and budget challenges by the City of Prattville, as well as Troy University. It is projected that it will remain incomplete for at least the next two or three years, possibly longer. Ray White met twice with the Mayor of Prattville and other city leaders during the past two years. They are very interested in having a university’s presence in the City of Prattville. They are not able currently to provide space and financial assistance to Troy University to establish a Troy presence in their city. Without the help of the City of Prattville, it will be cost prohibitive to establish a Troy “Campus Connection” in the City of Prattville because the initial set-up costs will be nearly \$300,000, plus an estimated \$250,000 per year for the next several years. There would be very little direct revenue produced for at least five years, but Troy University would get indirect revenue from recruiting both resident and online students by having a presence in Prattville. The University would also benefit by getting the Troy name out more in Prattville. In addition, the services offered to the businesses and the citizens of Prattville will help bring favorable attention to the University. Even with these indirect benefits, due to the budget challenges for both Troy University and the City of Prattville, I am recommending that this goal be deferred until 2015, and further discussion will commence on the potential to fulfill this objective.*

- 1.4.2. By August 2012, establish a National Guard Connection within the State of Alabama to offer flexible delivery of Troy University programs and courses for Guard members.

Yellow. *This goal is on-going, but it is a “slow go” due to budget constraints in hiring more staff to work the National Guard units. While the Phenix City recruiter is making concerted effort to reach the Guard units on weekends, and as much as possible, there are simply too many units and only one recruiter. In addition, the units are small and access to the Guard members is not always easy due to tight training time during their weekend drills. The Coordinator at Phenix City will continue to work with the Guard as much as he can, but eventually, more staff will be needed to recruit at weekend guard training units. All Guard units have their training and education networking opportunities on weekends during their weekend drill sessions, which are spread out all over the state. The committee for this objective recommends that completion of this goal be deferred until 2015 until budget conditions improve to hire more recruiters to visit these Guard units.*

- 1.4.3. Establish a “3-4 Connection” between Trenholm State Technical College and Troy University upon approval of Trenholm’s community college “change of status” by SACS.

Yellow. *This objective’s goal has not been completed; however, it was not due to Troy University’s lack of effort. Trenholm State Technical College’s conversion to a community college has now been approved by SACS and will be announced at the December 2013 annual SACS meeting. According to the Trenholm President, even after the formal SACS approval, it will still take a few years for Trenholm to have enough faculty to fully convert all programs to community college format. Troy University officials are continually communicating with the Trenholm President about possible future partnership opportunities such as grants and Troy’s “3-4” Connection Program.*

- 1.4.4. Based on demands and needs of the community, establish a minimum of one additional College of Arts & Sciences Program per year on the Phenix City Campus, beginning in 2011.

Green. *This objective's goal was completed for 2011 by adding the Bachelors of Science in Criminal Justice at the Phenix City Campus beginning Academic Year 2010/2011. There are currently future plans to offer new programs at Phenix City such as Hospitality and Sport Fitness Management, and possibly others. There may be other opportunities based on the Fort Benning mission changes, and based on changing demands of the community.*

- 1.4.5. Based on demands and needs of each community, establish at least one new program offering or concentration/option on each Alabama campus per year, beginning in 2011.

Yellow. *This objective's goal was met for the year 2011, 2012, 2013, and appears to be on target for 2014. Two or more new academic programs were started on most Alabama Campuses during 2011 - 2013. More are on track to be added for 2014. The deans of the colleges included information in their Chancellors' Briefings about these programs. The deans have projected new programs for 2014, and have submitted or will be submitting requests to ACHE and SACS for more approvals. In addition to new programs, the Montgomery Campus began offering daytime courses in springs summer and fall 2012. Daytime courses have exceeded expectations in Montgomery with over 100 courses offered and 90+ courses made for spring and fall semesters.*

1.5 Increase grants, contracts, and research productivity.

Synopsis:

There are three core initiatives that comprise S.O. 1.5.: The University will work to increase: 1) grant and contract productivity for faculty and staff; 2) increase research productivity for faculty; 3) work to ensure research opportunities for students.

The University will work to:

1) Increase grant and contract productivity for faculty and staff.

Sponsored Program productivity is progressing through consistent manager training, faculty workshops and enhanced website information availability. Additional staff is needed to continue to provide the caliber of support required by a deadline driven office. The Office of Sponsored Programs is committed to increase competitive proposal submissions by 10% from base year 2010-2011 to 2015.

A single issue's resolution remains to be resolved. Presently we are challenged to differentiate between grants that also involve research components. To date, grant awards/accounts are coded by accountants for each grant and the process does not account for a combination of activities (e.g. Community support and research). This issue is continuing to be discussed in the University Research Council. Defining "Research" as it applies to grants and contracts currently awarded is the remaining critical component need to correctly capture all research activities. Additionally, an additional mechanism is required to capture the additional research opportunities for faculty and student.

2) Increase research productivity for faculty.

Progress is clearly being made in the ability to capture and report faculty intellectual contributions, creative works, scholarship and research across the University more accurately. The purchase and implementation of Digital Measures has been very helpful in collecting and reporting faculty research productivity. The numbers of projects reported are being distributed across more faculty participants. The ability to report scholarly work in a common and consistent way and to use research activities in Tenure and Promotion decisions has contributed greatly to the increased activities in this Strategic Initiative. Scholarly activity that is reported according to common categories and annual reporting has greatly facilitated both the accuracy of reporting and encouraged all faculty members to engage in research activity across the University. To date, 99% of all full-time faculty members have currently reported their intellectual activities.

The number of faculty applying for internal research grants has increased from 17 to 83 in AY 2010-2011, exceeding the goal set for 2014-2015. In AY 2011-2012 the number of faculty applying for internal grants was 128. This goal has been met and greatly exceeded expectations.

3) Ensure research opportunities for students.

The purchase and implementation of Digital Measures has been very helpful in collecting and reporting faculty research productivity. However, a common reporting system is still needed to collect student research and Student Learning Objectives, opportunities and productivity across the University. The reported student research activities exceed 900 projects across all levels of study at TROY. This goal has been met and greatly exceeded expectations.

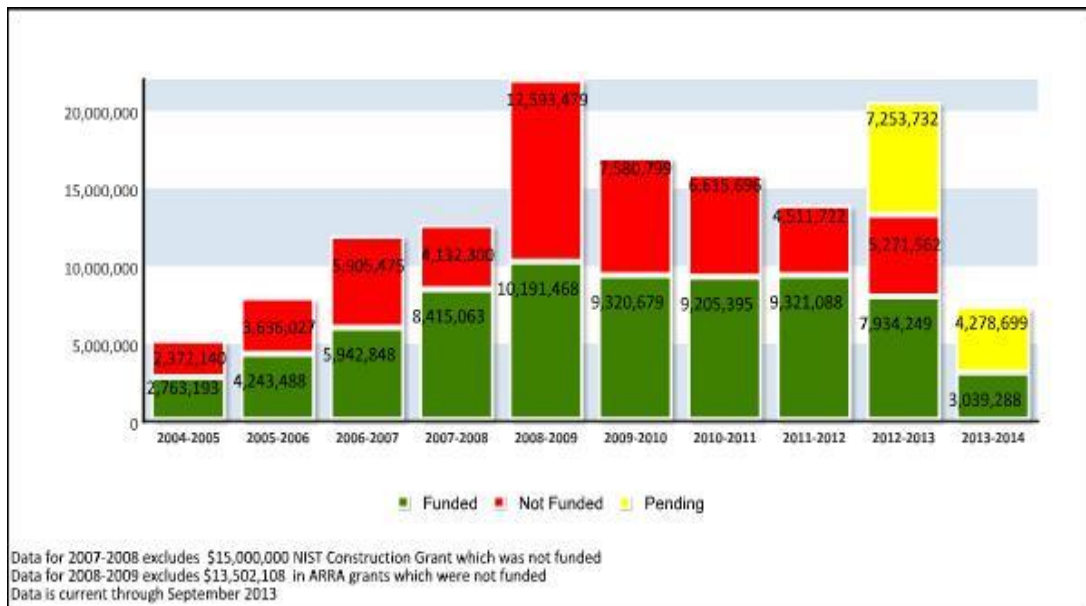
1.5.1. The University will work to increase grant and contract productivity for faculty and staff.

- A. Implement OSP manager training and develop a one-stop website for post management of proposals for successful writers and managers.
- **Green** - Manager training is ongoing. Team meetings are assembled for new managers who have secured "projects of significance". These teams consist of representatives from Purchasing, Human Resources, Accounting, project and supervisory staff. Well trained University team members provide fewer points of resistance in processing faculty grant awards, proposals and interagency support.
 - **Green** - The one stop website is operational and is located here: <http://trojan.troy.edu/osp/managing-success/index.html>. This site is regularly updated and is currently undergoing a site revision. Additionally, budget resources and information are also linked here: <http://trojan.troy.edu/osp/writing-great-proposals/budget.html>

Fulfilling the Promise: The Strategic Plan for 2010-2015

Year 3 - Annual Summary Update October 2012-September 2013

- B. Increase Sponsored Programs competitive proposals by offering training and workshops for faculty; working with faculty and deans to identify areas in which writers need training; locating training and workshop opportunities; and facilitating and offering workshops.



- **Green** – A summary of competitive activity is referenced below:

Although competitive proposal submissions have increased significantly since 2003-2004, competitive submissions have declined slightly over the past three years. Final numbers for 2011-2012 reflect a slight decrease in competitive dollars secured from the previous year. Faculty load is a significant factor in proposal development. OSP is committed to providing support and resources to encourage faculty to develop proposals for external funding. OSP has committed that we will increase competitive proposal submissions by 10% from base year 2010-2011 to 2015. The competitive base for 2010-2011 for competitive dollars submitted is \$15,821,091.

Final competitive dollars pursued to date for fiscal year 12-13 exceeded this base at \$20,459,543.

Fulfilling the Promise: The Strategic Plan for 2010-2015

Year 3 - Annual Summary Update October 2012-September 2013

- **Green** - Faculty webcast and training are offered to faculty and staff writers throughout the global university.

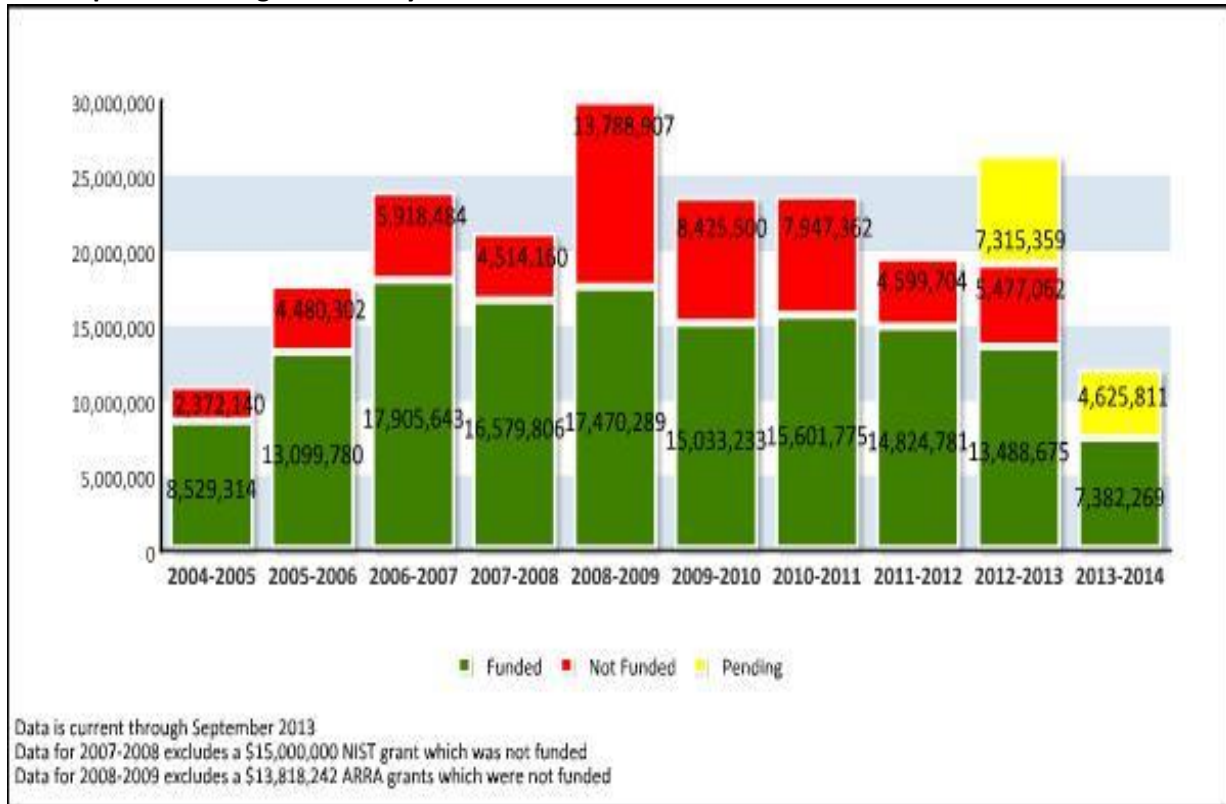
Fiscal Year	# Workshops & Training
2005-2006	4
2006-2007	13
2007-2008	28
2008-2009	30
2009-2010*	83
2010-2011	89
2011-2012	103
2012-2013	74

*offerings of webinars are slightly down due to the limit of staff resources

- C. Increase Sponsored Program staff and resources to accommodate growth of sponsored program activity, including full-time positions in both pre-award and post-award areas.
- **Red** – Sponsored Programs continues to meet the increasing demands of a rapidly expanding operation with a skeletal staff. OSP is supported by two full time professional staff members with one full time support staff member. Two workshop positions are approved and filled. A graduate assistant has been approved but not filled. Additional staff is needed to continue to provide the caliber of support required by a deadline driven office.
- D. Progressively increase overall sponsored program activity, revenue and indirect cost: maintain or increase sponsored program activity each fiscal year; maintain or increase revenue spent each fiscal year; and generate or exceed the university's budget for indirect cost. In addition, to increase by 100% sponsored program revenue using 2010 as baseline.

