

TROY

UNIVERSITY

Fulfilling the Promise: The Strategic Plan for 2010 -2015

*Year 4 Annual Report Covering
October 2013-September 2014*

VISION -2015

Troy University will provide academic programs worldwide that incorporate both classroom and online delivery for traditional and adult students. Within a “culture of caring,” Troy University will foster excellence and leadership in its graduates. The University will be Alabama’s leading international institution, serving over 50,000 students with 100% of its academic programs utilizing online technology.

Executive Summary

This Executive Summary lists the 33 Objectives under each of its four Strategic Initiatives, and each Objective has a 1-2 sentence summary of progress made during the period covered by the quarterly report. Reading these brief but comprehensive Objective summaries will provide the reader with a good synopsis of progress made on the Strategic Plan. For those wanting more information about the Objectives, the remainder of the report lists each Goal under the Objectives providing more details on the status of each goal but still keeping the report succinct. Each goal has a one-word color code to enable the reader to see at a glance the status of the Goal. The color code will also facilitate later statistical analysis of progress on the Strategic Plan.

1.0 Increase engagement with stakeholders.

The University listens to the perspectives of students, faculty, staff, alumni, community advisory boards, and other stakeholders and fosters growth by increasing engagement with stakeholders to meet their needs.

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 included several University agenda items including the Ph.D. in Sports Management. Similarly, programs have been deleted and consolidated.

1.2 Increase student access to more online program opportunities.

New online programs that were presented at the 2014 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.

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

The University established the Troy for Troops Centers on the Troy campus and Montgomery campus in 2014.

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.

A plan has been developed to combine in-class and online resources to provide the Master of Science in Criminal Justice, and the Master of Science in Public Administration in Montgomery in 2015. An in-class and online option for Dothan and Montgomery in Fall 2015. The Masters in Social Work was launched in Dothan in 2014 and will be launched in Montgomery and Phenix City in 2015.

- 1.5 Increase grants, contracts, and research productivity.**
The number of faculty applying for internal research grants has increased from 17 to 128, exceeding the goal set for 2014-2015. Sponsored program revenues have exceeded \$49 million, far surpassing the initial five year goal of \$27 million. The reported student research activities exceed 900 projects across all levels of study at TROY. This goal has been met and greatly exceeded expectations. Digital Measures. From October 1, 2013 through September 30, 2014, 285 faculty members reported updates of 1,276 scholarly activities. During this period, 205 individual faculty members reported 667 papers, articles, books and reviews; 43 individuals reported 197 creative work activities; and 164 individuals reported giving 386 presentations.
- 1.6 Ensure the University remains competitive in tuition and fee rate structures.**
Troy University's 3 year average for tuition rate increase is 5%, compared to 7.5% at Montevallo, 6.8% at AUM, 5.2 at USA, and 3.6% at JSU.
- 1.7 Successfully complete the Capital Campaign.**
We have surpassed the overall campaign goal of \$200 million, but still need to raise \$19.9 million to reach the Development goal. The Annual Fund increased last year, but still did not meet the goal of \$500,000. Planned gifts continue to surpass expectations.
- 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.
- 1.9 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.
- 1.10 Expand the activities for the International Center for Business and Economic Development and establish the Manley Johnson Center for Economic Study.**
The Director of the Center accepted a position at Arizona State University, and will be replaced in 2015. However, additional funding has been received to support two additional policy analysts.
- 1.11 Promote the stewardship of University resources by continuing to identify opportunities to increase efficiency and reduce costs.**
The University continued to right size through 2014, eliminating staff position in Montgomery and Phenix City for a total permanent reduction of \$450,000.00 per year
- 1.12 Strengthen leadership development opportunities for students.**
Students are now able to complete the Leadership Development minor on-line as well as face-to-face.
- 2.1 Implement the Quality Enhancement Plan to create a Culture of Reading.**
The QEP continued in the Fall of 2014 with Ray Bradburg's Fahrenheit 451 selected as the common reader for all incoming freshmen.

- 2.2 Strengthen the accreditation of our business programs and review the need for other specialized accreditations.**
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. The Standard Alignment Plan is being completed and will be submitted in November 2014. Vote on approval of plan will take place in February 2015.
- 2.3 Strengthen the Honors Program in a manner that leverages the University's strengths, including international programs and study-abroad opportunities.**
Some achievements but overall success hindered by lack of financial support and allocation of human resources. Part time director has increased UHP student participants by over 200% in last three years.
- 2.4 Strengthen the University diversity program and develop and implement a Strategic Diversity Plan.**
Troy University was nominated for recognition as a Minority Access Exemplary University for 2014.
- 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.
- 2.6 Strengthen opportunities for faculty international travel and faculty exchange programs to promote student study-abroad activities.**
The Chancellors' Fellows have conducted an analysis of Study Abroad in 2014 and provided a set of recommendation to the Cabinet at the November 2014 Cabinet meeting.
- 2.7 Harness process improvements and information technology to achieve a streamlined paperless system.**
*Total Number of documents sent through EchoSign July 2014 – September 2014
8,458
Top 5 Forms:*
1. Leave Request: 2,664 sent
 2. Graduate Recommendation Form: 2,212 sent
 3. Adjunct Contracts: 1,129 sent
 4. Graduate Student Acknowledgement Form: 868 sent
 5. Asset Pickup and Delivery Form: 335 sent
- 2.8 Review enrollment patterns and strengthen admissions standards for undergraduate and graduate programs.**
Troy University increased international student enrollment on the residential campus by 110 students in Fall 2014.
- 2.9 Assess and improve the institution through the use of the Alabama Quality Award.**
Based on Alabama Quality Award feedback released to expanding the use of action plans, action plans are being developed in November and December of 2014 for each Global Campus location.

- 3.0 Build for the Future.**
The University values inclusiveness, involving all students, faculty, and staff at all of its locations and in all of its programs, as it builds for the future.
- 3.1 Maintain a leadership position in sustaining information technology resources and adopting new learning technologies.**
Web design – Effort to deploy Recruiter is complete. 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.
- 3.2 Develop and maintain a sustainability plan for space utilization, and facility and land development.**
Mark Salmon is pursuing certification in the Leadership in Energy and Environmental Design (LEED) program.
- 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.
- 3.4 Pursue renovation and construction opportunities.**
Alumni Hall. Construction start May 2014 – 25% completed. Anticipated project completion July 2015. Complete the Riverfront facility in Phenix City. Start date October 2013; 90% completed. Anticipated opening in Spring 2015.
- 3.5 Continue to develop opportunities for community development on all Alabama campuses.**
Dr. Skip Ames began working with the Dothan Advisory Council in August 2014. Dr. Lance Tatum began working with the Montgomery Advisory Council in August 2014.
- 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.
- 3.7 Establish a comprehensive University Archival Program.**
Because space adjacent to the archives continues to be unused, we are now using it to house shelving for the archives until it is either given to the library, or begins being used for an alternate purpose by the university.
- 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.
- 4.1 Enhance the international dimension of academic programs throughout the university.**
International perspective is being fostered in the Common Reading Initiative.

- 4.2 Support faculty in creating a new type of global scholar.**
No progress reported in 2014.
- 4.3 Engage administrative staff in supporting international initiatives and students.**
The task team was successful in planning and implementing an Intercultural Symposium in June 2014. Administrative staff from areas in Student Services, Financial Aid, Registrar's Office, Human Resources, Center for Student Success, and College Departmental Offices were represented at the symposium. This training was helpful in raising awareness to interactions with international students on campus. Future training ideas are being considered for implementation.
- 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 2014.
- 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.

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.

Strategic Goal 1.1 has been achieved.

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

Green. Done and ongoing with new additions

- 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. Done and ongoing with new reductions and consolidations.

- 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. Completed at start of SP period.

- 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. Completed at start of SP period.

1.2 Increase student access to more online program opportunities.

New online programs that were presented at the 2014 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. *Global Campus leadership, along with the Registrar and unit heads from Financial Aid, Admissions, Student Financial Services, and Human Resources developed a plan to restructure the Global Campus eTROY unit, to include personnel, work flow, work efficiency, and leadership. Findings concluded 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. Those findings and recommended restructure were presented to the Chancellor in May 2014 and he approved the plan. The following steps are designed to provide the capacity for GC eTROY to meet current needs, and position the organization to be competitive in the future.*

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, elected to leave the position of Director of Global Campus Student Services temporarily vacant 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:*
 - i. *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. (Step Completed)*
 - ii. *Second, combine the remaining responsibilities of Dean of Student Services and the previous responsibilities of Director of Global Campus Student Services and develop the new position of Senior Director and Associate Dean for Global Campus Student Services. This position will be responsible for the day to day operations and administration of the directorate of Global Campus Student Services and the directorate of Academic Support and Student Engagement. (Step Completed)*
 - iii. *Repurpose and retitle an existing Associate Director position as the Senior Director of eTROY Program Delivery. This position is responsible for the day to day operations and administration of the three directorates of Educational Technology, Instructional Design, and Quality Assurance. This position is*

being advertised and applications are being accepted as of July 1, 2014. The selection process will begin August 1, 2014 with the intention of filling the position early September 2014. (Step On Hold)

Note: Reorganizational issues associated with items b.i. and b.ii. are further discussed in paragraph 2 (Reorganization) below.

