Fulfilling the Promise: The Strategic Plan for 2010 - 2015

Year 4
Semiannual Report
Covering October 2013 - March 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 29 Objectives under each of its three Corresponding Initiatives, and each Objective has a 1-2 paragraph 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.

Undergraduate and graduate programs have expanded with forty new curricular additions including the Ph.D. in Sport Management and the M.S. in Economics.

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.

Efforts towards creating, delivering and maintaining a comprehensive approach to serve the needs of military and veteran students continued at pace during the six month period from October 2013 to March 2014.

Externally, efforts to tell the Troy story, increase brand awareness, and to maintain, expand and build relationships within and outside of a 300 mile radius of TROY continue moving forward. New vehicles to help tell the TROY story have been sought and found and a review of marketing materials was undertaken to insure appropriateness of images and themes employed by the University in its recruiting efforts.

From an internal perspective, efforts at building and increasing staff and faculty awareness of the University’s military mission continue, new resources for in school military students have been made available and a very positive report from the University’s Third Party Review visit has been received providing external expert confirmation that the University’s efforts to serve its military students are both professional and effective.
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.

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 will 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.

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, 99% of all full-time faculty members have currently reported their intellectual activities.

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

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

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

The tuition and rate structure comparison for the 2013-2014 academic year was submitted to the committee Champion, Dr. Jim Bookout, March 2014. He will share our ranking with Dr. Hawkins. This along with the FY 2015 operating budget currently in development will determine the need for any changes in tuition and fee rate structure for the 2014-15 academic year that will be presented to the Board of Trustees.

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.

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.

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

The Associate Vice Chancellor for International Programs has been tasked in 2014 to improve outreach to international students and alumni via social media.

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

*Space has been identified on the Montgomery campus for ICBED.*

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

Stewardship activities continue university-wide as all divisions try to cut cost where feasible. An example includes the review of the existing Print, Copier and Mail Services contract, which expired in 2013. After completing the RFP process for this contract, TROY will realize savings of $55,000 per year or $275,000 over the life of the contract (five years). The committee will continue to monitor opportunities for cost savings and promote stewardship university-wide. Additional efforts are being made by another University committee, the Right Sizing committee, to identify opportunities for savings across campuses.

1.12 **Strengthen leadership development opportunities for students.**

This objective is moving forward with two new leadership courses, the LDR 1100 course offered as an approved General Studies course and the four core Leadership courses available in the eTroy domain.
**2.0 Enhance Academic Quality and Institutional Effectiveness.** The University embraces continuous improvement of its academic programs, educational support systems, administrative systems, research activities, and community service programs as an essential value in accomplishing its mission.

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

*The third Common Reader, To the Last Breath, was introduced in Fall 2013. A total of 25 readers have been used to date.*

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

*Approved for application in summer of 2013.*

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

*The Honors Program enrollment doubled in Fall 2011 and doubled again in Fall 2012. There were 463 students in the Honors Program in Fall 2013.*

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

*Affirmative Action’s Plan 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 Alabama Association for Higher Education Diversity Officers’ Conference at Auburn University in November 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.**

*In 2011-2012 there were 84 students with study abroad experience. That number went to 140 students in 2012-2013.*

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

*A full-scale plan was developed January 2011. Deployment is an ongoing process, which will be completed as each form is deployed. 35 forms have been converted in EchoSign to date.*

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

*Recruiter software was deployed, website redesign is making excellent progress and new online resources for online student success are nearly ready to launch. New analytics are being reviewed for high volume, high WDF courses. A new Enrollment Manager has been hired on the Montgomery campus.*

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

*Feedback from the Alabama Quality Award site team is now being studied to provide more use of Action Plans and more intentional approaches in innovation, such as the new Learning Technology Task Force.*
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.**

*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.***

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

*A comprehensive carbon footprint analysis was completed for all Alabama campuses. There has been a 25% reduction in utilities in targeted buildings. Recycling with K-W plastics has expanded. Earth Day events and expanding recycling continue.***

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. 52 funded, but unfilled positions across the University have been permanently eliminated through the Right Sizing Committee.***