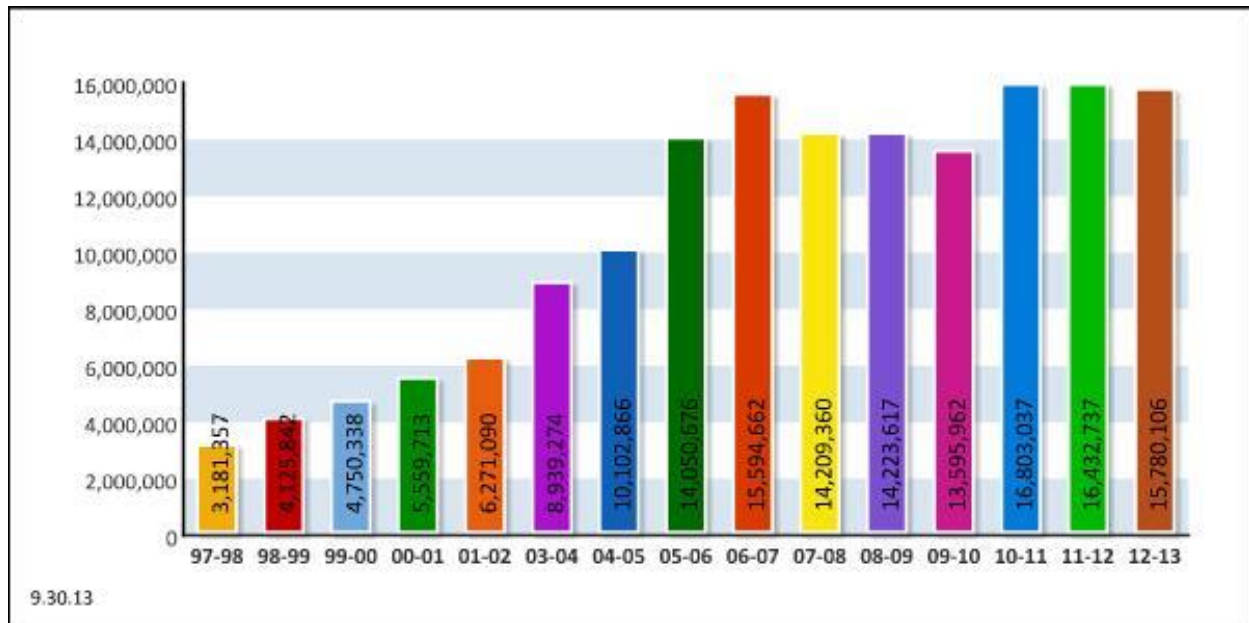
- **Green** – summaries of sponsored program activity, revenue, indirect cost and accomplishment of the 2015 goal are listed below:

Sponsored Program Activity



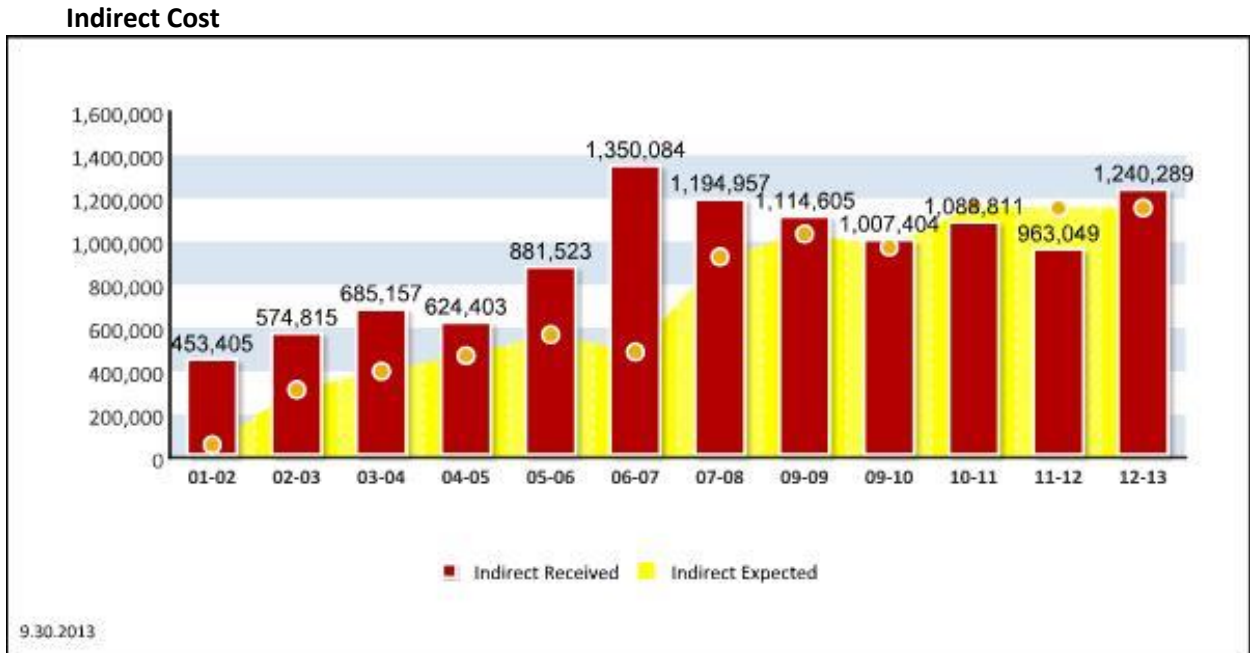
*Dollars pursued exceeded dollars pursued in the previous year.

Revenue



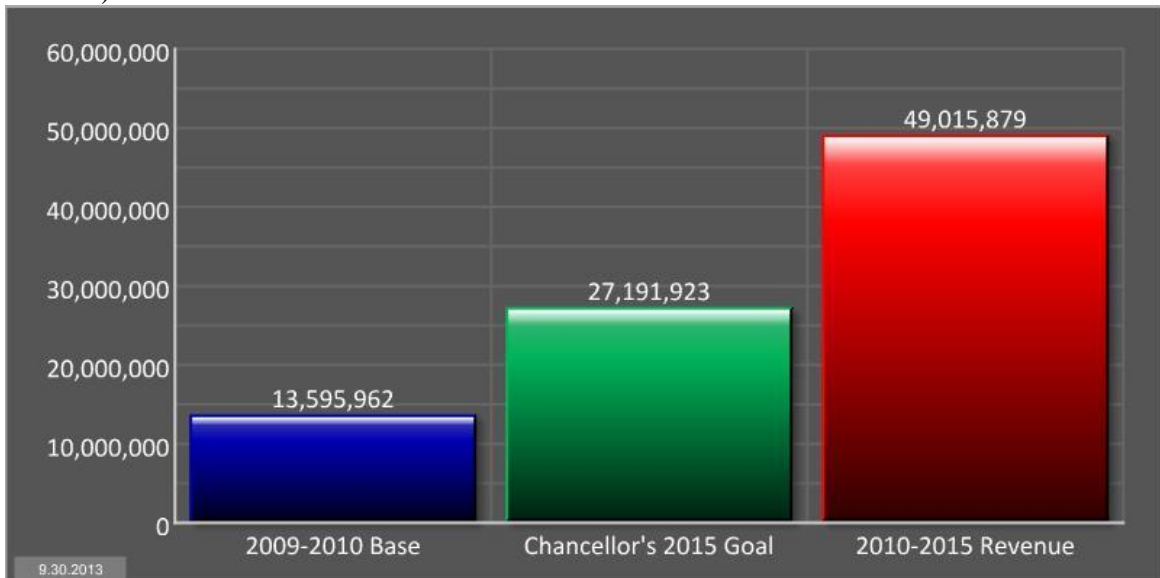
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*Revenue secured is slightly below revenue secured in the previous year. This decline is partially attributed to the closure of the DYS Montgomery Group Home (\$550,000) and the move of the Confucius monies outside of Sponsored Programs (\$150,000).



*Indirect revenue secured exceeds indirect revenue secured from the previous year.

Accomplishment of the 2015 Goal (increase by 100% sponsored program revenue using 2010 as baseline)

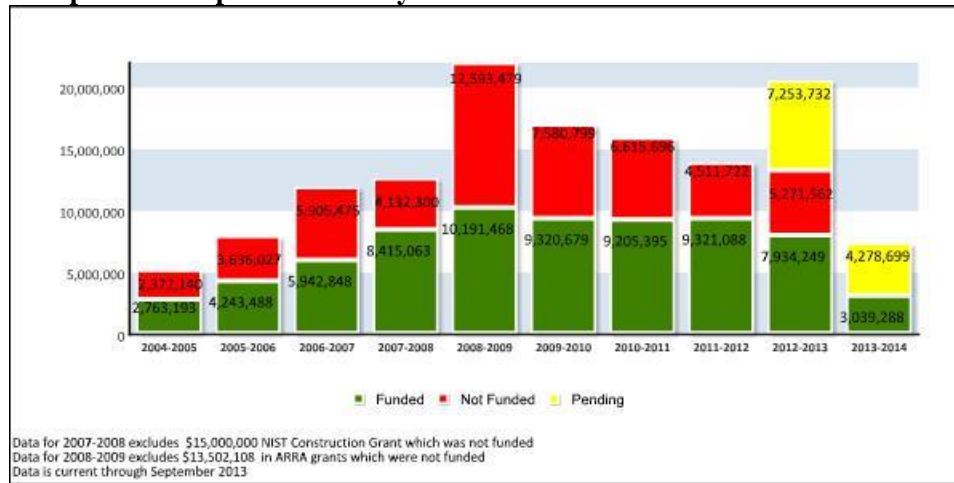


The 2015 goal has been accomplished.

- E. Increase faculty awareness of research opportunities, increase submission of research proposals and provide resources to enhance the success of submitted research proposals in order to increase competitive proposal submissions from base year 2010-2011 to 2015 by 10%.

OSP has committed that we will increase competitive proposal submissions by 10% from base year 2010-2011 to 2015. The competitive base for 2010-2011 for competitive dollars submitted is \$15,821,091. Final competitive dollars pursued to date for fiscal year 12-13 exceeded this base at \$20,459,543.

Competitive Proposal Summary



*Competitive dollars pursued exceeded competitive dollars pursued in the previous year.

1.5.2. The University will work to increase research productivity for faculty as measured in SACS 3.3.1.4.

- Green** – *Faculty intellectual contribution and scholarly activity report* – A University goal was set for AY 2014-15 for faculty to product an average of 8.0 projects per faculty member over a three year period. Faculty research activities were assessed according to the number of research projects per faculty member for the last four years: AY 2008-09 – 6.8 projects, AY 2009-10 – 7.3 projects, AY 2010-2011 – 3 projects, AY 2011-2012 – 5.3 projects, AY 2011-2012 – 5.3 projects, and AY 2012-2013 – 5.0 projects.

Faculty self-reported research activity via an online survey during the first two-year period from AY 2008 – 2010. The online research activity survey was distributed to all full-time faculty members. Not all faculty teaching during this two year period elected to participate in the voluntary annual survey. It was found that those who did self-report their research activity were engaged in significant research activities. The ratio of the numbers of research activities to faculty members reporting reflected unusually high participation rates of 6.8 and 7.3 respectively. This trend did not continue once all faculty were required to report current research activities annually.

In AY 2010-2011 a common faculty reporting system for intellectual activities (Digital Measures) was initiated. The first year of standardized reporting showed that 99% of the full-time faculty teaching in AY 2010-2011 created Digital Measures accounts for reporting research, scholarship, creative activities, service and teaching activities. The 569 faculty members participating reported

an average of 3.0 projects per faculty member per year.

In AY 2011-2012, 352 faculty members (of 569 total faculty members or 62%) reported updates of 1,883 scholarly activities or an average of 3.3 projects per faculty members engaged in research during this academic year. The details include 242 individual faculty members reported 1,020 papers, articles, books and reviews; 45 individuals reported 154 creative work activities; and 224 individuals reported giving 709 presentations.

In AY 2012-2013, 387 faculty members (of 567 total faculty members, or 68%) reported updates of 1,936 Scholarly activities or an average of 3.4 projects per faculty members engaged in research during this academic year. The details include 276 individual faculty members reported 1,113 paper, articles, books and reviews; 47 individuals reported 242 creative work activities; and 236 individuals reported giving 682 presentations.

The selected goal of an average of eight intellectual contributions, scholarly activities and projects reported per full-time faculty member over a three year period has been achieved with the past three years (AY 2010-2012 (3.0), AY 2011-2012 (3.3), AY 2012-2013 (3.4)) averaging at least 3 projects per full-time faculty member each of the three years or 9.7 projects over the three year period.

The completion of four annual reporting cycles reflects a continued norming of three scholarly activities per faculty member per year. Achieving the goal of faculty producing an average of eight scholarship projects between AY 2008-2009 and AY 2014-2015 has been reached for full-time faculty members at Troy University.