- 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. The position was filled on 1 July 2013. (Step Completed)*

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)*
- c. *Step Three: Place the two directorates of Global Campus Student Services and eTROY Academics under the Senior Director and Associate Dean for Global Campus Student Services. 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. (Step Completed)*
- d. *Step Four: Place the three directorates of Educational Technology, Instructional Design, and Quality Matters under the Senior Director for Program Delivery. This action will allow these three units to function in a more cohesive fashion, properly bringing together the talent and support of experts in educational technology (the teaching platforms), instructional design theory and practice (the how and why of pedagogy and andragogy) and the stewardship of robust quality assurance utilizing the latest and most relevant Quality Matters rubrics. This latter unit is also fully cognizant and an invested support element of SACS accreditation. (Step in Progress, position advertised; anticipated fill date of September 2014 – as of this reporting period filling this position is on hold for the fiscal year 2014-2015. The Associate Vice Chancellor, Distance Learning will perform these duties in addition to the duties in his position description).*
- e. *Step Five: Create a virtual student engagement function within the Directorate of Academic Support. The Directorate of Academic Support has enlisted the support of numerous Troy University organizations to design and deploy the*

virtual center, now called the Trojan Café. The site was fully deployed September 2014, and offers many online affordances designed to provide student engagement activities to all online students. Two positions have been approved to properly perform this function. One individual is tasked with the responsibility to maintain currency and relevancy of the content by closely coordinating with many other Troy University units; 100% of the incumbent's time will be involved in this duty. A second individual will be tasked with maintaining the Learning Management System platform and website. This individual's primary responsibility will be with this function, but may be used in other Educational Technology tasks as time permits. Additionally, one Journalism faculty member supervises the work of two student workers that have the responsibility of creating current and relevant material for the Café (**Step in Progress, one position filled and web site developed, faculty advisor and student workers on board**)

- f. Step Six: To ensure the deployment of pedagogically sound design of instructional content and teaching techniques, seven instructional design positions will be filled by repurposing vacant and funded positions within Global Campus. Combined with the existing unit capability, this will provide the Instructional Design unit the human resources necessary to perform the full range of course reviews, course designs, new instructor preparation and recurring reviews, and most importantly support faculty in designing and deploying new online programs (Strategic Goal 1.2) (**Step in Progress, positions will be advertised July 2014, anticipated fill dates September 2014 - as of this reporting period, filling these positions is temporarily on hold.**)
 - g. Step Seven: Global Campus leadership is seeking approval for four actions to improve employee (and in-turn, student) retention.
 - i. Restructure pay to mitigate loss of experienced personnel.
 - ii. Create tiered job classifications with well-defined job descriptions of: trainee, advisor 1, 2, 3, and supervisor.
 - iii. Implement a detailed promotion criterion that considers job performance, job knowledge, time in current classification, education, and experience.
 - iv. Fill two vacant GCSS training positions to onboard new employees and provide continuing training for existing employees. (**Proposal in staffing and approval In-Progress at this time**)
3. Timeline to Execute Actions –
- a. Number 1; step one – Completed
 - b. Number 1, step two,
 - i. sub-step one – Completed
 - ii. sub-step two – Completed
 - iii. sub-step three – On-hold
 - c. Number 1; step three – Completed
 - d. Number 2; step one – Completed
 - e. Number 2; step two – Completed
 - f. Number 2; step three – Completed
 - g. Number 2; step four – On-hold
 - h. Number 2; step five – In-Progress
 - i. Number 2, step six – On-hold
 - j. Number 2, step seven – In-Progress

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

- 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.

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.*

- 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.

During the year from 1st October 2013 through 30 September 2014, considerable positive strides were made to broaden the levels of service provided to our military students, to broaden the range of extra-curricular options available to our military students, to solidify relationships with the military community both inside and outside of the 300 mile radius of TROY, to continue to find opportunities for unpaid advertising and promotion to tell the TROY story of service to the military and to regularly seek ways to maximize the impact of a limited advertising budget on recruiting efforts directed towards this market segment.

- 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 have completed two surveys (January 2011 and January 2013) regarding their level of satisfaction with the program and program support services at TROY and in both instances have confirmed that their needs are being met (this sentiment was also confirmed in the report filed by the Third Party Assessment team that visited the University in Fall 2013).*

In spite of the positive outcome of the surveys, expected overall enrollment growth within this student body sub population is not being realized and ongoing efforts will be focused on understanding why students leave the program after matriculating and on implementing more effective recruiting measures designed to increase the number of “new” students in the University.

- 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 *Measures undertaken to better serve our military affiliated students are regularly being updated, modified expanded and improved to increase effectiveness. During the period from October 2013 to September 2014, University services have been expanded to include a Troy for Troops Center in TROY and in Montgomery; a VSOC staff member has been located on the TROY campus and serves the entire TROY military community (the VSOC counselor received visits from 340 individuals during the year ending 30 September 2014 ; a chapter of Student Veterans of America has been chartered and is active; a chapter of SALUTE, the National Veterans Honor Society, has been formed and is active; the University has become a member of “Got Your 6”; the Troy for Troops Center has played an active role at IMPACT and has introduced new faculty members to the University’s commitment to and work with the military student community; and cooperation between the Troy For Troops Center and the University Career Services staff has been introduced to develop strategies leading to veterans student employment, a current “burning issue” in the military education arena.*

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

The University has continued to provide undergraduate education within the pricing limits established by the federal Tuition Assistance Program(TA). Graduate level tuition continues to increase and “out of pocket” costs for active duty military have doubled in the last 5 years.

On the promotional front, The University’s military service has received valuable exposure in national military Publications. The University has been recognized by both GI Jobs and Military Advanced Education as being amongst the most supportive institutions in the nation for serving military affiliated students. The TROY Criminal Justice program was featured in the December issue of Advanced Military Education; a TROY undergraduate student was featured in the student spotlight section of the February issue of GI Jobs magazine; and, the University’s approach to serving military students featured in the February issue of Military Advanced Education. In the March issue of MAE, a feature article included considerable information about the TROY Master of Public Administration Program (MPA).

In addition to maintaining good relationships with military installations within the 300 mile radius of TROY, efforts are ongoing to maintain relationships and enrollments with those areas outside of the 300 mile radius which have historically been well served by the University. These areas include Colorado, Washington State, New York (Ft. Drum) and occasionally, California.

The University continues to be well represented in state ACME organizations with participation during the past year in Florida, Virginia, South Carolina, Mid South (Tennessee and Kentucky), Washington state and Colorado. And, the University was a major sponsor and supporter of the 2014 Council of Collegiate & Military Educators Annual (CCME) Conference in Savannah, GA.

- 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 T1/Fall 2014, military enrollment stood at approximately 4,500 military affiliated students reflecting enrollment trends of the University as a whole.*

- 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.

Yellow *As indicated in previous reports, student enrollment by military students was dealt a significant blow in October 2013 when the Federal Government temporarily suspended the Tuition Assistance Program. The shutdown impacted new starts and the continuation of studies of already enrolled students. Furthermore, following the shutdown, many military students were reluctant to enroll for fear that the program would again be impacted by a possible shutdown.*

Because of general enrollment trends in the University and in higher education in general, and the shutdown of TA (twice in the last 3 years), it is unlikely that anticipated growth targets will be reached.

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

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

Yellow *Monitoring continues to suggest that our military students are not persisting at desired / expected levels. In order to fully benefit from new student starts, it is important to retain enrolled students well beyond an initial enrolment period. Measures introduced during the 2013-2014 year to address this issue include: personalized welcome messages are sent to all new military affiliated students during week 2 of each term / semester; currently enrolled students who appear to be academically at risk are being contacted personally and asked to visit the Troy for Troops Center for counseling ; students who fail to register from term to term (semester to semester) will be surveyed to try to determine reasons for dropping / stopping out with appropriate follow up actions following the analysis of the responses. Additional measures to further personalize the student experience and to maintain regular communication with our military students are being considered.*

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

Yellow *A meeting of the MEAC is expected to be scheduled in the near future at which time recent updates, newly introduced initiatives and general information concerning our military students will be shared.*

N.B. It should be noted that due to changes introduced in the new Department of Defense MOU, the nature of requests being received from State Agencies and emphasis now being placed on the career placements of military members graduating from our programs that additional demands have been and will be placed on the manner in which we track our military students and regularly retrieve information about them with regards to such variables as military installations on which our students serve, discharge status and post-graduation employment status. Discussions with appropriate colleagues (records, IT, etc.) will continue to take place to address these changes.