3.4 **Pursue renovation and construction opportunities.**

*Long Hall is now complete, the steel is going up at the Phenix City Riverfront project, Alumni Hall is scheduled to come down and an analysis of Sartain is being conducted.***

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

*A China Symposium was presented in Dothan in March 2014. There was community focus at the Joint Board Retreat and a strong community involvement in at the Phenix City planning retreat in March 2014. The Sorrell College of Business is working with the cities of Ozark and Eufala.***

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.***

3.7 **Establish a comprehensive University Archival Program.**

*The University Archivist has made a number of strides forward and has the STAR Knowledge Center for Archives at Homecoming available and it is searchable through the Internet. However additional funding is needed on an annual basis to make it openly available to anyone. A lot of progress has been made.***

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.***
4.0. **Internationalization.** The University promotes the concept of comprehensive internationalization as a key organizing paradigm for the future to enable the entire university community to research, study, instruct, and assist our students and stakeholders to understand and succeed in an increasingly globalized world.

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

A substantive change was submitted to SACS for SEGi. A goal of one course per program or major is being worked. A revision of General Studies is underway. Common Readers initiative has an International component.

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

A new study abroad scholarship was established, international scholars are currently being hosted in several colleges and academic departments within the university. While faculty gains a great deal of experience in blending international and domestic students into the classroom experience, no specific action has been taken to engage faculty on the topic.

4.3 **Engage administrative staff in supporting international initiatives and students.**

In Summer of 2014, an Institute for Intercultural Communication Workshop will be presented by Dr. Darla Dierdorf. A discussion is underway with the Troy community regarding off-campus housing.

4.4 **Enhance the interaction between domestic and international students.**

International students are being encouraged to participate in the Greek system. An International Food Festival is planned and OkTroyberfest was celebrated in the fall of 2013.

4.5 **Tell the Troy Story regarding internationalization.**

This strategic objective has been successfully met, but work continues toward additional improvements.
Progress Made on Strategic Objective Goals

For each goal under an objective, the team leaders have used the color code described below and provided a brief (1-2 sentence) synopsis of progress made on that goal during the quarter.

- **White** means the goal has not been scheduled to start yet. If there is a projected start date included in the Action Plan, this date should be listed.
- **Red** means the projected or logical start date has not been met or that the Action Plan has fallen significantly behind schedule. A brief explanation of why the goal has not been started or other problems should be stated.
- **Yellow** means that work on accomplishing the goal is underway.
- **Green** means the goal has been accomplished. The completion date should be listed and any summary comments made.
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 continue to review and adjust the current Global Campus eTROY unit, to include personnel, workflow, work efficiency, and leadership. Findings conclude that the current structure, operations, leadership, and culture did not provide a suitable and sustainable model to stabilize and then increase admissions, enrollment and retention activities. The following are steps that will be taken to improve GC eTROY to meet current needs, and position the organization to be competitive in the future.

Recommendations:

1. Leadership –
   a. Step One: In October of 2012 the Vice Chancellor for Global Campus, with the support of the Senior Vice Chancellor for Academic Affairs, 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 Success. This position will be responsible for the day to day operations and administration of the directorate of Global Campus Student
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Services and the directorate of Academics and Student Engagement. (Step In-Progress)

iii. Repurpose and retitle an existing Associate Director position as the Senior Director of eTROY Program Delivery. This position will be responsible for the day to day operations and administration of the three directorates of Educational Technology, Instructional Design, and Quality Assurance. (Step In-Progress)

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 online 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. We are pleased to record that Dr. Glynn Cavin was selected to fill this position 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)

Rationale: Current staffing activity supports the conclusion that turn-over in staffing will continue to be a challenge within the Global Campus Student Services unit. The factors contributing to the turn-over are going to be managed through structural, process, and policy improvements, compensation adjustment, and professional development and training. To this end, the concept of “teams” has been developed to assist with the quality and consistently of interaction with students. A student will be assigned to a team, predicated on the student’s selection of an academic program, at the point of admission. The Team will be responsible for supporting the student throughout their time at the University.
This approach will allow Global Campus Student Services the ability to establish a consistent connection with the student no matter the rate of turn-over within the unit, since there will always be an overlap of team member as individuals transition in and out of the team. The Team is responsible for the student, not any one individual. Teams will be organized around colleges and will continue to work closely with the academic colleges to provide accurate and timely support related to academic programs and academic specific activities.