*Progress is clearly being made in the ability to capture and report faculty intellectual contributions, creative works, scholarship and research across the University more accurately. The numbers of projects reported are being slowly distributed across more faculty participants. The ability to report scholarly work in a common way and to be considered in Tenure and Promotion reviews has greatly assisted the Strategic Initiative to increase faculty research activity. Common scholarly activity reporting categories and required annual reporting has greatly facilitated both the accuracy of reporting and served to encourage all faculty members to engage in research activity across the University through heightened awareness supported by increased reporting. **This strategic objective has been met.***

- **Green** - *A University wide reporting system (Digital Measures) has been adopted and implemented. Faculty has been asked to enter all vitae data beginning in AY 2010-2011 for the last two to three years of research, scholarly activity, service and teaching. Approximately 99 % of the faculty has completed entering their vitae information at this time. The addition of Digital Measures software system has greatly aided the University in being able to capture faculty scholarly activities. **This strategic objective has been met.***
- **Green** - *Increase the number of faculty seeking internal research grants – Faculty continue to make progress toward meeting the goal of 30 faculty members seeks internal research grants annually by AY 2014-15. Faculty research activities were assessed according to the number of faculty receiving internal research grants for the last four years. The results are very promising, as more faculty members each year are submitting requests for research grant support. This reflects the increasing number of faculty conducting research across the University. In AY 2008-09 – 76*

faculty grant recipients were awarded \$50,831; AY 2009-2010 – 68 faculty grant recipients were awarded \$79,447; AY 2010-2011 – 92 faculty grant recipients were awarded \$108,807; and AY 2011-2012 – 128 faculty grant recipients were awarded \$107,721. From October 2012 to December 2012, 49 faculty grant recipients were awarded \$42,282. During the period January – March 2013, 75 faculty members were awarded faculty research grants in the amount of \$79,589. The annual Faculty Development Committee Research Grants awarded for AY 2012-13 were 124 awards for a total of \$122, 995. The anticipated goal for 2014-2015 was to have 30 faculty members receive internal research grants. Clearly this objective has exceeded expectations. With institutional support, faculty members are more likely to conduct research and present at regional and national conferences as evidenced by the increasing number of research grant awards.

This strategic objective has been met.

1.5.3 The University will work to ensure research opportunities for students as measured in SACS 3.3.1.4

- Green - **Ensure research and grant opportunities for students** – The number of students seeking external research initiatives were assessed: AY 2008-09 – 3 projects for \$1,191, AY 2009-10 – 4 projects for \$1,491, AY 2011-2012 – 5 projects for \$2,036, and AY 2012-2013 - 7 projects for \$2,936 was awarded. Deans are working with faculty to encourage greater student research within courses and application for external student grant funding to support additional student research projects. Student engagement in the submission of grant requests remains relatively constant.

Additionally in AY 2010-2011, AY 2011-2012 and AY 2012-2013 an online survey was submitted to all full-time faculty members asking that each report all student research, creative activities or scholarly activities that occurred beyond the requirements of their courses. In AY 2010-2011- 149 faculty members reported 828 student intellectual activities across all five colleges.

2010-2011 Student Research Activities

College	UG Intellectual	GR Intellectual	UG Presentation	GR Presentation	UG Creative	GR Creative	Total
Arts and Sciences	25	10	20	24	6	2	87
Communication & Fine Arts	33	22	128	17	103	19	322
Education	30	23	42	34	8	47	184
Health and Human Services	44	31	35	31	1	5	147
Sorrell College of Business	9	45	3	22	3	6	88
Grand Total	141	131	228	128	121	79	828

In AY 2010-2011 – 149 faculty members reported 828 student intellectual activities across all five colleges.

2011-2012 Student Research Activities

College	UG Intellectual	GR Intellectual	UG Presentation	GR Presentation	UG Creative	GR Creative	Total
Arts and Sciences	59	18	44	22	16	16	175
Communication & Fine Arts	22	8	25	12	264	5	336
Education	10	34	38	174	15	11	282
Health and Human Services	9	27	12	44	1	0	93
Sorrell College of Business	3	2	1	10	8	7	31
Grand Total	103	89	120	262	304	39	917

In AY 2011-2012 – 275 faculty members (48% of total full-time faculty) reported 917 student intellectual activities across all five colleges.

2012-2013 Student Research Activities

College	UG Intellectual	GR Intellectual	UG Presentation	GR Presentation	UG Creative	GR Creative	Total
Arts and Sciences	31	44	47	34	28	15	199
Communication & Fine Arts	11	7	28	8	147	5	206
Education	8	55	118	71	80	34	366
Health and Human Services	16	21	16	28	10	7	98
Sorrell College of Business	7	18	30	32	6	0	93
Grand Total	73	145	239	173	271	61	962

In AY 2012-2013 – 252 faculty members (44% of total full-time faculty) reported 962 student intellectual activities across all five colleges.

Excellent progress is being made in the capturing of the information being reported and to see the gradual increase in the number of student research projects and creative and scholarly student activities occurring during each academic year. This strategic object has been met and continues to evidence exciting results of productive student and faculty engagement in inquiry and creative works.

This strategic objective has been met.

Yellow - *Student thesis projects will be reported as a parameter of individual student research inquiry activities – students produced 157 theses in AY 2009-2010. Annual thesis activity during AY 2010-2011 and AY 2011-2012 average 10 to 15 thesis projects and 10 to 18 doctoral residency projects. During AY 2012-2013, 17 thesis projects and 9 doctoral residency projects were produces. A common reporting system is still needed to collect student research and Student Learning Objectives, research opportunities and productivity across the University. The number of thesis projects remains limited.*

1.6 Ensure the University remains competitive in tuition and fee rate structures.

The tuition and fee rate comparison was completed for the FY 2014 budget cycle in March 2013 and was revised as other universities reported tuition rate increases. Other budget factors considered as a part of this review include the total budget requested by each division, projected credit hour production, mandatory cost increases and changes in state funding. State appropriations increased slightly by 2%, but this is not adequate to keep up with cost increases. Anticipated enrollment for FY 2014 will be much lower than the 2013 projections based on actual enrollment trends over the past year. The overall budget for 2014 was reduced by 5% or \$12.5 million from the 2013 level. This reduction allowed us to minimize the tuition increase needed to balance the budget. Tuition rates were increased 6% for undergraduate and 10% for graduate for the 2013-14 academic year. TROY remains competitively ranked as no. 9 of 13 for undergraduate tuition rates and 8 of 13 for graduate rates (with number 1 being the highest tuition rate) when compared with other four-year institutions in the State of Alabama. (See slides 7 through 11 of the Board of Trustees presentation for more detail).

- 1.6.1. On an annual basis, provide a comparison of tuition and fee rate structures for Troy and its competitors to ensure we maintain a competitive rank among our peer institutions.

Yellow. *The tuition and fee rate comparison for the 2013-2014 academic year was prepared and submitted to Dr. Jim Bookout, Senior Vice Chancellor for Finance & Business Affairs in March 2013 as consideration for the FY 2014 operating budget. The comparison was update as peers announced tuition increases in the following months. The final comparison of Troy's rank is discussed on slide 7 through 11 of the Board of Trustees presentation (included as a separate attachment). The status of this objective is ongoing because this review will be performed on an annual basis for duration of the strategic plan.*

- 1.6.2. On an annual basis, review the tuition and rate structures in place and determine if a change in structure is necessary to remain competitive.

Yellow. *After completing the analysis mentioned in 1.6.1, we considered other factors such as the total budget requested by division, projected credit hour production, mandatory cost increases and changes in state funding. In an effort to minimize tuition increases passed to TROY students, we challenged the divisions to cut as much as possible from their operating budget without affecting quality of service and instruction. This effort resulted in an overall decrease of \$12.5 million in the operating budget from 2013 to 2014, allowing TROY to minimize tuition increases for the 2013-14 academic year. Undergraduate tuition increased 6% and graduate tuition increased 10%.*

TROY remains competitively ranked as no. 9 of 13 for undergraduate tuition rates and 8 of 13 for graduate rates (with number 1 being the highest tuition rate) when compared with other four-year institutions in the State of Alabama. (See slides 7 through 11 of the Board of Trustees presentation for more detail). The status of this objective is ongoing because this review will be performed on an annual basis for duration of the strategic plan.

- 1.6.3. On an annual basis, develop cost saving strategies that also provide incentives for the department(s) or division(s) facilitating the cost reductions.

White. *This objective is on hold until the Budget Financial Analyst position can be filled. We posted this position during FY 2012, but the pool of applicants did not have the desired qualifications. We reopened the search in 2013. The top candidate was interviewed and ultimately offered the position. The salary was too low for the candidate, so she declined the offer. The remaining applicant pool is not adequate to select a final candidate, so we must advertise the position again.*

1.7 Successfully complete the Capital Campaign.

As of September 30, 2013 we have surpassed our overall goal for this time frame (\$175m by the end of 2013): in total, we have raised over \$196 million. The Development total was \$77.2 million toward our year-end goal of \$87.5 million; we are 88.2% of the way to our goal. The Annual Fund stands at \$298,343 or 59.7% of our goal, while Planned Giving is at \$1.7 million or 85% of our goal.

Through developing effective strategies for major gifts, annual fund, and athletics giving campaigns, the University will surpass the stated goal of \$200 million and successfully complete our Building Beyond Boundaries Capital Campaign by 2015.

- 1.7.1. Surpass the stated campaign goal of \$200 within the next five years.

Benchmarks:

- By December 31, 2011, reach at least \$125 million (Development Goal: \$62.25 million).
- By December 31, 2012 reach at least \$150 million (Development Goal: \$75 million).
- By December 31, 2013 reach at least \$175 million (Development Goal: \$87.5 million).
- By December 31, 2014 reach at least \$200 million (Development Goal: \$100 million).

Green. *As of September 30, 2013 we have surpassed our overall goal for this time frame (\$175m – see above): in total, we have raised over \$196 million. The Development total was \$77.2 million toward our year-end goal of \$87.5 million; we are 88.2% of the way to our goal.*

- 1.7.2. Contact all those interviewed for the Feasibility Study who have not yet made a gift.

Green. *In progress – we have completed about 98% of this goal. Some of the individuals interviewed are no longer available to us, but we will talk with those who have taken their positions.*

- 1.7.3. Make asks of all Board Members (Trustees, Foundation and Alumni Boards) who have not yet made a gift.

Green. *All Board Members have been asked for gifts; all have given something or paved the way for gifts from others during this Capital Campaign. We will, however, continue to solicit for larger gifts and planned gifts.*

- 1.7.4. Grow the Annual Fund (to include Athletics) to \$1 million by 2015.

Benchmarks:

- By December 31, 2011, reach at least \$500,000.
- By December 31, 2012, reach at least \$500,000.
- By December 31, 2013, reach at least \$500,000.
- By December 31, 2014, reach at least \$500,000.

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- By December 31, 2015, reach at least \$500,000.

Yellow. *NOTE: This goal was reformulated – it was determined that we needed to consistently reach a half million dollars before raising the bar. As of September 30, the Annual Fund stands at \$298,342.98 or 59.7% of its goal.*

- 1.7.5. Add at least \$2 million dollars in planned gifts each year for the next five years.

Yellow. *As of September 30, 2013, we have added approximately \$1.7 million in planned gifts toward our goal of \$2 million – or we have achieved 85% of our goal.*

- 1.7.6. Raise at least \$10 million in development contributions (cash and pledges, gifts-in-kind, and planned gifts) in 2010; \$12.5 million each year for the next four years (2011-2014).

Yellow. *We have raised approximately \$4.3 million toward our goal as of September 30– or 34.4% of our goal.*

- 1.7.7. Raise at least \$500,000 in athletic contributions (cash and pledges and gifts-in-kind) each year for the next five years.

Green. *From January 1 –September, 2013, Athletics has raised approximately \$1,182,793 or over 100% of their goal for the year.*

- 1.7.8. Launch the public phase of the Campaign with a celebratory event in February 2012.

Green. *We had a very successful launch of the Campaign during the 125th Birthday Celebration for TROY. Almost 300 were in attendance for the event.*

- 1.7.9. Complete the Campaign with a celebratory event sometime before Fall 2015.

White. *A committee will be established approximately one year ahead of time to plan this event.*

1.8 Establish a TROY Professional Development Institute.

The existing Continuing Education Department on the Dothan Campus has been expanded to serve multiple locations and offer new professional development programs. New online programs have been developed, and strategic partnerships have been developed.

- 1.8.1. Develop an organizational structure to consolidate all professional development and continuing education functions in Troy University into the TROY Professional Institute with a Director and support staff by August 2011.

Yellow. *The staff members located on the Dothan Campus have embraced the expanded scope of the department. New programs have been developed and more are in development. New online enrollment and payment software has been deployed, and a website redesign is under way.*

- 1.8.2. Review market analysis, develop and deliver 10 viable programs a year, beginning in 2011-2012.

Yellow. *Considerable market research has been conducted. A focus is being placed on the development of professional certification preparation courses and professional certificates. Three programs have been developed: SHRM certification preparation, Cyber Security, and ITP master mentor program. Work is currently underway to develop the following online*

offerings: pre-licensure course for insurance, human resources certificate, and certified dietary manager. In addition, a partnership with Ultimate Knowledge Institute was established to deliver high level IT certification preparation classes.

- 1.8.3. Develop a financial structure to support program development and instruction for the faculty and support back to the Colleges by January 2012.

Yellow. *Small CE budgets across the University were consolidated under one authority to allow for better use in developing new programs. As new programs are developed with the colleges, a financial return to the colleges is being included. One such arrangement is with the Master Mentor program where 50% of the net proceeds will be transferred to the ITP Department.*

1.9 Grow national and international alumni chapters and individual alumni connection with the University.

As of September 30, 2013 we have 7,358 paid alumni members which is 61.3 percent of our goal of 12,000 members by the end of 2013. Alumni gifts total 4852, which is 69% of our goal of 7030 gifts for the year.