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, received notification from SACS in April 2013 that they would be approved in December 2013 for community college status. However, after their SACS team visit, they will now probably not be approved until June or December 2015. Troy University leaders continue to be in dialogue with the Trenholm President on partnership opportunities. In fact, the Vice Chancellor of the Montgomery Campus and staff have been continually meeting with the Trenholm president and his staff to initiate recruiting initiatives with some unique scholarship 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.*

- 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. 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. To make any real recruiting impact, at least four or five recruiters will be needed. This could be done with part-time recruiters or contract recruiters. 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. *Trenholm’s approval by SACS will occur at SACS-COC’s December 2014 meeting. Troy University officials will continue to communicate with the Trenholm President to formalize partnership opportunities, such as grants and Troy’s “3-4” Connection Program. A meeting will be scheduled between Troy University officials and the Trenholm President, and his staff, to discuss partnership opportunities between the two institutions. Troy University is offering scholarships to Trenholm students who graduate with at least a 3.5 GPA and an associate’s degree from Trenholm. The Montgomery Campus Enrollment Management team has visited Trenholm to talk with their students several times during 2014.*

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

- 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 spring, summer and fall 2012, and continues today. Daytime courses have exceeded expectations in Montgomery.*

1.5 Increase grants, contracts, and research productivity.

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, the vast majority of full-time faculty members have currently reported their intellectual activities in Digital Measures. From October 1, 2013 through September 30, 2014, 285 faculty members reported updates of 1,276 scholarly activities. During this period, 205 individual faculty members reported 667 papers, articles, books and reviews; 43 individuals reported 197 creative work activities; and 164 individuals reported giving 386 presentations.

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

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, with 78 applying in AY 2013-14. 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.

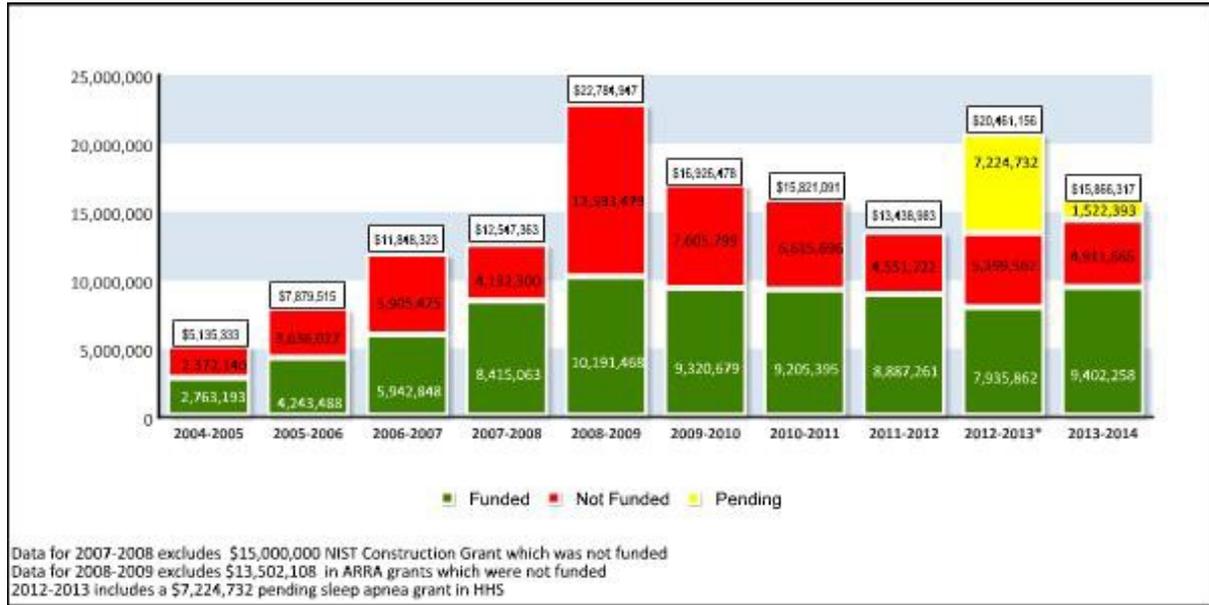
Green - *Manager training is ongoing. Team meetings are assembled for new managers who have secured "projects of significance". These teams consist of representatives from Purchasing, Human Resources, Accounting, project and supervisory staff. Well trained University team members provide fewer points 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. Additionally, budget resources and information are also linked here: <http://trojan.troy.edu/osp/writing-great-proposals/budget.html>*

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:*

Competitive Dollars Pursued



Although competitive proposal submissions have increased significantly since 2003-2004, faculty attempts and the positive pursuit of external partnership funding have been unpredictable. Faculty load and faculty incentive provided through tenure and promotion is a significant factor in proposal development. **Clear and consistent guidelines in regard to the positive consideration of grant writing for tenure and promotion are required to maintain faculty incentives to seek and secure both service and research partner dollars.**

OSP is committed to providing support and resources to encourage faculty to develop and successfully secure 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 exceeds this base at \$20,459,543. Current numbers for competitive dollars pursued are \$15,866,317.

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

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
2013-2014	27
2014-2015	1

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

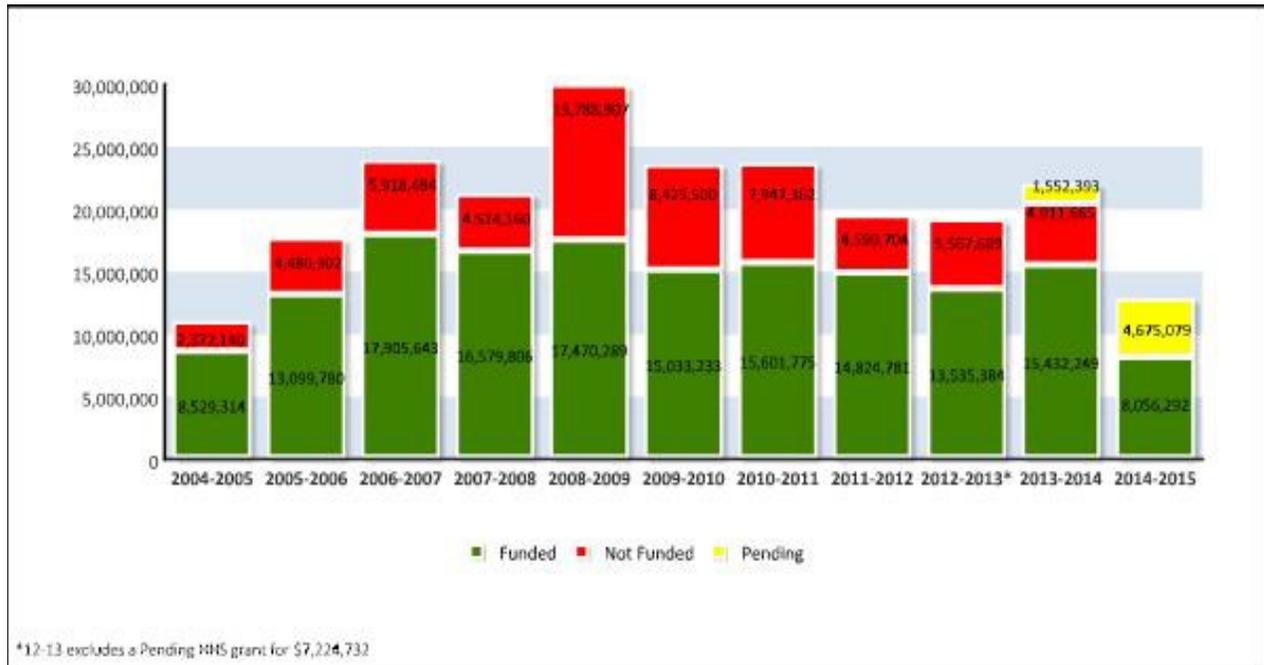
- B. Increase Sponsored Program staff and resources to accommodate growth of sponsored program activity, including full-time positions in both pre-award and post-award areas.

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.

- C. 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.

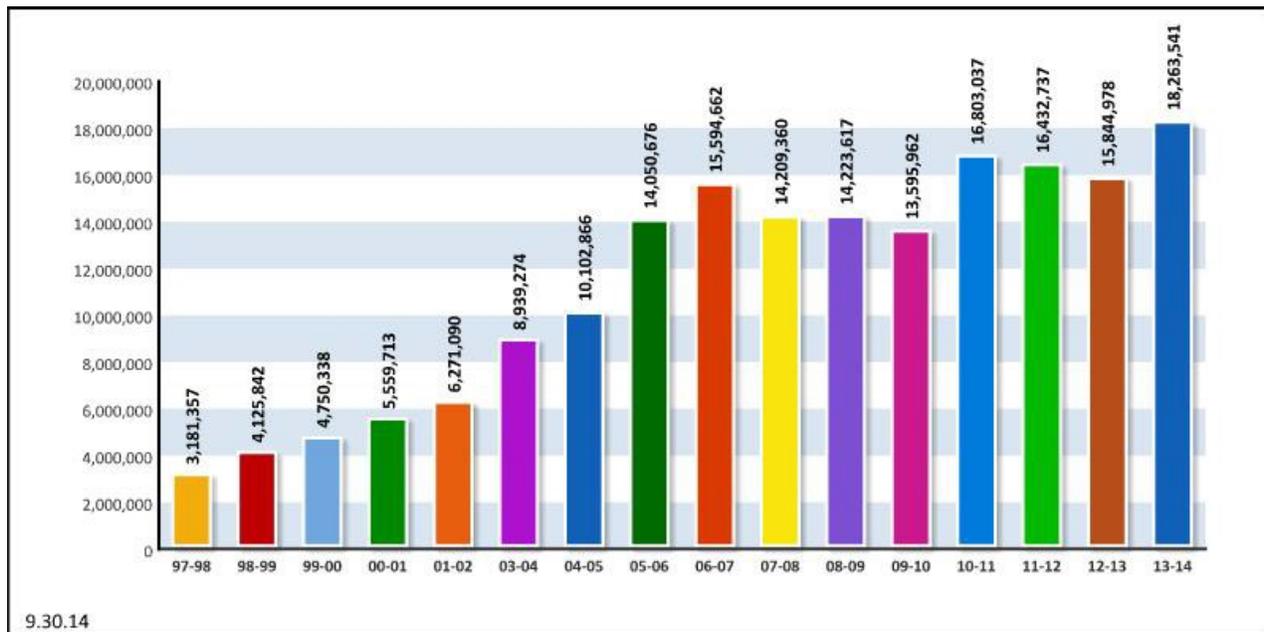
Green – summaries of sponsored program activity, revenue, indirect cost and accomplishment of the 2015 goal are listed below:

Dollars Pursued



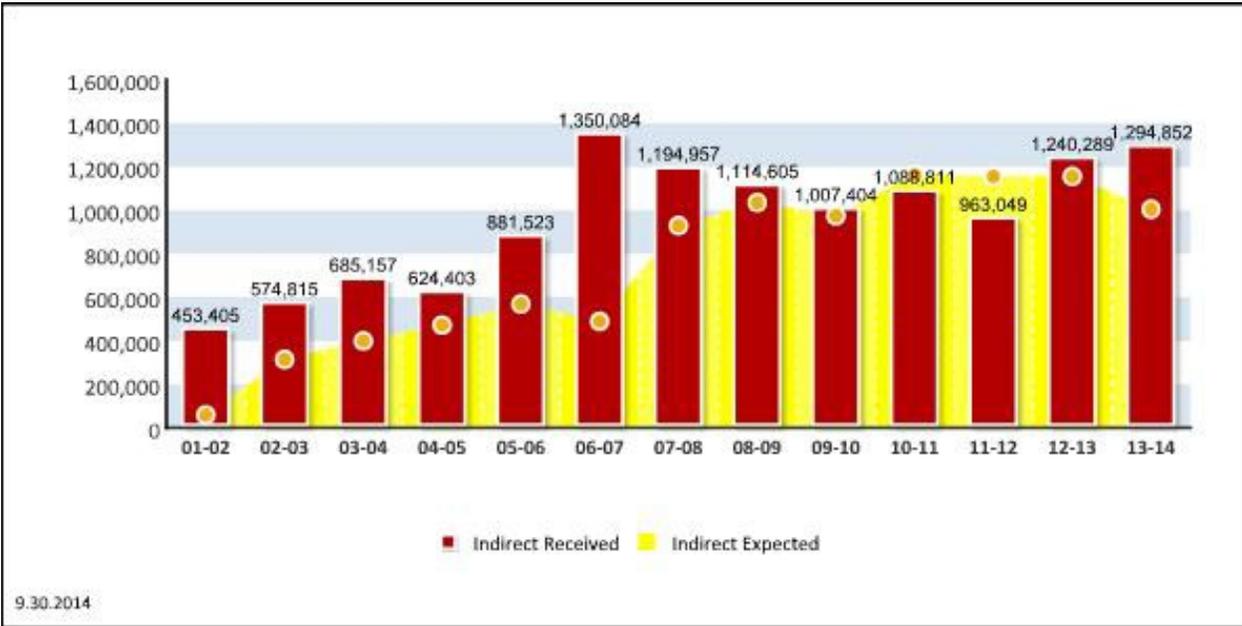
***Dollars pursued exceeded dollars pursued in the previous year.**

Revenue Secured



***Revenue secured for 2013-2014 exceeds the prior year by \$2.4 million.**

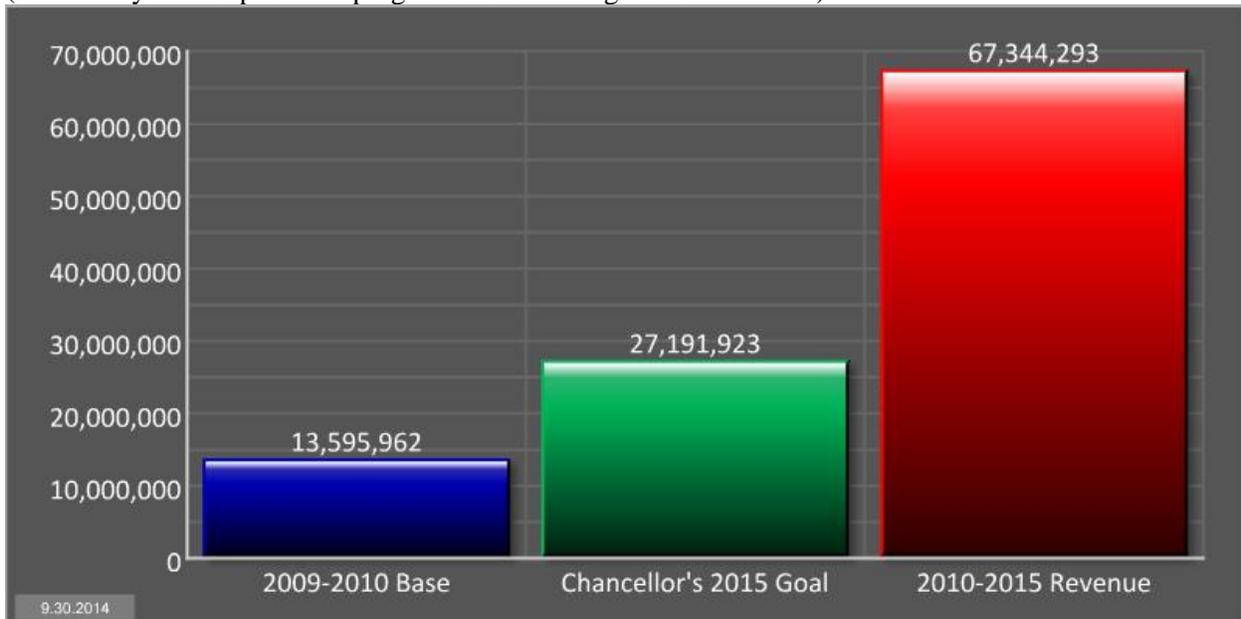
Indirect Cost Secured



***Indirect revenue secured in 13-14 exceeds the university the budget by \$289,852. Indirect collected for 13-14 exceeds funds secured in 12-13.**

Accomplishment of the 2015 Goal

(increase by 100% sponsored program revenue using 2010 as baseline)



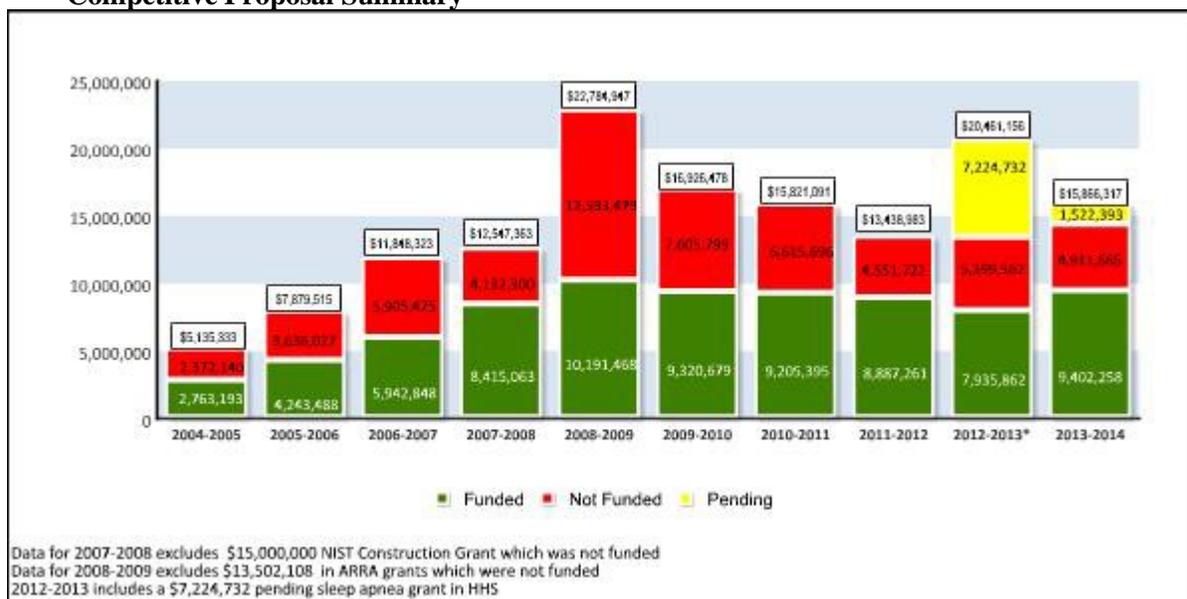
The 2015 goal has been accomplished.

- D. 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. 13-14. Competitive dollars pursued for 14-15 exceeds the competitive base.

Competitive Proposal Summary



***Competitive dollars pursued in 12-13 and 13-14 exceed the competitive base.**

- 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

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

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.