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 Success. 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. (Position development completed and submitted for approval 3 March 2014)

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. (Position development completed and submitted for approval 3 March 2014)

e. Step Five: Create a virtual student engagement function within the Directorate for Academics. The purpose of this unit is to provide the affordance of student engagement to all online students. Retention scholars (such as Tinto) theorize that most non-traditional online learners initially feel disenfranchised, confused, intimidated, and often overwhelmed when they begin their educational experience. That reaction can be mitigated if the proper actions are taken to reach out to the students, make them feel they are part of the University and that we are here to help. Global Campus leadership understands that payoff in the form of increased retention can only be achieved if the engagement function is flawless. Therefore, two positions are necessary to properly perform this function. One individual will be tasked with the responsibility to maintain currency and relevancy of the content by closely coordinating with many other Troy University units; 100% of his 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. One new content management position will need to be approved; however the educational technology position will be filled by one funded and vacant position in eTROY. (Request to fill was submitted in People Admin February 2014)

f. Step Six: Troy University takes great pride in the quality of the education provided to all students and has established a strategic goal to increase student
access to more online program opportunities. 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) (Planning and development of structure began on 1 January 2014)
g. Step Seven: The constant turnover of Global Campus Student Services staff has a negative effect on student retention. Advisor turnover results in lack of experience and poor service to our students. 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 – In-Progress
      iii. sub-step three – In-Progress
   c. Number 1; step three – Completed
   d. Number 2; step one – Completed
   e. Number 2; step two – Completed
   f. Number 2; step three – In-Progress
   g. Number 2; step four – In-Progress
   h. Number 2; step five – In-Progress
   i. Number 2, step six – In-Progress
   j. Number 2, step seven – In-Progress

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

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

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

Yellow. Resources are to be addressed in College budget plans.
1.3 Create a comprehensive approach to serve the needs of military and veteran students and their families.

Efforts towards creating, delivering and maintaining a comprehensive approach to serve the needs of military and veteran students continued at pace during the six month period from October 2013 to March 2014.

Externally, efforts to tell the Troy story, increase brand awareness, and to maintain, expand and build relationships within and outside of a 300 mile radius of TROY continue moving forward. New vehicles to help tell the TROY story have been sought and found and a review of marketing materials was undertaken to insure appropriateness of images and themes employed by the University in its recruiting efforts.

From an internal perspective, efforts at building and increasing staff and faculty awareness of the University’s military mission continue, new resources for in school military students have been made available and a very positive report from the University’s Third Party Review visit has been received providing external expert confirmation that the University’s efforts to serve its military students are both professional and effective.

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

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

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

Yellow. Measures undertaken to better serve our military students are regularly being updated, modified, expanded and improved to increase effectiveness.

In the recent period, the University began hosting a Vet Success on Campus (VSOC) staff member from the VA, a military student check-in form has been put into practice to smooth the transition into higher education, a VA / GI Bill guide for the University’s recruiting staff has been developed and circulated and the University has become a member of “Got Your 6 Pledge” and an organizational meeting of students interested in forming a TROY chapter of the Student Veterans of America was held.
The Troy for Troops Center was opened in the Trojan Center as a safe haven for our military population. The Center provides a place for gathering, advising, visiting with a like population, asking questions and finding answers, meeting with the VSOC staff member, studying and for being made to feel welcome at TROY.

Relationship building visits were made to Keesler AFB (MS), Joint Base Lewis McCord (WA), Naval Base Kitsap and Naval Air Station Whidbey Island (WA) and TROY was represented at the annual conference of Council of Military Educators of Washington State (CMEWS) in November. Further, in February 2014, the University was represented at an Education Fair on Patrick AFB (Cocoa Beach, FL) and enjoyed high visibility at the Virginia ACME Conference and Education Fair in Virginia Beach in March.