Troy University will increase alumni chapters by strengthening existing chapters and connections with alumni, creating international chapters, and engaging new alumni upon graduation. Our expected outcome will be vibrant and engaged chapters and alumni contributing to the University, building international linkages and getting our newest alumni associated with the University in a meaningful way.

- 1.9.1. Using the 2010-2011 goal year as a base, increase alumni paid membership 20% each year for the next five years.
- Grow the student alumni association by 20% each year.
 - Establish an international student alumni committee, as a part of the student alumni association.
 - Grow lifetime memberships by at least 10% each year.
 - Grow the number of parent memberships by at least 10% each year.
 - Grow the number of national alumni chapters by at least two each year.
 - Create and sustain momentum in existing chapters/revitalize those needing it: For any chapter that does not currently meet the three required criteria, a minimum of two will be brought back to that level each year.
 - Develop the concept of alumni clubs for the international market. Create at least one club each year for the next five years.

Yellow. *Paid membership for the 2011 - 2012 year was 10,031 which surpassed the goal of 10,000; the goal for 2012-2013 is 12,000. As of Sept. 30, 2013 we have 7,358 paid members which is 61.3 percent of our goal of 12,000 members by the end of 2013.*

- **Green.** *We had 162 student alumni memberships in 2010-2011; the goal for 2011-2012 is 194. We have added 28 new student alumni members in 2013 bringing our total to 190 or 97.9 percent of our goal.*
- **Yellow.** *Maria Frigge in the International Programs Office is working with Alumni Affairs to put an international student alumni committee together. Three students have been given to me to start this group. We are also reaching out to the International Student Government Association segment of the SGA to join the committee. This will be a group of International students that will be selected each semester and be involved with SGA. The group will follow the format based on the*

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Leadership Pike Program in Troy's community. Contact has been made with Barbara Patterson in regards to this and the students are being selected now for this group. Once the group has been formed we will use this group to gather ideas of how we can support current International students and International alumni.

- **Green.** Lifetime memberships numbered 565 on December 31, 2012; We have added 48 new lifetime members as of September 30, 2013 for a total of 614.
- **Green.** In 2011-2012, we had 115 parent memberships; We have added 22 parents in 2013.
- **Yellow.** We are currently working on chapters in Savannah, Georgia and Lawyers chapter..
- **Green.** We are currently working with several chapters: Chattahoochee Valley is working to rebuild by adding the Fort Benning site to their membership and have had numerous meetings and a new slate of officers. Continuing to work with the South Georgia chapter to get back on its feet and continue to rebuild and grow. Autauga County Chapter has been completely revitalized with a full slate of officers and four meetings this year alone. They had a tent at the Prattville 4th of July festival and got 8 new members and established a presence in the community.
- The Autauga County Chapter and the Elmore County Chapter supported the Montgomery Metro Chapter with the Larry Blakeney kick-off classic.
- **Yellow.** Currently working with Global Campus to establish a virtual chapter for Vietnam. Working with Dr. Lance Tatum and Dr. Michael Whitlock on our international chapters.

1.9.2. Using the 2010-2011 goal year as a base, increase the number of alumni who make gifts to the University by 20% each year.

Yellow. Alumni gifts numbered 5858 in 2012; our goal for 2013 is 7030. As of September 30, we currently have received 4852 alumni gifts, or 69% of our goal.

1.9.3. Increase alumni engagement in University activities and events:

- Using 2010 as a base, increase the number of alumni who attend the Spring Reunion dinner by 10% each year.
- Involve alumni in the planning of the 2012 Celebration event; goal was to have no fewer than 300 to attend this event. We exceeded this goal.
- **We suspended Spring Reunion activities this year – so this objective is no longer valid.**
- *Several alumni were on the committee for the planning of the 2012 Celebration - which included the 125th Birthday Celebration, the second TROY Shield Society induction and the public announcement of the capital campaign. At the 125th Dinner there were 287 in attendance. This took the place of the 2012 Alumni Spring Reunion dinner. We had an Alumni Leadership Luncheon instead with 76 people present. We also had preview day with 1,000 potential students on campus. We had a fish fry which brought in approximately 80 people. The parade was rained out so we would probably have had more people on campus during the parade which would have filtered over to the fish fry.*

1.9.4. Effectively communicate with all alumni:

- Continue to develop and utilize Facebook for alumni affairs.
- Increase the number of Facebook contacts by 20% each year 2011-2015. As of September 30, 2013 our Facebook page had 1,245 likes compared with 818 likes at the end of 2012.
- Establish Twitter link by mid - 2011. Increase the number of followers 20% each year 2012-2015. We had 400 followers on our twitter account in March Of 2013. As of

September 30, 2013 we had 667 followers.

- Develop Linked-In connection by the end of 2012. Increase the number of followers 20% each year 2013-2015.
- Continue to publish the Alumni Magazine, but add on-line versions of all editions by 2012.
 - **Green.** *Weekly usage of Facebook for alumni affairs events, notices, and announcements.*
 - **Green.** *There is a Facebook link on the Troy University website.*
 - **Green.** *A Twitter account has been established.*
 - **White.** *This goal has been established for 2012.*
 - **Green.** *The Alumni Magazine is located on the troy.edu website as well as being published.*

1.9.5. Develop and implement an alumni satisfaction survey each year.

Yellow. *We currently have an alumni survey on our Alumni webpage. We have also produced another alumni directory which has allowed even more feedback.*

1.10 Expand the activities for the International Center for Business and Economic Development and establish the Manley Johnson Center for Economic Study.

Activities continue in this objective with expansion continuing for CIBED. Work continues on the development of academic and online programming for economic development practitioners.

1.10.1. Develop specialized research and outreach clusters on each of the Troy University Campus sites in Alabama and Global Campus.

- a. Explore the abilities, willingness to cooperate, and propensity of faculty to work with CIBED to develop projects that contributes to the mission of the Sorrell College of Business.
- b. Develop one location to serve as a model which can serve as a positive influence and generate interest and leadership for other SCOB campus sites in 2010-2011.
- c. Develop a responsive organizational structure with qualified leadership that will grow the reach of the CIBED.

Yellow. *Activities continue in this objective with expansion continuing for CIBED. Mr. Wiley Blankenship generated numerous contracts for economic development services during his short tenure of service. Plans to relocate to Montgomery have generated positive feedback. Work also continues on the development of academic and online programming for economic development practitioners. Over \$168,000 in projects were worked in 2013.*

1.10.2. Increase technical assistance to businesses and communities by developing more online resources.

- a. Develop a new webpage that will post value added research from students and faculty by June 2011.
- b. Become a resource center dedicated to helping businesses overcome cultural barriers to internationalization (for both domestic and international sites).
- c. Create training needed by the business community as it continuously becomes more culturally diverse.

Yellow. *Work continues on the development of academic and online programming for economic development practitioners. The first year of a new professional development*

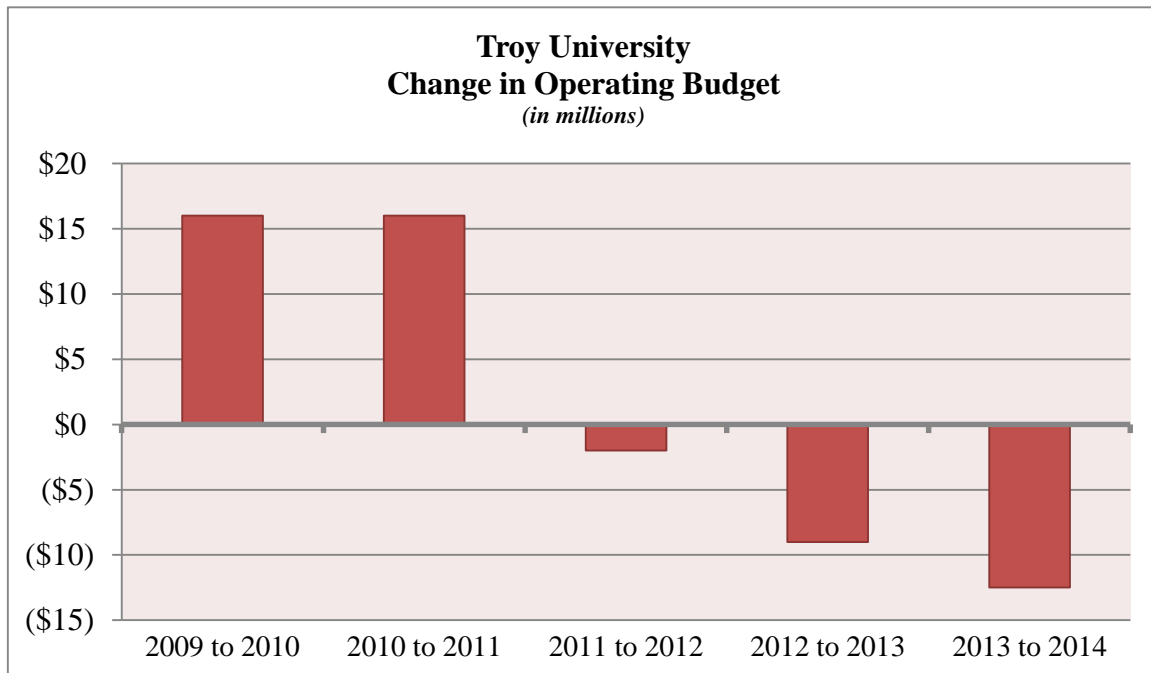
program, the Southeast Community Development Institute was held in Montgomery in April. Over 30 workshops were conducted in 2013.

- 1.10.3. Establish the Manuel H. Johnson Center for Political Economy and hire new director and supporting faculty by 2012.

Green. This initiative is complete.

1.11 Promote the stewardship of University resources by continuing to identify opportunities to increase efficiency and reduce costs.

The 2014 Operating Budget was reviewed and finalized during the reporting period. The budget instructions, training guide, preparation calendar and departmental comparison reports were released to all budget officers March 2013. All departmental budget requests were due March 31, 2013. The review of budget requests by deans, directors and senior administrators took place through April and May 2013. Divisional budget requests were reviewed by Financial Affairs and cuts were negotiated where necessary. The cooperative effort between Financial Affairs and divisional leaders resulted in an overall reduction in the 2014 Operating Budget expense of \$12.5 million from the 2013 total.



The reduction in the overall budget from 2012 to 2014 is evidence of the concerted effort shown by all divisions to reduce cost and increase efficiencies. The final operating budget was presented to and approved by the Board of Trustees July 26, 2013. The FY 2014 budget took effect October 1, 2013. Monthly budget to actual results will be presented to Dr. Jim Bookout, Senior Vice Chancellor for Finance & Business Affairs, on a monthly basis. Purchases and budget amendments are reviewed on a daily basis to ensure funds are available and are appropriately used. We will continue to monitor enrollment levels and any other changes affecting the budget.

- 1.11.1. Develop and implement a systematic process to review administrative program activities to ensure programs are still necessary and to identify opportunities for gaining efficiency by September 2011.

Yellow. All divisions review administrative program activities under their supervision at

least on an annual basis, if not more often. The annual budget process provides the deans and administrators the opportunity to review administrative programs for cost reduction and streamlining opportunities. The deans and administrators also have the opportunity to prioritize funding for critical programs. The reduction in the overall budget from 2012 to 2014 is evidence of the concerted effort shown by all divisions to reduce cost and increase efficiency. The final operating budget was approved by the Board of Trustees on July 26, 2013. A copy of the presentation to the Board is included as a separate attachment. This review is ongoing and will be a part of the annual budget process for the duration of the 2010-2015 Strategic Plan.

- 1.11.2. Establish a University-wide employee recognition program for achieving cost savings.

White. *This objective is on hold until the Budget Financial Analyst position can be filled. We posted this position during FY 2012, but the pool of applicants did not have the desired qualifications. We reopened the search in 2013. The top candidate was interviewed and ultimately offered the position. The salary was too low for the candidate, so she declined the offer. The remaining applicant pool is not adequate to select a final candidate, so we must advertise the position again.*

1.12 Strengthen leadership development opportunities for students.

Program was approved to offer two new (3 credit hour) leadership courses. The additional course offerings will provide students the opportunity to complete the Leadership Minor's 18 credit hour requirement within the construct of the academic program.

- 1.12.1. Double the number of students earning a minor in leadership by 2015.

Green. By Spring Term 3, 2014 the 4 core Leadership Minor courses will be available online: (3 of 4 currently operational) while the 4th core course will be offered online Spring, Term 3, 2014. Combined with the availability of online electives to obtain the remaining 6 credits hours of elective courses and for the first time in the history of the program a student will be able to complete the Leadership Minor along with a Social Science Major with a Leadership Concentration via eTroy. This will open up the Leadership Minor and the Social Science: Leadership Concentration major to a broader audience.

Comparison with previous semester(s): Steady student increased enrollment in LDR 1100 course: SP/SU/FA 2013 (560); SP/SU/FA 2012 (544); SP/SU/FA 2011 (531); SP/SU/FA 2010 (466), SP/SU/FA 2009 (254) and SP/SU/FA 2008 (149). Additionally, Spring 2013 was the largest enrollment for the LDR 4400 (Chancellor Capstone Leadership Seminar) to date in the program with 41 students. LDR 4400 now offered in both the Fall and Spring terms to accommodate larger student enrollment. Statistics suggest students that take the LDR 4400 course go on to complete the Leadership Minor.