Between October 1, 2013 and December 31, 2013, 231 faculty members reported updates of 1,236 scholarly activities. During this period, 217 individual faculty members reported 650 papers, articles, books and reviews; 47 individuals reported 193 creative work activities; and 160 individuals reported giving 393 presentations.

From January 1, 2014 through March 31, 2014, 251 faculty members reported updates of 974 scholarly activities. During this period, 173 individual faculty members reported 532 papers, articles, books and reviews; 41 individuals reported 170 creative work activities; and 121 individuals reported giving 272 presentations.

From April 1, 2014 through June 30, 2014, 258 faculty members reported updates of 1016 scholarly activities. During this period, 180 individual faculty members reported 563 papers, articles, books and reviews; 41 individuals reported 175 creative work activities; and 134 individuals reported giving 327 presentations.

- AY 2008-09 – 6.8 projects (Self -reported survey data)
- AY 2009-10 – 7.3 projects (Self -reported survey data)
- AY 2010-2011 – 3 projects –Reported thru Digital Measures
- AY 2011-2012 – 5.3 projects
- AY 2011-2012 – 5.3 projects
- AY 2012-2013 – 5.0 projects
- AY 2013-2014 – 6.2 projects

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.

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

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.

As of September 2014 all faculty will now be required to attach their current vitae produced using Digital Measures and attach it to their 2015 Annual Self Evaluations. This initiative should provide 100% participation in the reporting of scholarly activity of all faculty through the use of Digital Measures.

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 allowed the University to easily capture reported faculty scholarly activities.*

This strategic objective has been met.

Green - *Increase the number of faculty seeking internal research grants – Faculty have met and exceeded the goal to have 30 faculty members submitting requests for 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. Between October 1, 2013 to December 31, 2013 71 faculty members received grants for paper presentations, page charges, and research for a total of \$57,183. During January 1, 2014 to March 31, 2014 78 faculty members received grants for paper presentation, page charges, and summer research for a total of \$73,179.52. Between April 1 – June 30, 2014 all faculty grants for paper presentations, page charges, and research had been awarded for the current academic year. In AY 2013 – 2014, 149 faculty received grants in the amount of \$130,362.

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

- 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
- AY 2011-2012 – 128 faculty grant recipients were awarded \$107,721
- AY 2012-2013 - 124 faculty grant recipients were awarded \$122, 995
- AY 2013-2014 – 149 faculty grant recipients were awarded \$130,362

The anticipated goal for 2014-2015 was to have 30 faculty members receive internal research grants. Clearly this objective has far exceeded the initial Strategic Objective expectations.

With continued institutional financial 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 – 1.5.3.1 *Ensure research and grant opportunities for students* – A University goal was set for AY 2014-15 to report the number of students seeking external research initiatives. The number of students seeking external research initiatives:

- AY 2008-09 – 3 projects for \$1,191
- AY 2009-10 – 4 projects for \$1,491
- AY 2011-2012 – 5 projects for \$2,036
- AY 2012-2013 - 7 projects for \$2,936
- AY 2013-2014 – 21 projects for \$8,523 (56 student engagements contributed)

Green – 1.5.3.2 A University goal was set for AY 2014-15 to determine the number of student research projects and creative and scholarly student activities occurring during each academic year and work to increase student research activity:

Data:

- In AY 2010-2011 – 149 faculty members reported 828 student intellectual activities across all five colleges.
- In AY 2011-2012 – 275 faculty members (48% of total full-time faculty) reported 917 student intellectual activities across all five colleges.
- In AY 2012-2013 – 252 faculty members (44% of total full-time faculty) reported 962 student intellectual activities across all five colleges.
- In AY 2013-2014 – **Pending**

During the period October 1, 2013 to December 31, 2013, no reports were received regarding reported student research activities.

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

During the period January 1 – March 31, 2014, no reports were requested regarding reported student research activities. However, the institutionally held Student Research and Creative Works Showcase is scheduled to take place the month on April. The top student research projects will be reported in the upcoming quarterly reporting period.

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.

The AY 2013-2014 student research activity survey is administered annually in October 2014. Those results will be posted in the annual report in October 2014 for the previous year.

2013-2014 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

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.

Green – 1.5.3.3 A University goal was set for AY 2014-15 to determine the number of Student thesis projects and to work to increase student research activity:

Data:

- AY 2009-2010 - 157 theses (Ed.S.)
- AY 2010-2011 – 10 thesis projects and 10 doctoral residency projects
- AY 2011-2012 - 15 thesis projects and 8 doctoral residency projects
- AY 2012-2013 - 17 thesis projects and 9 doctoral residency projects
- AY 2013-2014 – 12 thesis projects and 16 doctoral residency projects

Students produced 157 theses in AY 2009-2010. During this academic year all Education Specialist students were required to complete a thesis. This requirement was rescinded in AY 2011-2012 and accounts for the significant drop in thesis research activity. 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 produced. Between October 1, 2013 and December 31, 2013, 3 theses projects were completed. Between January 1 and March 31, 2014, two thesis projects were completed. 16 doctoral residency projects and 10 thesis projects were completed between April and May 2014.

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

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 in most graduate programs.

This strategic objective has been met.

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

The tuition and fee rate comparison was completed for the FY 2015 budget cycle in March 2014 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 were slightly more than 2014 (increase of \$169k), but this is not adequate to keep up with cost increases. Anticipated enrollment for FY 2015 will be slightly lower than the 2014 projections based on actual enrollment trends over the past year. The overall budget for 2015 was reduced by 2% or \$4.3 million from the 2014 level. This reduction allowed us to minimize the tuition increase needed to balance the budget. Tuition rates were increased 3% for undergraduate and 8% for graduate for the 2014-15 academic year. TROY remains competitively ranked as no. 9 of 13 for undergraduate tuition rates and 10 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 July 24, 2014 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 2014-2015 academic year was prepared and submitted to Dr. Jim Bookout, Senior Vice Chancellor for Finance & Business Affairs in March 2014 as consideration for the FY 2015 operating budget. The comparison was update as peers announced tuition increases in the following months. The final comparison of Troy's rank is 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 \$4.3 million in the operating budget from 2014 to 2015, allowing TROY to minimize tuition increases for the 2014-15 academic year. Undergraduate tuition increased 3% and graduate tuition increased 8%.*

TROY remains competitively ranked as no. 9 of 13 for undergraduate tuition rates and 10 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. The status of this objective is ongoing because this review will be performed on an annual basis for duration of the strategic plan.

Fulfilling the Promise: The Strategic Plan for 2010-2015
Annual update October 1, 2013-September 30, 2014

- 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.

Yellow. *This objective has been on hold due to vacancies in the Controller's Office. The Financial Budget Analyst position was successfully filled December 2013 after three rounds of advertisement. The immediate task for this position was training on budget processes and the implementation of Synoptix financial reporting software (replaced FRx). This position assisted the Budget Director with the manual migration of financial reporting templates from FRx to the new Synoptix system. This labor intensive process (complicated further by the restructure of the GL account numbers in December 2013) is nearing completion. As soon as this is finalized, this objective will become a priority.*

Update through September 30, 2014

1.7 Successfully complete the Capital Campaign.

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.

Summary of Progress to Date: We have surpassed the overall campaign goal of \$200 million, but still need to raise \$1916.3 million to reach the Development goal.

- 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, 2014 we have surpassed our overall goal for this time frame (\$200m – see above) and, in fact, have surpassed the goal for the Campaign. In total, we have raised over \$221 million. The Development total is \$83.7 million toward our goal of \$100 million; we are 83.7% 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 \$500,000 each year. 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.
- By December 31, 2015, reach at least \$500,000.

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

Yellow. *As of September 30, 2014, we have added \$743,000 in planned gifts toward our goal of \$2 million – or we have achieved 37.2% of our goal for 2014.*

- 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 \$3.6 million toward our goal as of September 30– or 29 % of our 2014 goal.*

Fulfilling the Promise: The Strategic Plan for 2010-2015
Annual update October 1, 2013-September 30, 2014

- 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 30, 2014, Athletics has raised approximately \$838,764 or 168% of their goal for the year.*

Update through September 30, 2014

- 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 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.

Green. *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 has been completed. A new staff member has been added on the Montgomery Campus to deliver corporate training and consulting. Other locations and departments regularly contact Continuing Education about offering new programs and conferences.*

- 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. The department's focus is on the development of professional certification preparation course, professional certificates, conferences, and corporate training. New programs have been developed and more are in development. Extensive corporate training has been delivered with much more scheduled. New conferences have been held, and additional conferences are being planned.*

- 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.

Green. *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 included. Due to the rapid growth in corporate training, additional operating funds must be added to the department. Substantial revenue is being generated from the additional operating funds.*

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*

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.

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

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.*

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

- 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 . Dr. Greg Jones generated numerous contracts for economic development services during his first year of service. Relocation to Montgomery will take place during AY 2014-15. Plans are being developed to improve outreach through partnering with a newly established Center for Entrepreneurship and Economic Innovation in AY 2014-2015.*

- 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.