Troy’s Criminal Justice Program was featured in article in the December issue of Military Advanced Education, a Troy military student was spotlighted in the February issue of GI Jobs, the February issue of Military Advanced Education included considerable copy regarding TROY’s approach to serving the military and their March issue included a feature on the Master of Public Administration Program.

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 T3/Spring 2014, military enrollment stood at approximately 5,128 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. Growth potential was dealt a significant negative blow in October 2013 when the Tuition Assistance Program was temporarily suspended due to the government shutdown. This action impacted new active duty student enrollment and active duty enrolled student continuation. Naturally, the impact of the government shutdown will be felt in the University’s active duty enrollment numbers for more than one term. It should be noted here that this is the second instance in which the Tuition Assistance Program has been halted during calendar year 2013.

Efforts are underway to increase new student starts and enrolled student persistence now that the TA program has been reinstated.

The University introduced a new advertising and print campaign in Winter 2014. New print ads are expected to include contact details of “local sites” and should bolster recruiting efforts at Global Campus locations.
1.3.5. Monitor impact, progress and introduce corrective and / or new measures as needed, throughout the remaining period of the plan.

Yellow. Results of the student survey conducted in Winter 2013, the recent report from the Third Party Assessment Review, the university’s inclusion in the “best of military colleges and universities” by Military Advanced Education, GI Jobs and the Military Times suggest that our service to the military student community is both effective and appreciated.

In spite of these steps forward, a study of student behavior within this student body segment indicates that retention needs to be improved. Measures to better understand why students are leaving our programs are currently being considered (while some student attrition can be the result of “demands of the job”, it is likely that this is not the only reason for dropping out.) Once adequate data is gathered and analyzed, steps will be taken to correct identified problem areas and reverse the current trend.

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

Yellow. The MEAC Committee is informed of updates, results and plans at each of its scheduled meetings.
1.4 Expand access to academic programs for students through eConnections, a National Guard Connections initiative, online educational support for the River Region, and increased program offerings on the Alabama campuses.

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 will 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.

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.

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

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

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:** A new strategy will be developed to engage more effort from recruiters at Dothan, Montgomery, Phenix City and all Global Campus locations in reaching out to train local Guard and Reserve 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 for community college status has been delayed until June or December 2015 for approval. However, Troy University has begun to accept some credits from Trenholm students since June 2013 because Trenholm was approved for community college candidacy status on that date. This objective’s goal has not been completed; however, it was not due to Troy University’s lack of effort. According to the
Trenholm President, even after the formal SACS approval, it will still take a few years for Trenholm to have enough faculty to fully convert all programs to community college format. Troy University officials are continually communicating with the Trenholm President about possible future partnership opportunities such as grants and Troy’s “3-4” Connection Program. A meeting was held on February 7, 2014 between Troy University officials and the Trenholm President and his staff to discuss partnership opportunities between the two institutions. Partnership activities were initiated. 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.

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

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

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

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

Synopsis:

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

The University will work to:

1) Increase grant and contract productivity for faculty and staff.
   Sponsored Program productivity is progressing through consistent manager training, faculty workshops and enhanced website information availability. Additional staff is needed to continue to provide the caliber of support required by a deadline driven office. The Office of Sponsored Programs is committed to increase competitive proposal submissions by 10% from base year 2010-2011 to 2015. A single issue’s resolution remains to be resolved. Presently we are challenged to differentiate between grants that also involve research components. To date, grant awards/accounts are coded by accountants for each grant and the process does not account for a combination of activities (e.g. Community support and research). This issue is continuing to be discussed in the University Research Council. Defining “Research” as it applies to grants and contracts currently awarded is the remaining critical component need to correctly capture all research activities. Additionally, an additional mechanism is required to capture the additional research opportunities for faculty and student.

2) Increase research productivity for faculty.
   Progress is clearly being made in the ability to capture and report faculty intellectual contributions, creative works, scholarship and research across the University more accurately. The purchase and implementation of Digital Measures has been very helpful in collecting and reporting faculty research productivity. The numbers of projects reported are being distributed across more faculty participants. The ability to report scholarly work in a common and consistent way and to use research activities in Tenure and Promotion decisions has contributed greatly to the increased activities in this Strategic Initiative. Scholarly activity that is reported according to common categories and annual reporting has greatly facilitated both the accuracy of reporting and encouraged all faculty members to engage in research activity across the University. To date, 99% of all full-time faculty members have currently reported their intellectual activities. The number of faculty applying for internal research grants has increased from 17 to 83 in AY 2010-2011, exceeding the goal set for 2014-2015. In AY 2011-2012 the number of faculty applying for internal grants was 128. This goal has been met and greatly exceeded expectations.