II. Enhance Academic Quality and Institutional Effectiveness

2.1 Implement the Quality Enhancement Plan to create a Culture of Reading.

The QEP moves into its remaining two years as a focused activity to engage faculty, staff and students in creating a culture of reading at Troy University. Considerable progress in launching and sustaining the QEP was achieved. Two of the three major components of the QEP-the Common Reading Initiative and the College Reading Initiative-are well established and sustained with good faculty and staff involvement. The CRI, in particular, has enjoyed high visibility and faculty/staff-student engagement as well as related film festivals and co-curricular related activities. The third component of the QEP-the Faculty Development Initiative-made strong progress in 2012-13. Activities included taped faculty round tables discussing how to engage students as critical readers and the implementation of a series entitled "Afternoons with An Author" which brought noted Alabama authors to the Troy Campus for lectures. Spring 2014 will continue the round tables and will expand the "Afternoons" series to the Montgomery and Dothan campuses. The author of the 2013-14 CRI, Dr. Frances Slakey, is scheduled to speak at the University in February 2014. The University continues its collateral QEP activities, such as its partnership with the New York Times, with success. Overall, the QEP clearly enjoys strong support from the most senior levels of administration as well as strong participation by faculty and staff.

- 2.1.1 The number of faculty and staff who serve as group leaders for the discussion sessions related to the Common Reading Initiative (CRI) for first-year students shall increase by 10% annually beginning in August 2009 through August 2013.

Yellow. Some progress was made in this area but there has not been a 20% increase in the number of group leaders for discussion sessions for the CRI in the August 2009-2011 time period. It is still possible that an overall growth of 30% may be achieved by August 2013. Clearly (as indicated by 2.1.5), there is involvement by faculty and staff in the QEP activities, both on the Troy Campus and on the other Troy University campuses. This goal will be an agenda item for the QEP Advisory Committee (formerly the QEP Implementation Committee) at its Spring 2012 meeting.

2.1.1. is no longer a measured activity. The discussion sessions have been reorganized to fit within the Student Services workshops scheduled each fall during late registration. The discussion sessions continue to attract hundreds of new students and are led by dozens of faculty members.

- 2.1.2 Faculty will choose to use the CRI selection in courses other than TROY 1101, especially General Studies courses, so that by August 2013, the total number of faculty who have used the book in their courses will be 25.

Yellow. Progress continues with this goal. Courses in a variety of disciplines use the CRI selection, including (most typically) History, English, Art and Biology. In the Fall 2013, the CRI was chosen by several General Education courses for use.

- 2.1.3 The number of faculty who will choose to use the College Reading Initiative (COLRI) selection in their classes other than those classes identified for COLRI use will increase by 10% annually beginning in August 2011 through August 2013.

Yellow. Progress continues with this goal. There is strong use of the COLRI in each of the respective colleges, led by the efforts of CCFA. There was not, however, uniformity across all colleges with a 10% increase in COLRI use for non-assigned COLRI classes. This goal may need to be revisited: if there is active COLRI use in each college which meets the QEP

and SACS expectations, then seeking to involve additional classes which are not “pre-selected” may not be significantly important.

- 2.1.4 During the implementation of the QEP, at least 15 faculty members will participate annually in professional development activities related to the University’s QEP for a total of 75 at the end of the implementation of the QEP in August 2013.

Green Achieved. More than 15 faculty participated in the taped round tables in the Fall 2013. A Summer 2014 conference, hosted by the University, on “engaged reading” is being planned.

- 2.1.5 Faculty and staff will participate in activities and events that support the creation of a culture of reading, such as attending readings/lectures given by authors who visit the campus; participating in planned programs where they read and discuss their own books and publications; using the New York Times in classes; leading a New York Times Talks lecture; planning and attending film festivals and theater productions; and engaging in other activities related to enhancing the culture of reading at Troy University so that by August 2013, 100 faculty and staff members will have participated in QEP support activities.

Green This goal has already been met. Over 25 faculty and staff annually lead CRI discussions prior to the start of fall classes. Dozens of faculty are using the *New York Times*, including 6 who participated in the NYT First Year Pilot project in Fall 2011. Dozens of faculty and staff are leading, and have led, the New York Times Talk sessions. Since 2009, almost 30 faculty have led discussions as part of CRI-related film festivals hosted by the CCFA. Several faculty each semester require additional readers centered on the theme of “a culture of reading” for their classes.

2.2 Strengthen the accreditation of our business programs and review the need for other specialized accreditations.

- 2.2.1 SCOB Dean, in conjunction with Provost will create Action Plan with pro forma for AACSB accreditation (February 1, 2011).

Yellow. The Sorrell College of Business Eligibility Application to allow entrance into the AACSB Accreditation process was approved Summer of 2013. A mentor was assigned and work continues to progress.

- 2.2.2 Each Dean will conduct an inventory of accreditations in their respective college (September 1, 2011).

Green. Complete.

- 2.2.3 Team will conduct an assessment on need/viability of inventoried accreditations identified in the five colleges (September 1, 2012).

Yellow. Work with Deans continue on accreditation needs per program.

- 2.2.4 Team will conduct an assessment on what additional academic accreditations are needed in each college with pro forma (December 1, 2012).

Yellow. Work with Deans continue to evaluate.

- 2.2.5 Team will develop recommendations on what academic accreditations should be pursued, kept and/or eliminated in each of the five colleges (September 1, 2013).

Yellow. Work with Deans continue to evaluate. All will be complete by the end of

Spring 2014.

2.3 Strengthen the Honors Program in a manner that leverages the University's strengths, including international programs and study-abroad opportunities.

Some progress has been made with regard to the Honors Program. Of special note is the emerging relationship between the UHP and the University's Leadership Program (currently offered as a Leadership Studies minor). The number of new UHP students increased four-fold for the Fall 2011, a tribute to the hard work of the UHP director. The numbers increased again (doubling) for Fall 2012, again, thanks to the hard work of the UHP Director. The number increased a third time in the Fall 2013. The UHP continues to need resolution in several key areas: 1) the Director is a full-time professor in Spanish, teaching overloads in that discipline; 2) the UHP has no staff support outside of a student worker; 3) there are limited UHP resources available as scholarships to students. In general, the UHP continues to serve as a vital part of the University's efforts at recruiting high quality traditional students to the Troy Campus.

2.3.1. Develop a structure of the University Honors Program (UHP), including assignment of responsibilities for administrative leadership of the Honors Program and campus location(s) for the UHP by May 2011.

Red This goal was not met.

2.3.2. Identify and request specific human, fiscal and financial resources necessary to support the delivery of the University Honors Program to Troy University students at all location(s) no later than December 2011.

Red This goal was not met.

2.3.3. Develop a specific academic curriculum for the University Honors Program to be reviewed and adopted according to University policy by May 2012.

Yellow. Progress has been made in this area and continues. New courses (such as Public Speaking and Economics) have being offered. Work continues in the development of honors courses at the major/discipline level. Work continues in the creation of a UHP-version of a revised University General Studies Program.

2.3.4. Identify and recommend specific marketing activities to support the University Honors Program no later than December 2012.

Yellow. Some work has been completed in this area, including the efforts of the UHP director and the significant increase in UHP students for the Falls of 2011, 2012 and 2013.

2.3.5. Implement the revised University Honors Program by August 2013.

Red Contingent upon achievement of 2.3.1-2.3.4, especially 2.3.1 and 2.3.2. Not achieved.

2.4 Strengthen the University diversity program and develop and implement a Strategic Diversity Plan.

If Troy University is to remain a world leader in producing graduates who are equipped to take a prominent place in the global community, these graduates must be culturally diverse, accepting of ideas other than their own and of people not like them, accepting and sensitive to people with disabilities, and able to deal with complex diversity issues. In order to achieve and teach diversity and inclusiveness as core values of the University, it is also imperative that the faculty and staff of Troy University understands, adopts, advocates and mentors these values to each other and to the students.

There have been no major changes to this objective during this reporting period; however, a

Diversity Program Planning Committee Meeting was convened on April 11, 2013 to review the status and determine the next steps for each goal under this objective. The committee decided to recommend that the development of the University's Affirmative Action's Plan be out-sourced to a third party contractor, OutSolve. Also, several committee members attended the Sixth Annual Diversity Conference in Montgomery on September 17, 2013, as well as scheduled to attend the Alabama Association for Higher Education Diversity Officers' Conference at Auburn University in November.

- 2.4.1. By June 30, 2011, complete an analysis of minority students to determine how best to recruit the under-represented groups, as well as retain them through completion of their degree programs.

Green. *This goal has been completed. Queries were run and evaluations completed to evaluate the demographics of students recruited and how these students are retained. The analysis revealed that Troy University is doing an excellent job recruiting new students, and the numbers of Black minorities and international minorities are well represented. However, the numbers of Hispanics lags considerably behind in both effort and numbers attracted. The senior leadership was briefed on this issue and a recommendation made to focus recruiting efforts on this population of perspective students. In 2011, the queries and analysis revealed that retention of minorities is above that of non-minorities (40% non-retention for Blacks vs 44% non-retention for Whites). This will continue to be examined as the University studies how to continue to improve student retention.*

- 2.4.2. By June 30, 2011, develop a policy for the Chancellor's Cabinet approval to require racial representation on all search committees for professional and full-time faculty positions.

Green. *The Chancellor's Cabinet approved a policy change for ePolicy 601 to require minority representation on all search committees for faculty and professional staff positions.*

- 2.4.3. By March 31, 2012, conduct a bi-annual workshop for staff & faculty to promote and foster inclusiveness and diversity throughout Troy University.

Yellow. *A Diversity workshop with a "Brown Bag" Lunch was held on the Montgomery Campus on March 7, 2012. The facilitator/guest speaker was Ms. Georgette Norman, Director of the Rosa Parks. Another event was held in February 2013 on Rosa Parks' 100th Birthday. Faculty and staff and community were invited to witness the U.S. Postal Stamp of Rosa Parks' unveiling and to hear several distinguished speakers. The event was well attended. In February 2013, the Troy Campus also hosted the Annual Leadership Conference for faculty and staff where distinguished speakers also spoke on diversity and inclusiveness. This event was successful once again with maximum attendance.*

- 2.4.4. By October 31, 2012, plan and convene an annual system-wide event for staff & faculty to celebrate diversity throughout Troy University.

Yellow. *The Troy University's Annual Leadership Conference was held on the Troy Campus in February, 2013 for faculty, staff and students. This event was successful once again with maximum attendance. This event was also open to all Troy University faculty, staff and students University-wide. Another event was held on the Montgomery Campus in February 2013 on Rosa Parks' 100th Birthday. Faculty and staff and community were invited to witness the U.S. Postal Stamp of Rosa Parks' unveiling and to hear several distinguished speakers. The event was also well attended.*

- 2.4.5. By December 31, 2013, update and publish a revised Troy University Affirmative Actions Plan.

Yellow. *The Chair of the Diversity Program Planning Committee and Director of Human Resources have submitted a contract to OutSolve to develop a Troy University Affirmative Actions Plan. The contract was awarded on June 3, 2013. The plan will be reviewed and submitted to the Troy University senior leadership for approval once received from the contractor.*

- 2.4.6. By October 31, 2014, plan and convene an annual system-wide event for students to celebrate diversity throughout Troy University.

White. *This goal planning has not yet begun.*

2.5 Increase developmental opportunities for faculty, staff, and academic leaders.

The new faculty and staff orientation programs have been fully implemented. IT training offerings have been expanded to meet the objective. Leadership/management training was developed for department chairs.

- 2.5.1. Develop faculty/staff orientation for all new employees - completed August 1, 2011.

Green. *Human Resources developed an online general orientation presentation, and the Academic Division developed a faculty orientation that was delivered by each college. This change was made to improve the orientation program without additional funding. The Academic Division developed a core set of orientation subjects, and each college used that information as the basis for developing its own orientation program. HR worked with various stakeholders to develop an online orientation that is available to all employees.*

- 2.5.2. Establish leadership/management training for all persons in leadership and/or management positions by August 1, 2013.

Yellow. *Planning for the initiative is complete. Training has been developed and delivered to department chairs.*

- 2.5.3. Provide developmental opportunities for all faculty members by June 1, 2013.

Red. *The QEI is not currently staffed, and the plan for this goal was for the QEI to serve as lead. Without this resource, progress is currently stalled. Resources developed in previous years were posted to the University website, but new resources are not currently being developed.*

- 2.5.4. Increase IT training offerings 30% for all faculty and staff - completed October 1, 2011.

Green. *The goal of increasing IT training offerings by 30% has been accomplished. The implementation of new online training includes: [Word 2010](#), [Excel 2010](#), [PowerPoint 2010](#), [Outlook 2011](#), [What's New in Office 2010](#), [EchoSign](#), [HR Harassment and Discrimination Prevention](#), [Anti-Virus and Malware](#), [Blackberry 101](#), [Digital Measures](#), [Document Imaging](#), [Basic VPN and Datatel](#), [IT Compliance](#), [Identity Theft](#), [Security Essential](#), and [SOS/Emergency Alert](#). Expanding hands-on training will depend heavily on the funding*

needed per the Pro Forma. Planned hands-on training includes: [Word 2010](#), [Excel 2010](#), [PowerPoint 2010](#), [Outlook 2011](#), [What's New in Office 2010](#), [EchoSign](#), [HR Harassment and Discrimination Prevention](#) (This will be hosted by HR), [Entrisik Reporting](#), [Security Essentials](#), [New Employee](#) (This will be hosted by HR), [Blackberry](#), [iPad](#), and [Web UI](#).

2.6 Strengthen opportunities for faculty international travel and faculty exchange programs to promote student study-abroad activities.

Faculty continued their active engagement in study abroad programs with Troy University students. In addition to trips to Europe and South America, there were ongoing programs such as the Spanish language and culture activities held in Costa Rica. Efforts are underway to establish longer study abroad programs (semester-length) in such locations as Germany. The two major issues facing study abroad activities are: 1) number of student participants per travel program (often less than 10) and costs for student participation (often in excess of \$3000 per trip). Both of these issues are being actively discussed through various committees and work groups in Academic Affairs. Travel scholarships are now available for students under certain study abroad programs. The Chancellor's International Initiative monies, to support faculty travel associated with student study abroad, have been revised by the Academic Steering Committee and now includes a faculty-based review committee for proposals.