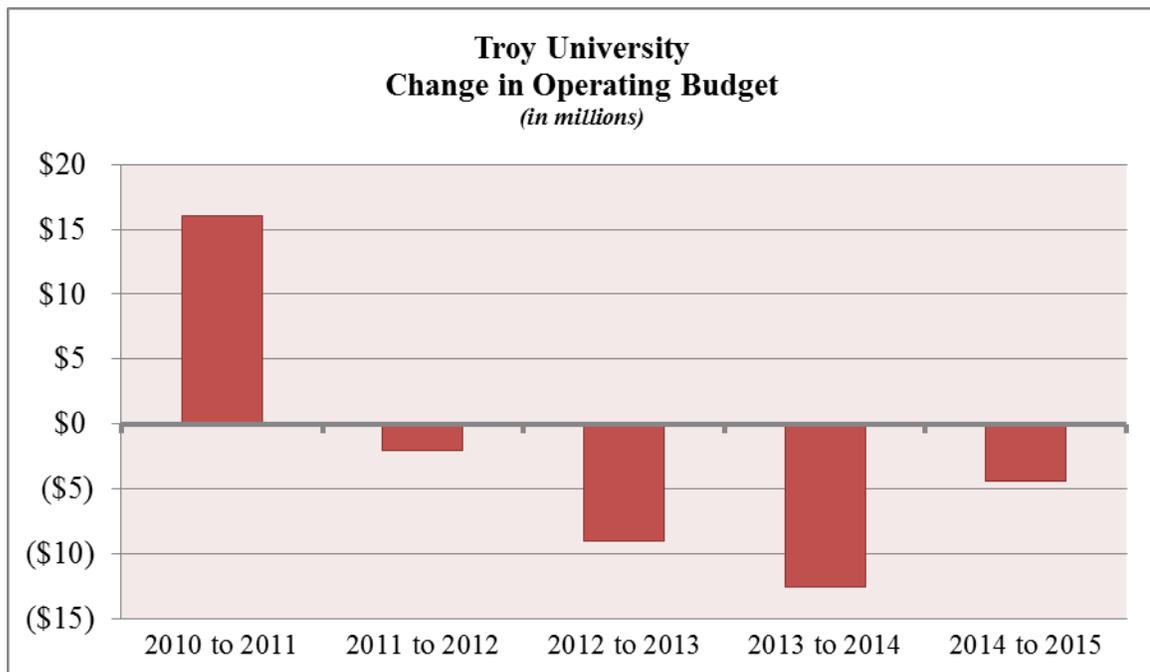
Yellow. *The improved website will be complete by the end of 2014. New director, Dr. Greg Jones, established the Institute for Asian-US Trade within CIBED. The second year of the Southeast Community Development Institute was held in Montgomery in April—another successful year with over 60 participants. First graduating class of 3 year program will be in April 2015.*

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

Yellow. *This initiative was completed, but the Director has been recruited away by Arizona State University. Work is progressing on finding a new Director.*

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

The 2015 Operating Budget was reviewed and finalized during the reporting period. Budget instructions, training guide, preparation calendar and departmental comparison reports were released to all budget officers in March 2014. The review of budget requests by deans, directors and senior administrators took place during April 2014. Divisional budget requests were reviewed by Financial Affairs and cuts were negotiated with each Senior Vice Chancellor where necessary. The cooperative effort between Financial Affairs and divisional leaders resulted in an overall reduction in the 2015 Operating Budget expense of \$4.3 million from the 2014 total. This was the fourth consecutive year of reductions in the overall operating budget.



While TROY has the option to increase tuition and fee rates to offset budget deficits, we make every effort to minimize the effect on our students by cutting cost. Four consecutive years of budget reductions shown above are evidence of the concerted effort of all divisions to reduce cost and increase efficiencies.

The Senior Vice Chancellors all agreed to cut funding normally available for initiatives with the understanding that funding would be provided for those initiatives presented with measurable outcomes. So while we are trying to operate as lean as possible, we will ensure funding is available for crucial initiatives as determined by the Chancellor. Requests for initiative funding will be reviewed on a case by case basis with the Chancellor. The final operating budget was approved by the Board of Trustees July 24, 2014.

- 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.

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

Yellow. *The annual budget process provides the deans and key administrators the opportunity to review their programs for cost reductions and efficiencies. It also gives them the opportunity to prioritize funding for critical programs. The reduction in the overall budget from 2014 to 2015 is evidence of their efforts. The final operating budget, which included an overall reduction of \$4.3 million from 2014, was approved by the Board of Trustees July 24, 2014. This process will be repeated on an annual basis throughout the 2010-2015 Strategic Plan. Budget projections to actual results will be reviewed on a monthly basis and adjustments made as necessary.*

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

Yellow. *This objective has been on hold due to vacancies in the Controller's Office. The Financial Budget Analyst position was successfully filled December 2013 after three rounds of advertisement. The immediate task for this position was training on budget processes and the implementation of Synoptix financial reporting software (replaced FRx). This position assisted the Budget Director with the manual migration of financial reporting templates from FRx to the new Synoptix system. This labor intensive process (complicated further by the restructure of the GL account numbers in December 2013) is nearing completion. As soon as this is finalized, this objective will become a priority.*

1.12 Strengthen leadership development opportunities for students.

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

Green. *The four core courses for the Leadership Development minor and Social Science Major with a Leadership Concentration are now available in both the traditional classroom and eTroy domains. Combine this with availability of both traditional and eTroy electives to obtain the remaining 6 credits hours of elective courses and students are now able to complete the Leadership Development minor or a Social Science Major with a Leadership Concentration via both the traditional classroom setting and or the eTroy domain. Additionally, LDR 4400 is now offered in both the Fall and Spring semesters on the Troy University main campus and in the eTroy domain LDR 4400 is provided in at least one of 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.*

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

On time and on schedule as Year Five transitions into QEP 5th Year Report.

- 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.

Green. *Achievement initially and then restructuring of discussion groups. Groups are active each Fall in later registration period.*

- 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.

Green. *Completed and exceeded.*

- 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.

Green. *Restructured. Initially on target. COLRI is part of each College's activities each year.*

- 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. *Completed and exceeded.*

- 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. *Completed with numbers of participants well in excess of 100.*

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. The Standard Alignment Plan is being completed and will be submitted in November 2014. Vote on approval of plan will take place in February 2015.*

- 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. Will not be completed until Spring 2015.*

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

Some achievements but overall success hindered by lack of financial support and allocation of human resources. Part time director has increased UHP student participants by over 200% in last three years.

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.

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.

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.

Red.

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

Red.

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

Red.

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. The AAP for 2013 has now been completed and was presented to the Chancellor's Cabinet on January 22, 2014. Also, several committee members attended the Sixth Annual Diversity Conference in Montgomery on September 17, 2013, as well as the Seventh Annual on September 30, 2014. Members also attended the Alabama Association for Higher Education Diversity Officers' Conference at Auburn University in November 2013 and scheduled for the same conference at the University of Alabama on November 13-14, 2014. In October 2014, The Diversity Program Planning Committee Chair, Mr. Ray White will travel to Washington D.C. to receive a Citation from the Minority Access, Inc. Conference. It will be presented to Troy University for its "Commitment to Diversity".

- 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.

Green. *This goal has been completed and is on-going. 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*

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

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. These annual conferences, as well as many other diversity type events are being held multiple times each year, with staff and faculty always invited to participate.

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

Green. *This goal planning has been completed. 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. Many other diversity type events are being held multiple times each year, with staff and faculty always invited to participate.*

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

Green. *This objective has been completed. The University's 2013 Affirmative Actions Plan was developed by an outside contractor, OutSolve. It was presented to the Chancellor's cabinet for approval on January 22, 2014. It will be updated each year.*

- 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 due to the significant costs to plan such an event. Due to budget reductions, the objective has been deferred.*

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. Funding is required to implement the training plan for all managers as the trainers require payment. Training has been developed and delivered to department chairs. The hiring of a training coordinator for Human Resources has been put on hold due to the hiring freeze.*

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. The only new resources being developed are in connection with the faculty development initiative of the QEP.*

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), [Entrinsic 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.

Goal is being met, especially with continued allocation of CII monies to support faculty participation and new study abroad scholarship which supports student travel.

- 2.6.1. The Membership, in consultation with the Senior Vice Chancellor for Academic Affairs/Provost, 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 EVC/Provost in support of this goal

Green. *Completed.*

- 2.6.2. The Membership, in consultation with the Senior Vice Chancellor for Academic Affairs 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

Green. *Completed but outcome of 10 per year is still in progress.*

- 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

Red. *The Chancellors' Fellows have conducted an analysis of Study Abroad in 2014 and provided a set of recommendation to the cabinet at the November 2014 Cabinet meeting.*

- 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

Green. *Completed.*

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. The progression of the project will depend heavily on the funding based on the 2.7 Pro Forma.

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.

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:

There is a total of 22 forms deployed through EchoSign.

- Twenty-one forms have been deployed through EchoSign automated workflows. 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, College of Education Faculty Material Use Request, Leadership Scholarship Award Letter, Equipment Loan Release Form, Transient Authorization Form, Employee Confidentiality Agreement, Stipend Request Form, Traffic Appeals Form, and Social Media Sanctioning Form.
- One form has been deployed through the MegaSign Portal which utilizes EchoSign. This form is the Adjunct Contract.