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

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

A. Implement OSP manager training and develop a one-stop website for post management of proposals for successful writers and managers.

- **Green** - Manager training is ongoing. Team meetings are assembled for new managers who have secured “projects of significance”. These teams consist of representatives from Purchasing, Human Resources, Accounting, project and supervisory staff. Well trained University team members provide fewer points of resistance in processing faculty grant awards, proposals and interagency support.

- **Green** - The one stop website is operational and is located here: [http://trojan.troy.edu/osp/managing-success/index.html](http://trojan.troy.edu/osp/managing-success/index.html). This site is regularly updated and is currently undergoing a site revision. Additionally, budget resources and information are also linked here: [http://trojan.troy.edu/osp/writing-great-proposals/budget.html](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 Proposal Submissions Graph](image)

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 is a significant factor in proposal development. 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 $9,545,162.00.

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

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th># Workshops &amp; Training</th>
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<tbody>
<tr>
<td>2005-2006</td>
<td>4</td>
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<td>2006-2007</td>
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<td>2007-2008</td>
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<td>2008-2009</td>
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<td>2009-2010*</td>
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<td>2010-2011</td>
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<td>2011-2012</td>
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<tr>
<td>2012-2013</td>
<td>74</td>
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<tr>
<td>2013-2014</td>
<td>13</td>
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</tbody>
</table>

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

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

- **Red** – Sponsored Programs continues to meet the increasing demands of a rapidly expanding operation with a skeletal staff. OSP is supported by two full time professional staff members with one full time support staff member. Two workshop positions are approved and filled. A graduate assistant has been approved but not filled.

D. Progressively increase overall sponsored program activity, revenue and indirect cost: maintain or increase sponsored program activity each fiscal year; maintain or increase revenue spent each fiscal year; and generate or exceed the university’s budget for indirect cost. In addition, to increase by 100% sponsored program revenue using 2010 as baseline.

- **Green** – summaries of sponsored program activity, revenue, indirect cost and accomplishment of the 2015 goal are listed below:
*Dollars pursued exceeded dollars pursued in the previous year. Dollars pursued in the first quarter represent half of all dollars pursued in 2012-2013.

*Revenue secured is slightly below revenue secured in the previous year. This decline is partially attributed to the closure of the DYS Montgomery Group Home ($550,000) and the move of the Confucius monies outside of Sponsored Programs ($150,000). Revenue secured in the first quarter of 2013-2014 represent one-third of all revenue secured in 2012-2013.
Fulfilling the Promise: The Strategic Plan for 2010-2015
Semi-Annual Update for October 2013-March 2014

Indirect Cost

*Indirect revenue secured in 12-13 significantly exceeds indirect revenue secured from the previous year. Indirect for FY 13-14 is projected to meet or exceed previous year.

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

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

OSP has committed that we will increase competitive proposal submissions by 10% from base year 2010-2011 to 2015. The competitive base for 2010-2011 for competitive dollars submitted is $15,821,091. Final competitive dollars pursued to date for fiscal year 12-13 exceeded this base at $20,459,543. 13-14 competitive dollars pursued is slightly over $9 million as of March 2014.

Competitive Proposal Summary

*Competitive dollars pursued in 12-13 exceeded competitive dollars pursued in the previous year.

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

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

Faculty self-reported research activity via an online survey during the first two-year period from AY 2008 – 2010. The online research activity survey was distributed to all full-time faculty members. Not all faculty teaching during this two year period elected to participate in the voluntary annual survey. It was found that those who did self-report their research activity were engaged in significant research activities. The ratio of the numbers of research activities to faculty members reporting reflected unusually high participation rates of 6.8 and 7.3 respectively. This trend did not continue once all faculty were required to report current research activities annually.
In AY 2010-2011 a common faculty reporting system for intellectual activities (Digital Measures) was initiated. The first year of standardized reporting showed that 99% of the full-time faculty teaching in AY 2010-2011 created Digital Measures accounts for reporting research, scholarship, creative activities, service and teaching activities. The 569 faculty members participating reported an average of 3.0 projects per faculty member per year.