- 2.6.1. The Membership, in consultation with the Senior Vice Chancellor for Academic Affairs, will review the existing University policy/protocol documents regarding faculty international travel and student study-abroad activities, including expectations and requirements for faculty and students and will recommend a revised University policy by May 2011. The Membership will engage various University stakeholders and committees at the direction of the SVC in support of this goal

Green. Completed in Fall 2012.

- 2.6.2. The Membership, in consultation with the Senior Vice Chancellor for Academic Affairs/Provost, will develop specific recommendations by May 2012 for increasing student study-abroad travel to an average of ten trips per college per year by 2015

Yellow. Progress continues at the college level with active work being completed by the Deans. The College of Communication and Fine Arts continues to be a leader in the number of faculty-led student study abroad programs with significant gains made by the College of Arts and Sciences. All colleges are active. 140 students participated in Study Abroad in 2014.

- 2.6.3. The Membership will recommend a standardized curriculum for student study-abroad programs, in consultation with the appropriate academic review process by May 2012

Yellow. Progress continues and several colleges/disciplines have developed standardized course numbers for study abroad and common expectations/outcomes for the study abroad activities.

- 2.6.4. The Membership will work with the Senior Vice Chancellor for Academic Affairs and the College Deans to develop college-wide expectations for faculty travel internationally in support of student study-abroad programs by December 2012 including recommendations for the identification of specific locations for these programs

Yellow. Work continues toward this goal.

2.7 Harness process improvements and information technology to achieve a streamlined paperless system.

A full-scale plan was developed January 2011. Though, deployment will be an ongoing process, which will be completed as each form is deployed.

2.7.1. Complete audit and inventory of current paper forms and associated workflows by March 2011.

Yellow. The audit and inventory of current paper forms and workflows began May 2010.
*Forms will be reviewed as new forms are added or updated.

2.7.2. Review inventory report and assess viability of electronic workflow implementation and potential process change by June 2011.

Green Inventory review was completed October 2011 and ongoing.

EchoSign:

There is a total of 32 forms in the deployment process within EchoSign. They are as follows:

Deployed:

- Fourteen forms have been deployed through EchoSign. They include: Leave Request, Incomplete Grade Request, Graduate Recommendation Form, Graduate Student Acknowledgement, Faculty Report of Intent to be Absent, Staff Handbook Receipt, Asset Pickup & Delivery, Adjunct Faculty Evaluation, ITG Term Fee Waiver, ITG Semester Fee Waiver, OITG Term Exception, OITG Semester Exception, and Scholarship Award Letter.
- One form has been deployed through the MegaSign Portal which utilizes EchoSign. This form is the Adjunct Contract.

Testing:

- Four forms are currently in the testing stages within EchoSign. They include: Application for Travel Approval (Less than \$500), Application for Travel Approval (\$501 - \$1500), Application for Travel Approval (\$1501 - \$2500), and Application for Travel Approval (over \$2500 and International).

In Development:

- Four forms are currently in development within EchoSign. They include: College of Education Faculty Material Use Request, Course Substitution Form, Transient Authorization Form, and Master Schedule Change.

In Review:

- Ten forms are currently in the review process within EchoSign. They include: SCOB Foundation Course Requirements, Withdrawal Form, Authorization to Provide Services, Cell Phone Deduction, Faculty Pay Authorization, Faculty/Staff Info, Employee Data Collection, Employee Tuition Assistance, Employee Dependent Tuition Assistance, and Donation of Surplus Property.

Total Number of documents sent through EchoSign during 2012/2013 fiscal year:
19,554

Top 5 Forms for 2013:

1. Leave Request: 8649 sent
2. Graduate Recommendation Form: 3139 sent
3. Adjunct Contracts: 2996 sent
4. Graduate Student Acknowledgement Form: 2246 sent
5. Faculty Report of Intent to be Absent: 927

Document Imaging:

There is a total of 9 information processing systems in the development process within Document Imaging. They are as follow:

Deployed:

- Five information processing systems have been deployed through Document Imaging. They include: Transcripts Report, Financial Aid FaxServer, Journal Entry, Student Financial Services, and Human Resources.

Testing:

- One information processing system is currently in the testing stages within Document Imaging. This system is the Toolbar.

In Review:

- Three information processing systems are currently in the review process within Document Imaging. They include: Student Financial Services FaxServer, College of Education, and Auto Index.

Web Development:

- 44 new forms and information processing systems.

2.7.3. Establish costs estimates for technology and training.

Green. Please see the Pro Forma 3.1, Y1.

EchoSign is one of the paperless products selected in the process. The estimated annual cost will be \$17,500.00. Troy currently has an online training portal, which will be leveraged during the deployment process.

A new eSystems employee hired in January 2012 based on recommendation from the group. The employee has conducted end-user training and began the review process of additional forms.

2.7.4. Deploy pilot program and assess success of 3 key workflows by December 2011.

Green.

EchoSign Workflows Deployed:

- Fourteen forms have been deployed through EchoSign. They include: Leave Request, Incomplete Grade Request, Graduate Recommendation Form, Graduate Student Acknowledgement, Faculty Report of

Intent to be Absent, Staff Handbook Receipt, Asset Pickup & Delivery, Adjunct Faculty Evaluation, ITG Term Fee Waiver, ITG Semester Fee Waiver, OITG Term Exception, OITG Semester Exception, and Scholarship Award Letter.

- One form has been deployed through the MegaSign Portal which utilizes EchoSign. This form is the Adjunct Contract.
- Forms will be reviewed as new forms are added or updated.

Document Imaging Deployed:

- Five information processing systems have been deployed through Document Imaging. They include: Transcripts Report, Financial Aid FaxServer, Journal Entry, Student Financial Services, and Human Resources.

Web Development Deployed:

- A new forms server is being deployed in an effort to assist in the form consolidation.
- 44 new forms and information processing systems.

2.7.5. Develop plan for full-scale deployment and training based on assessment of pilot program and financial viability by June 2012.

Green. A full-scale plan was developed January 2011. Though, deployment will be an ongoing process, which will be completed as each form is deployed. Three types of training sessions will be completed; group presentations, one of one training based on form selection, and online user guides.

2.7.6. Assess success of programs' implementation by December 2012.

Yellow. This will be an ongoing process, which will be completed as each form is deployed.

2.8 Review enrollment patterns and strengthen admissions standards for undergraduate and graduate programs.

The macro analysis portion of this objective has been completed although it will be important to update the trends as new ones are identified. The Enrollment Management Taskforce continues to evaluate other areas as ongoing updates are received.

2.8.1. Conduct macro situation/market analysis of current demographic trends and enrollment patterns: regionally, nationally, internationally by September 2011.

Green. 2.8.1 has been completed although it will be important to update the trends as new ones are identified, as well as update the situation and market analysis. Relevant analysis and updates are shared through the Enrollment Management Task Force, where warranted changes and solutions can be approved in response to environmental variables.

2.8.2. Conduct detailed situation analysis of current TROY enrollment: by college, academic program, and by home location.

Yellow. Most information related to 2.8.2 is collected through IR and reviewed through Enrollment Task Force in conjunction with overall enrollment discussions. Review is ongoing.

2.8.3. Conduct SWOT analysis by September 2011.

Yellow. SWOT Analysis is conducted annually and shared with Enrollment Task Force.

2.8.4. Develop annual “new start” projections and goals through 2015:

Green. New Start goals established annually for fall semester and T1 start terms.

2.8.5. Propose strengthened admission requirements based on analysis by August 2012.

Yellow. Proposing upgraded admission requirements will be contingent on findings through ongoing analysis. No changes in the undergraduate admission requirement are expected in the short term.

2.8.6. Establish ongoing measurements of effectiveness related to admission requirements by August 2012.

Green. Recruitment effectiveness is measured monthly through application and admitted activity comparisons. Applicants denied admission are also tracked.

2.8.7. Increase international student enrollment inside the U.S. by 15% by 2013.

Red. *Strategies and initiatives necessary to achieve this increase have been identified and will be ongoing.*

2.9 Assess and improve the institution through the use of the Alabama Quality Award.

Application for Gold level submitted and a site team visited the campus in November 2013. The team’s findings should be announced by the end of January 2014.

2.9.1. Achieve Level Two Recognition (Silver) in the Alabama Quality Award process by December 2011.

Green. *Completed.*

2.9.2. Achieve Level Three Recognition (Gold) in the Alabama Quality Award process by December 2014.

Yellow. *IRPE staff completed the application process and the application was submitted. The Alabama Performance Excellence staff arranged a site visit to the campus in early November. They spent two full days evaluating documents and completing interviews university staff. The team’s findings are expected to be announced by the end of January 2014.*

III. Build For the Future

3.1 Maintain a leadership position in sustaining information technology resources and adopting new learning technologies.

IT continues to work with the academic and administrative units to introduce new products and services to support this initiative. While major focus this quarter has been on introducing the Recruiter software, additional work is going forward on new accounting software, installation of DOED software for financial aid, a Blackboard upgrade, three new apps for the Accounts Payable Document Imaging System, a new fax server for Financial Aid, new Echo Sign applications for Faculty Pay Authorization, Employee Tuition Assistance, and Dependent Tuition Assistance, and an

online adjunct contracting system.

The goals for the objective were created; a work team was established within the IT unit. The IT work team devised a plan. The plan has been put in movement and the review phase has been completed.

For each year, 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015:

- 3.1.1. Review current IT environment and document current areas of strength and areas that need improvement

Yellow. Completed review of current areas of strength and areas that need improvement.

Strengths: Helpdesk, self-help system, ERP System, System Availability, Data Center, Network Authentication System, Systems Engineering staff, Data Security Measures, Document Imaging, Wireless Network Enhancements, Internet Access Enhancements and Paperless signature system.

Areas of Improvements: Network Infrastructure Upgrades, ERP Ad-hoc reporting system, Web design, Telephony integration across campuses/regions, and Ad-hoc Videoconferencing.

- 3.1.2. Assess potential technology improvements to address areas of improvement

Green. Network engineers, systems engineer have worked with IT staff and IT-discussion groups to assess the proper technologies to address the areas of improvement. Additionally, a variety of university committees and groups have been asked to submit technology suggestions. Finally, the annual IT summit provides significant opportunity for vendors and employees to discuss new technologies' potentials.

- 3.1.3. Establish costs estimates for technology enhancements and training needs
- Key mandates include flexible, secure infrastructure
 - Global operations require further review for legal and security concerns
 - Training considerations – should compulsory training be implemented
 - Are there IT staffing needs for continued growth and competitive posture?

Yellow. Please see the Pro Forma 3.1, Y1. The progression of the project will depend heavily on the funding based on the Pro Forma.

- 3.1.4. Rank areas of improvement based on a needs analysis

Yellow.

- ERP Ad-hoc reporting system
- Network Infrastructure Upgrades
- Ad-hoc Videoconferencing
- Web design
- Telephony integration across campuses/regions

- 3.1.5. Deploy improvements based on level of criticality

Yellow

- ERP Ad-hoc reporting system
- Network Infrastructure Upgrades
- Ad-hoc Videoconferencing

4. Web design
5. Telephony integration across campuses/regions

3.1.6. Assess success of programs' implementation

Yellow

1. Web design – Effort to deploy Recruiter and transition www.troy.edu to Troy data center are underway. New design for hub accepted and deployment plan is being developed. HERMES site was launched, offering consolidated electronic communications venue.
2. Network Infrastructure Upgrades - in progress, architecture completed, bandwidth funding request submitted.
3. Wireless Network Enhancements – Complete, outdoor Wi-Fi under review
4. Internet Access Enhancements - Complete
5. ERP Ad-hoc reporting system - in progress, surveys under review and work day scheduled with IT reporting team.
6. Ad-hoc Videoconferencing – Complete
7. Telephony integration across campuses/regions - in progress, funding request under review; Adutante solution purchased for call quality assurance with e-Campus support unit.

3.2 Develop and maintain a sustainability plan for space utilization, and facility and land development.

- *Starting May 2012 an interim energy specialist has started systematically commissioning energy control systems for new buildings and recommissioning energy control systems for existing buildings*
- *Specifically, energy management systems are reviewed, adjusted, corrected, and occupied/unoccupied schedules established for buildings*
- *Buildings currently impacted by this effort include Trojan Dining, Bibb Graves, Hawkins Hall, New Trojan Arena, Memorial Stadium Tower, and Malone Hall Attic – Dothan Campus*
The commissioning and recommissioning efforts for the above buildings are showing reduction in energy consumption by as much and more than 25%.

3.2.1. Implement the national student education and awareness sustainability competition called RecycleMania by September 2011.

Green. *Completed March 2011. Troy University students commenced their inaugural participation in RecycleMania starting January 2011. The tournament ended in March. During the 10-week initiative, the Troy Campus collected over 34,000 pounds of recyclables, or about 4.6 pounds per person. The Troy campus participated again in the 2012 RecycleMania competition concluding at the end of March; results will be available next reporting cycle.*

3.2.2. Expand user participation in the campus recycling program to increase recycling by 100% by September 2011.

Green. *Completed October 2010. Established 24 new recycling centers on campus. To enhance communications a web page for recycling has been established that provides locations and floor plans identifying each recycling station. Additional updates in 2012 currently consist of process review and time study of the on-campus collection process.*

3.2.3. Reduce campus-wide energy costs by 5% through energy conservation and by installing an array of solar energy electrical panels atop the Trojan Center to supplement power to the building.