Total Number of documents sent through EchoSign July 2014 – September 2014
8,458

Top 5 Forms:

1. Leave Request: 2,664 sent
2. Graduate Recommendation Form: 2,212 sent
3. Adjunct Contracts: 1,129 sent
4. Graduate Student Acknowledgement Form: 868 sent
5. Asset Pickup and Delivery Form: 335 sent

ExactTarget:

SMS (TrojanTXT): There is a total of 3,282 students registered with TrojanTXT. Seven messages have been sent to students July 2014 – September 2014. A total of 33 students have participated in the text-to-win campaign.

Email: A total of twenty-four emails have been sent through ExactTarget.

Deployed:

- Seven email campaigns have been deployed through ExactTarget: Trojan Tour 2014, Advancement Car Tags, Alumni Affairs, TUBA Newsletter, Trojan Warrior Fund, eLearning, and Johnson Center.

Document Imaging:

Deployed:

- Twelve information processing systems have been deployed through Document Imaging. They include: Financial Aid, Human Resource, I9 Forms, Student Records, IRPE, Journal Entries, Accounting, Student Financial Services, Fax Server, AX Toolbar, AutoIndex, IT

- Total Number of images scanned July 2014 – September 2014

41,676 documents containing 230,625 pages

Total Number of faxes received July 2014 – September 2014

3,225 faxes were received containing 11,790 pages

Web Development:

- 36 new forms and information processing systems A total of 146 sessions.

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 Dean of Enrollment Management, in conjunction with directors of admissions, review TROY application activity weekly to determine performance status. Monthly activity reports are proved to Dr. John Dew and reviewed with members of the Enrollment Task Force. In addition, a monthly Recruiter Productivity Report is reviewed.

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

Green. *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 – Update Due January 15*

- 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. Update Due January 15.*

- 2.8.3. Conduct SWOT analysis annually.

Yellow. *SWOT Analysis is conducted annually and shared with Enrollment Task Force – Next analysis available January 15.*

- 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. New Starts Analysis for Fall 14 submitted to Dr. Dew – 11/1/14*

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

White. *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. *Troy University increased international student enrollment on the residential campus by 110 students in Fall 2014.*

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 are currently under review.

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 were received and are currently under review. The AQA reviewers recommended the University focus on two areas to strengthen its performance.*

1. Expand the use of Action Plans to more clearly define how we will accomplish key objectives.

2. Adopt a more intentional approach to innovation. The University has a robust entrepreneurial spirit that can be further enhanced by more strategic efforts to promote innovation.

As a result of this feedback, Action Plans have developed for enhanced recruitment for each college that will promote more effective communication, coordination and collaboration. Based on Alabama Quality Award feedback, action plans are being developed in November and December of 2014 for each Global Campus location.

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

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 will work 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.

- a. Key mandates include flexible, secure infrastructure
- b. Global operations require further review for legal and security concerns
- c. Training considerations – should compulsory training be implemented
- d. 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.

1. ERP Ad-hoc reporting system
2. Ad-hoc Videoconferencing
3. Web design
4. Network Infrastructure Upgrades
5. Telephony integration across campuses/regions

3.1.5. Deploy improvements based on level of criticality

Yellow

1. ERP Ad-hoc reporting system
2. Ad-hoc Videoconferencing
3. Web design
4. Network Infrastructure Upgrades
5. Telephony integration across campuses/regions

3.1.6. Assess success of programs' implementation

Yellow

1. ERP Ad-hoc reporting system - in progress, surveys delivered and work day scheduled with IT reporting team
2. Funding received for increased bandwidth for Troy, AL campus. – in progress
3. Wireless Network Enhancements – Complete, outdoor Wi-Fi under review
4. Internet Access Enhancements - Complete
5. Ad-hoc Videoconferencing – Under review
6. Telephony integration across campuses/regions - in progress, funding request under review; Adutante solution purchased for call quality assurance with e-Campus support unit - Complete
7. Web design – Effort to deploy Recruiter is complete. 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.

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

Recycling continues to expand across campus – the City of Troy and KW Plastics are a resource and offer assistance as needed. Grant application opportunities for recycling are ongoing. Energy and carbon reduction efforts on campus are ongoing realizing savings in some buildings over 20%.

- 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. *Start date June 2010. Starting May 2012 an energy specialist has been 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*
- *Trojan Arena*
- *Memorial Stadium Tower*
- *Malone Hall Attic – Dothan Campus*
- *Clements*
- *Patterson Hall*
- *Shackelford Hall*
- *Smith Hall*
- *Trojan Center*

Fulfilling the Promise: The Strategic Plan for 2010-2015
Annual update October 1, 2013-September 30, 2014

- *MSCX*
- *Wallace Hal*
- *Sartain Hall*
- *Eldridge Hall*
- *Wright Hall*
- *Newman Housing*

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

Yellow. *Start date June 2010. An updated comprehensive carbon footprint analysis of all campuses in Alabama was completed in March 2013. An additional tool, for reducing the campus carbon footprints on all Alabama campuses, is the implementation of the Sustainability Management and Reporting Tool (SMART) in September 2013. Quarterly updates of SMART are currently being implemented.*

- 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. *Start date September 2010. 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.

Processes for review and improved delivery of projects, renovations, and construction are ongoing - lessons learned are documented within Instructions to A&E. All identified opportunities are currently active ranging from planning to completion. Available funding is the primary driver for moving active projects into the construction phase.

- 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. *Start date June 2010. 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.*

Green. *Completed March 2014. Cycle time was reduced 50% between 2010/11 and 2011/12. Cycle time was reduced another 50% between 2011/12 and 2012/13.*

- 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. *Start date June 2010. Construction start May 2014 – 25% completed. Anticipated project completion July 2014.*

Yellow. North End Zone. *Start date June 2010. Currently under administrative review. Project contingent on private and gift funding. Anticipated project start 2015-16.*

Green. Residence Halls – Troy campus. *Completion August 2013.*

Yellow. Sartain Hall – Wellness/Fitness Center. *Start date June 2010. Currently under administrative review. Anticipated project start 2016.*

Yellow. Janice Hawkins Park and Amphitheater. *Start date June 2010. Substantial completion achieved January 2014; punch list/close-out phase.*

Yellow. Stewart Hall. *Start date June 2010. Currently development/planning phase. Anticipated project start 2015.*

Yellow. Tennis Program. *Start date June 2010. Currently development/planning phase. Project contingent on private and gift funding. Anticipated project start 2015-16.*

Yellow. Practice Golf Course. *Approved objective fall 2012. Start date May 2013. Substantial completion September 2013. Currently working punch list and non-cultural/tree development areas around the golf course.*

Yellow. Renovate/Replace McCartha Hall. *Approved objective fall 2012. Currently under administrative review. Anticipated project start 2015-16.*

Yellow. Renovate Softball Complex. *Approved objective fall 2012. Substantial completion achieved spring 2014. Punch list phase.*

Fulfilling the Promise: The Strategic Plan for 2010-2015

Annual update October 1, 2013-September 30, 2014

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

Yellow. *Start date October 2013; 90% completion. Anticipated completion Spring 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 2016.*

Yellow. *Montgomery Campus – Enrollment factors under review. No planned immediate action on this project at this time.*

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

Community development activities were undertaken by the College of Business through working with Future Business Leaders of America (FBLA) clubs at Dothan High School and Northview High School. This included speaking to various classes that were business-related and initiating a strategy to have the faculty mentor the FBLA students. In addition, the College of Business was responsible for setting up and conducting the most recent Economic Summit in Dothan. That Economic Summit focused on Entrepreneurship. Students from the College of Business served as Scribes for the various focus groups. In keeping with that theme, efforts have been underway to establish the Center for Entrepreneurship and Economic Innovation. That Center has now been approved by Chancellor Hawkins and it will be taken before the Board of Trustees in December, 2014. One of the key initiatives of the new Center will be working with the Alabama College of Osteopathic Medicine (ACOM) with respect to their developing research activities. The College of Business already has an MBA program tailored to ACOM students, faculty, etc. To date, that MBA program has been very successful. These are examples of initiatives that the Dothan campus is undertaking, and will continue to undertake, with ACOM. With respect to international outreach, the College of Business was very involved in the Asia Manufacturing Association meeting in Dothan at which over 200 businesses from China attended. Some of Troy's international students and personnel from the Confucius Institute came down and helped translate. Chancellor Hawkins was an invited speaker. The College of Arts & Science has started a Speakers Program.

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 Chancellors 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 Political Economy, 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.*

A Dothan Campus Outreach Taskforce is being established to further develop partnerships and develop other outreach strategies for 2014-2015.

The Center for Entrepreneurship and Economic Innovation has been approved by Chancellor Hawkins for the Dothan Campus and efforts are now being undertaken to create that Center which will be temporarily located in Malone Hall.

Dr. Jeffrey and Dr. Ames attended announcement ceremony at the Dothan Civic Center where it was announced Glasstream Powerboats will be expanding to Dothan.

Dr. Jeffrey and Dr. Ames have been actively working with the city of Eufaula and Ozark, as well as surrounding communities.