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

In AY 2012-2013, 387 faculty members (of 567 total faculty members, or 68%) reported updates of 1,936 Scholarly activities or an average of 3.4 projects per faculty members engaged in research during this academic year. The details include 276 individual faculty members reported 1,113 papers, 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.

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

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

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

This strategic objective has been met.

- **Green** - A University wide reporting system (Digital Measures) has been adopted and implemented. Faculty has been asked to enter all vitae data beginning in AY 2010-2011 for the last two to three years of research, scholarly activity, service and teaching. Approximately 99% of the faculty has...
completed entering their vitae information at this time. The addition of Digital Measures software system has 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.

  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 - Ensure research and grant opportunities for students** – The number of students seeking external research initiatives were assessed: AY 2008-09 – 3 projects for $1,191, AY 2009-10 – 4 projects for $1,491, AY 2011-2012 – 5 projects for $2,036, and AY 2012-2013 - 7 projects for $2,936 was awarded.

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

  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.

<table>
<thead>
<tr>
<th>College</th>
<th>UG Intellectual</th>
<th>GR Intellectual</th>
<th>UG Presentation</th>
<th>GR Presentation</th>
<th>UG Creative</th>
<th>GR Creative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
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<td>10</td>
<td>20</td>
<td>24</td>
<td>6</td>
<td>2</td>
<td>87</td>
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<tr>
<td>Communication &amp; Fine Arts</td>
<td>33</td>
<td>22</td>
<td>128</td>
<td>17</td>
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<td>Health and Human Services</td>
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<td>31</td>
<td>35</td>
<td>31</td>
<td>1</td>
<td>5</td>
<td>147</td>
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<tr>
<td>Sorrell College of Business</td>
<td>9</td>
<td>45</td>
<td>3</td>
<td>22</td>
<td>3</td>
<td>6</td>
<td>88</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td><strong>141</strong></td>
<td><strong>131</strong></td>
<td><strong>228</strong></td>
<td><strong>128</strong></td>
<td><strong>121</strong></td>
<td><strong>79</strong></td>
<td><strong>828</strong></td>
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</table>

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

<table>
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<tr>
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<th>Total</th>
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<td>Arts and Sciences</td>
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<tr>
<td>Education</td>
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<td>Health and Human Services</td>
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<tr>
<td>Sorrell College of Business</td>
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<td>8</td>
<td>7</td>
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</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>103</strong></td>
<td><strong>89</strong></td>
<td><strong>120</strong></td>
<td><strong>262</strong></td>
<td><strong>304</strong></td>
<td><strong>39</strong></td>
<td><strong>917</strong></td>
</tr>
</tbody>
</table>

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.

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

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

This strategic objective has been met.

Yellow - Student thesis projects will be reported as a parameter of individual student research inquiry activities – students produced 157 theses in AY 2009-2010. Annual thesis activity during AY 2010-2011 and AY 2011-2012 average 10 to 15 thesis projects and 10 to 18 doctoral residency projects. During AY 2012-2013, 17 thesis projects and 9 doctoral residency projects were produces.

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 for in the process of completion for May 2014 graduation.

A common reporting system is still needed to collect student research and Student Learning Objectives, research opportunities and productivity across the University.

The number of thesis projects remains limited.
1.6 Ensure the University remains competitive in tuition and rate structures.

The tuition and rate structure comparison for the 2013-2014 academic year was submitted to the committee Champion, Dr. Jim Bookout, March 2014. He will share our ranking with Dr. Hawkins. This along with the FY 2015 operating budget currently in development will determine the need for any changes in tuition and fee rate structure for the 2014-15 academic year.

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

Yellow. The tuition and rate structure comparison for the 2013-2014 academic year has been prepared and submitted to committee Champion, Dr. Bookout. This comparison will be shared with Dr. Hawkins as a part of the budget review process for 2015. The status of this objective is ongoing and the review will be repeated on an annual basis for the duration of the Strategic Plan for 2010-2015.