Yellow. *Starting May 2012 an interim energy specialist has started systematically commissioning energy control systems for new buildings and recommissioning energy control systems for existing buildings. Specifically, energy management systems are reviewed, adjusted, corrected, and occupied/unoccupied schedules established for buildings. Buildings currently impacted by this effort are:*

- *Trojan Dining*
- *Bibb Graves*
- *Hawkins Hall*
- *New Trojan Arena*
- *Memorial Stadium Tower*
- *Malone Hall Attic – Dothan Campus*
- *Clements*
- *Patterson Hall*
- *Shackelford Hall*
- *Smith Hall*
- *Trojan Center*
- *Sartain Hall*
- *Eldridge Hall*

The commissioning and recommissioning efforts for the above buildings are showing reduction in energy consumption by as much and more than 25%. Demand load energy charges by the City of Troy are currently being reviewed for additional electrical savings.

3.2.4. Document a carbon footprint assessment for each campus in Alabama and take actions to reduce the footprint by 10%.

Yellow. *An updated comprehensive carbon footprint analysis of all campuses in Alabama was completed in March 2013. Sodexo Solutions is currently finalizing sustainability action plan for the Troy University Alabama campus that will be available in October 2013. Additional tools, for reducing the campus carbon footprints on are Alabama campuses, is the implementation of the Sustainability Management and Reporting Tool (SMART) in September 2013.*

3.2.5. Establish a campus sustainability standard for space utilization, and facility and land development by December 2013.

Green. *Completed July 2012. Although standards are developed this is an objective that is constantly being updated by the Construction and Planning Department; all updates are incorporated into the **University Instruction to Architects and Engineers**.*

3.2.6. Have one or more professionals within the campus community earn the Leadership in Energy and Environmental Design (LEED) Green Associate credential.

Yellow. *Mark Salmon is currently pursuing certification. Anticipate certification in 2014.*

3.3 Plan to optimize faculty, staff, and infrastructure to support enrollment growth.

An updated analysis was conducted of growth needs for the next two years within each college and campus. The analysis was divided into two segments: personnel and facilities.

3.3.1. Conduct, review and develop a rolling two-year resource plan each summer that states the expected hiring needs for faculty and staff.

Yellow. *An updated review of hiring needs for faculty and staff was conducted by each college and campus vice chancellor's office. A summary report from each college/campus is available for review.*

- 3.3.2. Conduct, review and develop a rolling two-year resource plan each summer that states the infrastructure needs to support new faculty and staff.

Yellow. *An updated review of infrastructure needs to support new faculty and staff was conducted by each college and campus vice chancellor's office. A summary report from each college/campus is available for review.*

3.4 Pursue renovation and construction opportunities.

- *Alumni Hall. Currently under A&E and administrative review. Residence Hall – Troy campus. Construction will start May 2014.*
- *Sartain Hall. Currently in the analysis stage.*
- *Janice Hawkins Park and Amphitheater. Construction started December 2011.*
- *Stewart Hall. Currently in the development/planning phase. Anticipated construction start is Spring 2014 after the new Long Hall project is completed in early 2014.*
- *Tennis Program. Currently under A&E and administrative review. Anticipated construction start is 2014.*
- *Riverfront facility in Phenix City. Finalizing A&E design. Groundbreaking occurred March 2012.*
- *Dothan Campus - Project approved 2012; concept and finalization of funding currently under administration review.*
- *Montgomery Campus – Planning to develop a one-stop Student Service Center.*

- 3.4.1. Review and update the process for reporting and obtaining approval for improvements, broken windows, deferred maintenance, and new construction/renovation needs by February 2011 and achieve 10% increase in student satisfaction with facilities on the *Senior Survey*.

Green. *Completed February 2011 review and update of process.*

Yellow. *The team determined that the use of the senior survey will work as an instrument of measurement for tracking improvement in satisfaction. Results in recent years will be evaluated in next team meeting.*

- 3.4.2. Review and update the process for small project requests/approvals by June 2011, and achieve a 25% reduction in cycle time by June 2013.

Green. *Completed June 2011 review and update of process for small project requests/approvals.*

Yellow. *The team determined that the cycle time of measurement will be from receipt of request till the time of action (approval, disapproval) is given as notification to the requestor. Project department is finalizing method of measurement and data for historical cycle time of projects. Method and data will be reviewed during next team meeting.*

- 3.4.3. By 2015, complete construction and/or renovation on Alumni Hall, a North End Zone facility, an additional residence hall on the Troy campus, renovate Sartain Hall and add a wellness and fitness center, complete Janice Hawkins Park and Amphitheatre, renovate Stewart Hall for academic purposes, and update and/or expand facilities for the tennis program.

Yellow. *Alumni Hall. Project design is started; scheduled construction start May 2014.*

Yellow. *North End Zone. Currently under administrative review. Project contingent on private and gift funding. Anticipated projected start 2014/15.*

Green. Residence Halls – Troy campus. Newman Center August 2013.

Yellow. Sartain Hall – Wellness/Fitness Center. Currently under administrative review. Anticipated project start 2015.

Yellow. Janice Hawkins Park and Amphitheater. Construction 95% completed; anticipated completion November 2013.

Yellow. Stewart Hall. Currently development/planning phase. Anticipated project start 2014.

Yellow. Tennis Program. Currently development/planning phase. Project contingent on private and gift funding. Anticipated project start 2014.

Yellow. Practice Golf Course. Approved objective fall 2012. Scheduled completion November/December 2013.

Yellow. Renovate/Replace McCartha Hall. Approved objective fall 2012. Currently under administrative review. Anticipated project start 2015.

Yellow. Renovate Softball Complex. Approved objective fall 2012. Start date September 2013. Scheduled completion January 2014.

3.4.4. Contingent on community support, complete the Riverfront facility in Phenix City by 2012.

Yellow. Start date October 2013. Anticipated completion January 2015.

3.4.5. Contingent on the demand for classroom space, provide additional classroom space on the Dothan and Montgomery campuses by 2015.

Yellow. Dothan Campus - Project approved 2012; selection of architect in progress. Anticipated construction start date 2014.

Yellow. Montgomery Campus - Fund raising effort is being organized. Project contingent on private and gift funding. Student enrollment a factor in justifying the project. Anticipated construction start date 2014.

3.5 Continue to develop opportunities for community development on all Alabama campuses.

The University has developed a Strategic Plan for the Dothan Campus that includes input from the Dothan Advisory Council and a strategic plan for the Montgomery Campus. The Dothan campus has been involved with the China Symposium, where over 300-500 companies will come to Dothan in March, to look at the Wiregrass as possible sites for locating their companies. Troy University is working to help locate as many of these companies as possible. This is a strong relationship between local governments and private industry and our University. The conference will be held in March 2014.

The SCOB has been working with the City of Ozark and Eufaula to enhance their opportunity to locate new industry to their areas.

Community & University Partnerships “CUP”: partnerships facilitate the development of a regional sense of community; they promote communication and understanding between the worlds of work and service; and they integrate the workplace with the world of higher education.

3.5.1. Develop a vision statement and definition of “community development” to lead Troy’s strategic goals. To be completed by October 15, 2010.

Green. Completed October 25, 2010.

3.5.2. Identify and build on existing community development activities currently being conducted on the Alabama campuses. Conduct survey of current activities of community development on or before December 31, 2010.

Green. Existing community development activities were discussed and all attendees will

send completed lists to Dr. Jeffrey.

- 3.5.3. Establish Advisory Councils for Alabama campuses. To be completed by December 31, 2010.

Green. *Dothan Campus completed October, 2008.*

Green. *Montgomery Completed 2009*

Green. *Phenix City Completed 2011*

- 3.5.4. The “CUP”, consisting principally of University personnel, will make recommendations pertaining to proposed partnership initiatives and methods of coordinating and improving existing partnerships to designated administrators. The Campus Vice Chancellor’s and Advisory Councils for each campus will make recommendations regarding existing partnership arrangements and directions for future arrangements to the Chancellor of Troy University or his designee. This will be an ongoing objective, measured by contracts, grants, special events generated by “CUP”. To name some of the units that will assist in this objective i.e. Professional Development Institute, CIBED, Continuing Education, Johnson Center for Economic Research, Davis Theatre, Sponsored Programs, Academic Divisions, Athletics’, Chamber of Commerce, Local/National Foundations, State Educational Agencies, Gov. Agencies of local communities, National Gov. Agencies, Non-Profit Agencies, Local Business/Industries, and Corporations etc. To be completed by December 31, 2015

Yellow. *Recommendations have been made concerning the CUP.*

- 3.5.5. Each campus will work to develop Economic Partnerships that is similar to the Troy University - CGI relationship. To be completed by December 31, 2015.

Green. *Discussion was held regarding working to develop Economic Partnerships on October 25, 2010.*

- 3.5.6. Develop Partnership Survey for External Partner Form, Partnership Opportunities, Troy University Staff Adding a Current Partner Form, FAQs, and Links, to be completed by December 31, 2010

Red. *Discussion was held on October 25, 2010. Survey has not been completed.*

3.6 Increase media coverage for athletic, performing arts, community support, and other scholarly events throughout Alabama.

During this time period the team met on two occasions for in-depth discussion of progress toward the following objectives. Achievements documented previously have been sustained, and additional progress has been made.

- 3.6.1. Expand Radio and BDN footprint for football, men and women’s basketball and baseball – statewide

Green. *The quantity of coverage of athletics events has reached its maximum sustainable level with existing resources. However, the “It’s T Time” message, developed collaboratively between marketing and athletics, has had significant impact and “virality” in social media. This issue continues to be monitored.*

- 3.6.2. Educate internally and externally about athletics and support for the performing arts and scholarly events

Green. *Athletics and performing arts events are now regularly included in all*

communication efforts. In addition, collaborative efforts between marketing and athletics have resulted in the launch of "It's T Time" and "Trojan Territory" messages which have been very successful. This issue continues to be monitored.

- 3.6.3. Offer media training for faculty and staff annually (i.e., Year 1 – UR, Year 2 – distinguished alumni, Year 3 – Print Media Expert, Year 4 – Broadcast Media Expert, Year 5 – Roundtable).

Yellow. *In the summer of 2013, because of the University's passage of a new social media policy, University Relations staff members initiated one-on-one training for staff members to support them in their use of social media. To date, approximately 50 individual training sessions have been offered. In addition, University Relations, with support from student workers and a consultant, is updating the University's directory of expert sources. These expert sources will be provided with additional media training.*

- 3.6.4. Benchmark TROY with 3 peer and 3 leading universities on their media coverage of athletics, performing arts and scholarly events.

Green. *Completed. This issue continues to be monitored, however, and marketing and communication has adopted a new media analysis system in hopes of gaining additional insight.*

- 3.6.5. Expand awareness and access to Troy University sports activities information through the sports information web site, by achieving a 100% increase in visits to the web site by 2013.

Green. *Completed.*

3.7 Establish a comprehensive University Archival Program.

The new University Archivist began work January 3, 2013. He has made a number of strides forward this year in terms of equipment, supplies, space and software. He demonstrated the STAR Knowledge Center for Archives at Homecoming and was received favorably. He was assigned a work-study student who has proved to be very intelligent and useful in Archives work. A lot of progress has been made this year.

- 3.7.1. Obtain a firm commitment of physical space for the permanent location of the Troy University Archives and remodel that space as necessary.

Yellow. *The physical space is available and committed. Physical Plant has done a walk-through of the location. A contractor prepared a tentative cost (\$8,000) to construct a wall on the second floor of Wallace Hall to allow the Archivist to move the archives material from the third floor to a place closer to his office for processing and storage. No progress has been made on this. This is due to needing to do revisions on the plans for the third floor remodeling.*

- 3.7.2. Employ a full time University Archivist by October 1, 2011 and other staff members as needed.

Green. *An Archivist has been hired and is working.*

- 3.7.3. Apply for National Archives and Records Administration Archives grant before the October 2011 deadline.

Green. *A grant application was made but was not funded. This step has been met in terms of applying for the original grant. Other opportunities are being assess and as soon as one that looks very promising appears we will proceed to apply again.*

3.7.4. Establish basic operational and managerial parameters for the Troy University Archives.

Green. *Much of this has been accomplished but there will continue to be changes as new materials are processed into Archives. The Palladium and some other records have been scanned and are available for viewing as demonstrated at Homecoming 2013.*

3.8 Pursue opportunities to enhance the quality of athletic programs.

This objective continues to be a goal for the Department of Athletics. In August, the Athletic Director assembles his Senior staff and distributes annual goals which work to meet the overall strategic planning objectives. These goals are reviewed weekly during the Senior staff meetings. Senior staff, in turn, work through their staffs to meet the desired goal within the timeline allotted. Further, prior to the beginning of the academic year, the Athletics Director developed a five year pro forma to guide the Department in the areas of generating revenue and eliminating expenses to meet goals.

3.8.1 Place the student-athlete's welfare, academic and athletic success at the center of all program and services. This will continue to be an ongoing goal, but one that is met on an annual basis.

Yellow. Green. *The Office of Student-Athlete Services continues to be the area of academic enhancement. This office is open from Sunday night through Friday afternoon and houses study areas, computer rooms and tutorial services. This area is available for more than 450 student-athletes. During the Fall semester, 418 student-athletes logged in 13,885 hours of study time and 239 student-athletes had 3.0 or higher grade point averages for the semester. In the Spring semester, 370 student-athletes utilized 10,637 hours of study time and 223 student-athletes received 3.0 gpa recognition. During this academic year, utilizing the GradesFirst Academic Software system, the Office of Student-Athlete Services was able to electronically submit approximately 14,000 requests to Faculty for academic progress to which 10,220 (73%) responses have been received to date. Also, tutorial request by student-athletes were met with a 100% fulfillment rate.*

Additionally, the Office of Student-Athlete Services coordinates the Student-Athlete Advisory Committee which has a two-fold purpose. This is a representative body of the student-athlete population which is (1) the voice for all student-athletes, and (2) acts as the community service arm for student-athletes. This group has been highly engaged in projects such as canned food drives, Read Across America, raising funds for underprivileged children, etc...