- 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

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

The Dothan Campus was involved in the U.S. - China Manufacturing Symposium, where over 200 Chinese companies and representatives came to Dothan in March 2014 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. Two new businesses have been announced for Dothan; Dothan 3D and WIPFLI.

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

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

This strategic objective has been successfully met, but work continues toward additional improvements.

- 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.*

- 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 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. Relatedly, the launch of the “Trojan Warrior Spirit” campaign has impacted athletics and other events through the use of social media hashtagging, hanging of campaign banners on Alabama campuses, and more.*

- 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. *To date, approximately 100 individual social media training sessions have been offered. In addition, approximately 25 individuals have received media interview coaching. In the spring 2014 marketing retreat, all members of the marketing committee received formal social media training and information about how their direct reports can use social media to promote the university. In addition, all members of the committee received formal media interview development provided by University Relations staff and a media training consultant. In the fall 2014 marketing committee meeting, all committee members will be provided with training regarding serving as a media resource.*

- 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.*

- 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.

With outside assistance, a grant was prepared and submitted to NARA that went unfunded. An archivist was hired in the spring of 2013. There currently is vacant space in rooms adjoining one of the rooms being used by the archives that initially was promised to the library in order for development of a true, formal archives for Troy University. It is now unclear whether the archives will be allowed to expand into that area. The current space of the archives is inadequate, and the library is reluctant to eliminate study areas, which are limited and popular with our students, to expand the archives. In the meantime, because space adjacent to the archives continues to be unused, we are now using it to house shelving for the archives until it is either given to the library, or begins being used for an alternate purpose by the university. In short, because the university determined there was a need for a formal archives, they should be willing to dedicate proper space for it, and the logical space for it is on the third floor of Wallace Hall where there can be one consolidated archives, as opposed to four fragmented rooms scattered throughout Wallace Hall.

- 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.

Red. *Currently, the archives is housed in four different areas of the library. It is desirable for this space to be consolidated.*

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

Green. *An archivist was hired in January, 2013.*

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

Green. *The NARA grant was applied for, but was unsuccessful.*

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

Green. *A mission statement and collection development policy, as well as long term plans have been developed for the archives.*

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. *This objective will be evaluated on an annual basis. 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 most recent Fall and Spring semesters of 2013-14, student-athletes logged in over 26,000 hours of study time in the Trojan Academic Center. In these two semesters combined, 400 of our student-athletes achieved a 3.0 or higher grade point average (217 in the Fall and 183 in the Spring). During the 2013-2014 Academic Year, utilizing the GradesFirst Academic Software system, the Office of Student-Athlete Services was able to electronically submit approximately 11,000 requests to Faculty requesting feedback on our student-athletes and received a 66% response rate (7,261 reports executed and returned). The Tutor Program fulfilled 100% of all Tutor Request during this academic year with 594 hours recorded for one on one appointments and an additional 125 hours recorded by volunteer workers, working with small study groups.*

During the past academic year, we hired three new positions within the Office of Student-Athlete Services with specific focus in specialized areas: one Academic Advisor/Mentor Coordinator, one Academic Advisor/Life Skills Coordinator and one Academic Advisor/At-Risk Coordinator. In total, there are five fulltime staff members, one part-time staff member and one Graduate Assistant. This allows for staff members to not only focus on specific areas (e.g., tutoring, at-risk, mentoring, life skills, etc...) within the Academic realm but also focus on sport specific advising. Each staff member is assigned either one, two or three teams to work with on an annual basis.

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, Relay for Life, tutoring at the Christian Love Center and collecting pop tabs to raise funds to send books overseas.

Another function of the Office of Student-Athlete Services is organizing student-athlete welfare seminars. As stated before, having a staff member whose full time focus is on life skills has proven very beneficial. There are a minimum three life skills activities/workshops per month. These range from speakers on subjects such as binge drinking, gambling, anger management, stress management, and dietary supplements to workshops on resume writing, eating habits, and study skills.

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

Yellow. *This objective will be evaluated on an annual basis. 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, renovations were recently completed to: (1) the golf course practice area that includes new greens and fairways; (2) a three million dollar renovation to the softball complex that entailed lowering dugouts, expanding the press box area, new locker room and lounge areas, covered hitting facility and artificial turf; (3) lights to the soccer/track complex; and (4) state-of-the-art video and ribbon board to the football field.

Architectural renderings have been drawn to include a Golf Clubhouse on the new practice area. 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 continues to focus on 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 still 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.

Green. *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. Lights for the soccer/track complex were approved and erected October 1st. The women's soccer held their first night contest on October 3rd.*

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.

- 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. *The new Director of Athletics continues to assess each sports program to determine the needs of each team to consistently compete for Sun Belt Conference Championships.*

Since January 2013, of the sixteen varsity sports, ten have experienced a new change in the Head Coach of its program. Further, both the tennis and golf programs have been separated to create a standalone men's program and women's program. Additionally, over the past two years, each sport budget has seen budget increases ranging from a minimum 15% to a maximum 32%.

- 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. Additionally, during the summer, the Director of Athletics, Head Football Coach, Head Men's Basketball Coach, Head Women's Basketball Coach and Head Baseball Coach, completed the third annual Trojan Tour.*

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

Progress continues and goal will be achieved.

- 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. *Programs have been reviewed. Establishment of one course not completed across all disciplines.*

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

Yellow. *Some progress and GSP is being revised to reflect greater focus on globalization and internationalization. GSP revision will be completed and operational by Fall 2015.*

- 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 *Good progress and ongoing review.*

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

Yellow. *Not completed with regard to accreditation. Facilities still under review.*

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

See above

- 4.1.6 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.

Yellow. *Not completed and work at present is not moving forward.*

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

Green. *Consistently achieved. 2013-14 CRI featured international travel and author came to Troy Campus to deliver master classes and public lectures.*

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. No progress report at this time.*

- 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. No progress report at this time.*

- 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. No progress report at this time.*

4.3 Engage administrative staff in supporting international initiatives and students.

The task team was successful in planning and implementing an Intercultural Symposium in June 2014. Administrative staff from areas in Student Services, Financial Aid, Registrar's Office, Human Resources, Center for Student Success, and College Departmental Offices were represented at the symposium. This training was helpful in raising awareness to interactions with international students on campus. Future training ideas are being considered for implementation.

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

Green. *Discussions are complete with the following assessments made: 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.

Green. *The implementation process of delivering a symposium focused on creating an atmosphere within the university that embraces intercultural differences has begun and the first completed Symposium took place in June 2014 on the Troy Campus. A guest speaker from the Association of International Education administrators presented to over 80 Troy University staff members. The team is currently working on the details for a workshop to take place in Spring 2015 that will facilitate discussions of intercultural advancement among the Deans of each college.*

- 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.

Yellow. *Work in this area is ongoing. 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).*

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

Green. *This goal is considered complete as we do not have supporting evidence to show that we have a lack of on-campus housing for those students who chose to live on-campus. At this time we do not have a legitimate need (based on student interest) to provide international students with additional on-campus housing options.*

4.4 Enhance the interaction between domestic and international students.

Replace this text but keep the formatting. Please provide a short paragraph summarizing work accomplished overall on this objective during the time period covered by this report.

- 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.

Green. *Beginning Fall semester 2014, twenty-five (25) Leadership Scholars were assigned to International Programs to serve as International "buddies" to work with and assist international students with the transition to campus during their first semester. These Leadership Scholars will continue to work with the same international students during the Spring Semester 2015. Evaluation of the program is scheduled for the first week of December and then again in April 2015.*

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

Red. *With the changes in staffing in the Study Abroad Program, the working committee has discussed the objective; however no definitive action or plans have been implemented.*

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

Yellow. *The Student Services Office continues to meet and work with International Programs on providing services that meet the needs of international students as well as integrating the international students into the main stream of campus life at the University. This includes the areas of Housing and Residence Life through room assignments and employment in the halls as Resident Assistants, the Student Health Center through meeting the specific health needs of the international students and the timelines for when they arrive on campus, Student Involvement and Leadership through the Leadership Scholars partnering with international students and through the various campus organizations and integrating organizations with both international and domestic students, and through recreational activities that allow both international students and domestic students to participate in common activities (examples include: ping pong and cricket).*

4.5 Tell the Troy Story regarding internationalization.

This strategic objective has been successfully met, but work continues toward additional improvements.

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 maintain and distribute quarterly “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. Recent examples include:*

- *International commencements in Vietnam and the Chancellor’s speaking engagement in Cambodia received extensive coverage including regional media.*
- *International Education Weeks are covered extensively in all forms of media.*
- *The marketing unit has provided International Affairs with a website rewrite.*
- *Male and female international students featured in new “Trojan Warrior Spirit” advertising campaign*
- *Alabama-China Education Symposium highlighted on the cover of the Winter 2014 issue of the TROY Magazine.*
- *Frequent international story posts on social media such as Facebook announcement of Rosa Parks Museum exhibit of Korean and German photography.*
- *News releases and media outreach for international events, the Confucius Institute and more. Recent subjects include Confucius Institute partnership with a Montgomery high school, offering of free course in Dothan on Chinese language and culture, students selected for Ashkelon archaeological dig, and more.*