Another function of the Office of Student-Athlete Services is organizing student-athlete welfare seminars. The NCAA provides limited funding for speakers which we have utilized for subjects such as binge drinking, gambling, anger management, stress management, dietary supplements and eating behaviors.

3.8.2 Provide leadership and infrastructure (personnel, facilities, equipment and operating budgets) to strengthen competitiveness of Troy's sports teams.

Yellow. *Operating budgets are continually evaluated for areas of maximum support. There is a healthy balance between fiscal responsibility and competitiveness for each team. While*

each cost center remains within budget, Athletics continues to search for new revenue streams from both the private and public sector.

From a facilities standpoint, a new state of the art basketball arena was completed during the academic year and opened November 9th hosting Mississippi State. Renovations have just been completed to the golf course practice area that includes new greens and fairways. Additionally, a new golf clubhouse has been approved and is in the initial construction phase. A three million dollar renovation is currently under way to the softball complex. This will entail lowering dugouts, expanding the press box area, new locker room and lounge, covered hitting facility and artificial turf. It is scheduled for completion February 6th. Preliminary architectural drawings have been made to upgrade the areas of tennis, and football. Tennis continues to cultivate potential donors in their facility voyage. The primary facility campaign is the North Endzone Project which is a new football building that will house locker rooms, coaches offices, recruiting lounges and premium seating. This campaign is in the initial phases of donor and revenue identification.

3.8.3 Adhere to the mission and goals of the University, the University's commitment to diversity and equity access, the mission and purpose of Troy Athletics, while complying with the Sun Belt Conference and NCAA Division I-A standards, rules and regulations.

Yellow. *There are two Departmental annual goals submitted toward equity and diversity. The Athletics Department is to complete the ongoing interest and ability surveys to assure compliance with Title IX. These surveys are distributed in the summer at IMPACT. The other goal is to install lights at the soccer/track complex. The Director of Athletics has begun conversations with a potential corporate donor to provide in kind services to install lights at the soccer/track complex.*

Further, the Athletics Department continues its commitment to the Sun Belt Conference and to the NCAA by its highly functioning Compliance Department. The compliance area focuses heavily on education by meeting annually with student-athletes, monthly with coaches and weekly with staff. Additionally, there are continuous newsletters and memorandums that are sent to student-athletes, coaches and staff daily and weekly. The philosophy is to educate to enable individuals to know and understand NCAA and Sun Belt regulations. The Athletics Department's goal of having zero intentional NCAA and Sun Belt violations was met. Understanding that on occasion an unintentional violation may occur, there are numerous processes in place to identify these circumstances and once identified, reported appropriately. Additionally, the Sun Belt Conference completed its compliance review in the Spring of 2013.

3.8.4 Troy University Athletics will be the premier program in the Sun Belt Conference and will be positioned for viable candidacy for any future Conference Expansion and/or Realignment.

Yellow. *This objective will be evaluated on an annual basis. Each varsity sport participating in the Sun Belt Conference will be ranked on place finish at the end of the year. The 2011-12 season ended with Troy finishing 12th in the Conference. The 2012-13 season ended with Troy finishing 9th less than 10 points from 6th place. During the 2012-13 year, there was a change in the Director of Athletics. The new Director of Athletics is in the process of assessing each*

sport program. The assessment will be wide ranging to determine the needs of each program to consistently compete for Sun Belt Conference Championships.

3.8.5 Tell the story of Trojan Athletics and to increase the fan base. This will continue to be an ongoing goal, but one that is met on an annual basis.

Yellow. Green. *The Troy Athletics Media Relations and Promotions Department continues to utilize all forms of electronic media to tell the Troy story. Stories are on facebook, twitter, text, youtube, vine, instagram, electronic mail, and located on the web site. Further, the Athletics Department has transitioned into online media guides that drive more traffic to the web site. Finally, staff personnel attend numerous speaking engagements to tell the Trojan story. These include coaches speaking at alumni functions, compliance officers speaking to booster clubs, the athletics development staff soliciting revenue, and the Director of Athletics speaking to various organizations.*

IV. Expand Alabama's International University

4.1 Enhance the international dimension of academic programs throughout the university.

Significant progress has been made toward this much of goal and all academic areas within the University continue to work toward its completion. Progress is needed in 4.1.6.

4.1.1 Systematically review academic programs to ensure that the content provides students with an international perspective of the discipline. Identify and/or establish at least one course in each academic program or major that provides an international perspective on that discipline.

Yellow. Work is ongoing to establish at least one course per program/major. Many majors already have at least one course and several majors have study abroad courses incorporated into their curriculum.

4.1.2. Identify and/or establish courses in the general studies program that promote-understanding of globalization and internationalization.

Yellow. Some General Studies courses are already identified as having significant international content and students must take at least six hours of GS credit which is so identified. Revision of the GSP is currently underway and the inclusion of a "global engagement" course is anticipated as a requirement.

4.1.3. Inventory, review, and expand the University's Study Abroad program to embrace all academic programs and ensure courses are available in general studies and each discipline for students to take while studying abroad, resulting in an increase in Study Abroad participation in each college.

Yellow. While not all majors have study abroad courses or programs, a number of majors do include annual study abroad opportunities in their offerings. More work, to broaden the number of majors with study abroad opportunities is needed. Additional work is underway to offer study abroad opportunities to students in the Honors Program and the University's

Leadership Development program. A General Studies study abroad program is part of the current revision planning for the GSP.

- 4.1.4. Achieve specialized accreditation for the ESL program, develop enhanced facilities for ESL, and significantly expand enrollment in ESL.

Yellow. Work needs to be done toward this goal. Some progress has been made with regard to planned relocation of the ESL program to larger facilities.

- 4.1.5 Establish a Global competency Certificate available to all undergraduate students which certifies that they have successfully completed a specially designed program of courses and activities.

Red. Little progress has been made toward this goal. Work needs to be done to make progress on this certificate.

- 4.1.6 Emphasize an international perspective in the Common Reading Initiative and the College Reading Initiatives.

Yellow. The Common Reading Initiative has selected a book with a significant international component for each of the last four years. The College Reading Initiatives have included works with international themes as well.

4.2 Support faculty in creating a new type of global scholar.

A replacement team leader was appointed and will begin committee meetings sometime in January 2014.

- 4.2.1 Encourage the faculty in each college to determine how international engagement can be valued in the tenure and promotion process.

Yellow. *The new team will begin work in January 2014.*

- 4.2.2 Ensure that funds are available for faculty development to support international initiatives, including joint research, international lecturing, performance, and workshops.

Yellow. *The new team will begin work in January 2014.*

- 4.2.3 Engage faculty in exploring best practices in teaching classes that blend international and domestic students.

Yellow. *The new team will begin work in January 2014.*

4.3 Engage administrative staff in supporting international initiatives and students.

Several international students needs have been discussed and a plan to create a Spring 2014 Advising Services Workshop that will facilitate more in depth training of faculty and staff who provide students with academic, professional, and financial advising will be made.

Questions currently under exploration include: How do we keep our International Faculty/Staff and International Students from transferring away from Troy due to the lack of variety and cultural stimulation (restaurants, grocery options, entertainment, shopping)? How can the University step in to fill the void that exists within the community? How can we integrate the University's international population with the community? How can we "tell the story" of who our international students are

in an effort to address the misperceptions of who others think they are? How can the Visiting Scholar program help to create and promote a more diverse campus? Activity on all four areas will continue to in January 2014.

4.3.1 Systematically assess perceptions and needs of staff members, community members, and international faculty, staff and students.

Yellow. *Discussions are ongoing and will continue in January 2014. Fundamental needs of International faculty/staff are primarily in the area of HR. Student needs revolve around issues with advising and customer service. Community groups identified as targets for additional dialogue include: Troy Arts Council, Chamber of Commerce, Rotary Club, Faith Based Organizations (churches), and the Mayor's Office.*

4.3.2. Establish informational or other programs to strengthen engagement between and among staff members, community members, and international faculty, staff and students.

- **Yellow.** *Options for hosting a Spring 2014 workshop will be discussed in January 2014 based on budget availability. Darlene Schmurr-Stewart was added to the Institutional Effectiveness Committee beginning in Fall 2013. We are continuing to work to identify other committees that meet regularly and do not currently include representation from the Office of International Programs.*

The team identified several types/categories of programs for further discussion in January 2014:

- *Orientation Program for Employees*
- *Orientation Program for Faculty*
- *Mentor Program between Troy Faculty/Staff and Troy International Students*
- *New Employee Training for International Faculty/Staff members specifically designed around how to navigate the immigration process.*
- *More training for HR staff on how to process International Faculty and Staff immigration paperwork, visas, etc.*
- *Community Programs*
- *Student Activity Programs (Ideas to create more activity on campus for International and Domestic students: e.g. basketball hoops in parking lot, music activities from CFA geared toward students)*

4.3.3. Align administrative policies, practices, and staff development activities to support internationalization, including embracing the presence of international faculty and students on our campuses.

White. *Professional Staff development/training could be a useful platform to discuss the need for improved communication and customer service skills with all students, including the nuances of international students and their cultural differences. This type of workshop/training activity would be most effective if geared towards Departmental Secretaries, Records Clerks, Cashiers, Health Center employees, Supervisors, Bookstore employees, Dining Services staff, and Library staff. Team members suggest that additional policies and practices should be covered in Employee/Faculty Orientation each year (this area overlaps with some of the topics in 4.3.2). A formal recommendation has not yet been made to HR, the team will continue to work on this goal in January 2014.*

4.3.4. Explore ways to provide affordable housing for international students.

Yellow. *There has not been a lack of on-campus housing for those students who chose to live on-campus. It is unsure whether or not there is a legitimate need (based on student interest) to provide international students with additional on-campus housing options. Discussions for off-campus housing will be addressed again in January 2014.*

4.4 Enhance the interaction between domestic and international students.

International Students have entered the Greek system. The International Food Festival was a success as well as the OkTroyberfest in Fall 2013.

4.4.1 Encourage the Chancellor's Scholarship recipients to engage in various aspects of internationalization, such being the roommate of an international student, taking a foreign language, or participating in study abroad.

Yellow. *Held discussions on the Leadership Scholars serving as mentors and roommates to new international students upon arrival. Currently, there is no deliberate effort made to house US and international students together. Since Leadership Scholars do not get room as a part of the scholarship, some members of the committee felt we would have to include some incentive to get them to participate. Also discussed a concept of International Living Partners. These would be sophomore level students that want to stay on campus. They would be guaranteed on campus housing provided they agreed to live with an international student and serve as a mentor to the international student.*

4.4.2. Enhance efforts to recruit domestic students with interest in study abroad.

Yellow. *The groups also discussed the Study Abroad program and ways to increase participation from US students. The following items were discussed:*

- *The need to develop a consortium between Troy and other schools on the development of Study Abroad programs.*
- *The need for more printed materials to be used in the recruitment of students to participate in the program.*
- *Affordability of Study Abroad programs was discussed and the scholarship use for students to participate in the program.*

4.4.3. Develop and align student support services to meet the unique needs of international students.

Yellow. *The following topics are under consideration as additional support for international students:*

- *International student involvement in Welcome Week and Pre-School activities. Currently, very few international students are taking advantage of these opportunities.*
- *Review of acceptable behavior standards when international students arrive. Finding a way to include them in the Dean's Sessions for new students.*
- *Additional advisement of new international students and the need for faculty to assist with the advisement.*
- *Discussion was held on jobs for international students and the need to increase the job pool and encourage on campus employers to hire international students since the*

vast majority can only work on campus.

- *Housing was discussed in the sense of how to live both on and off campus as an international student and some of the challenges they face.*
- *Discussed the need to have some type of mixer to integrate international and domestic students together early on in the academic year.*
- *Also discussed the need to broaden menu selections in the dining hall specifically for international students.*

4.5 Tell the Troy Story regarding internationalization.

Internationalization is included as a key element in all communication that describes the entire institution (such as institutional descriptors) and is specifically highlighted when appropriate. Specific, current expressions of “internationalization” as part of the TROY story are detailed below.

4.5.1 Define a set of “talking points” for faculty, administrators, and staff to have to articulate the vision of becoming Alabama’s International University.

Green. *The University Relations and Marketing units are maintaining and distributing “Troy University Fact Sheets” to key leaders including the senior vice chancellors, campus vice chancellors, deans, Global Campus directors and others. These fact sheets summarize the University’s characteristics and current accolades, including those that are international.*

4.5.2. Include internationalization as a substantive part of appropriate university publications, commercials, marketing campaigns, and messaging.

Green. *Internationalization is a substantive and key element in all communications, whenever possible. Examples include:*

- *Peer mailers / leave behind publications: Alabama’s International University*
- *International videos: Produced in conjunction with International Programs and provided in multiple translations (English, Korean, Mandarin, Vietnamese, Arabic).*
- *TROY Magazine, all issues. For example, the Fall 2013 issue features the following international components:*
 - *international flags on the cover.*
 - *feature article on the 1-2-1 Sino-American Dual Degree Program*
 - *feature article on the visit of President Banda of Malawi,*
 - *feature article on the global impact of the athletic training program in Costa Rica.*
 - *feature article on students studying abroad in multiple locations.*
- *Social media: Frequent international story posts. For example, multiple photos and articles were posted regarding International Education Week.*
- *Marketing campaigns: The advertising campaign under development with TGM is designed to both include and accommodate international themes.*