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. Results for the FY 2015 expenditure budget are pending. Once we have confirmation of the final expenditure budget, projected credit hour production and expected State Appropriation level, we will know whether a change in tuition and fee structure for FY 2015 will be necessary.

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

White. This objective is on hold pending completion of Synoptix implementation and the rebuilding of templates for budget reporting and analysis.
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 $19.6 million to reach the Development goal. The Annual Fund is off to a good start this year.

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

Benchmarks:
- 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 March 31, 2014 we have surpassed our overall goal for this time frame ($175m – see above) and, in fact, have surpassed the goal for the Campaign. In total, we have raised over $208 million. The Development total is $80.4 million toward our goal of $87.5 million; we are 91.9% 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.

Yellow. NOTE: This goal was reformulated – it was determined that we needed to consistently reach a half million dollars before raising the bar. As of March 31, the Annual Fund stands at $149,000 or 29.8% of its 2014 goal.

1.7.5. Add at least $2 million dollars in planned gifts each year for the next five years.
As of March 31, 2014, we have added $100,000 in planned gifts toward our goal of $2 million – or we have achieved 5% 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).

We have raised approximately $.5 million toward our goal as of March 31 – or .25% of our 2014 goal.

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

From January 1 – March 1 2014, Athletics has raised approximately $37,700 or 7.5% of their goal for the year.

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

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.

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.

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

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

Yellow. Considerable market research has been conducted. A focus is being placed on the development of professional certification preparation courses and professional certificates. Three programs have been developed: SHRM certification preparation, Cyber Security, and ITP master mentor program. Work is currently underway to develop the following online offerings: pre-licensure course for insurance, human resources certificate, certified dietary manager, leadership, and hospitality management. In addition, a partnership with Ultimate Knowledge Institute was established to deliver high level IT certification preparation classes. Development of the first two classes with UKI is near completion.

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

Yellow. Small CE budgets across the University were consolidated under one authority to allow for better use in developing new programs. As new programs are developed with the colleges, a financial return to the colleges is being included. One such arrangement is with the Master Mentor program where 50% of the net proceeds will be transferred to the ITP Department. The first of these transfers have been completed.
1.9 Grow national and international alumni chapters and individual alumni connection with the University.

The Associate Vice Chancellor for International Programs has been tasked in 2014 to improve outreach to international students and alumni via social media.

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: As of March 31, 2014 we had 1,238 paid memberships. Our goal for the year is a 20% increase from last year or 4487. We have to date reached 27.6% of our goal. (Please note that our clock for membership starts over at the beginning of the calendar year and that this year we will only count paid memberships and not include the free memberships granted at graduation, as we had in the past);

- We had 202 student alumni memberships in 2013; At the end of this quarter we now have 211 student members. This represents 45% of our goal for the year.
- 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.

- Lifetime memberships numbered 640 on December 31, 2013; Our goal for 2014 will be to have 704 lifetime members. We added 11 new lifetime members since December 31, 2013 for a total of 651, which represents 92.5% of our goal.

- In 2013 we had 26 parent memberships. We have not added any parents for this quarter ending March 31, 2014. However, the primary time that we sign up parent memberships is during IMPACT.
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- **Yellow.** We are currently working on chapters in Vietnam and a Lawyers and Veterans chapter.
- **Yellow.** We are currently working with several chapters: The Birmingham Alumni chapter is working to rebuild and has a new president with new officers. They have had several meetings this year and are up and running.
- **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. Currently working with Matt Clower and will soon have a model to share.

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

**Yellow.** In 2013, we received 6641 gifts from alumni. Our goal for 2014 is 7969 gifts. From January 1 – March 31, 2014, we have received 1360 alumni gifts or 17.1% of our goal.

1.9.3. Increase alumni engagement in University activities and events:

**Yellow.**

- Involve alumni in the planning of the 2012 Celebration event; goal is to have no fewer than 300 to attend this event. We exceeded this goal.

  Several alumni were on the committee for the planning of the 2012 Celebration - which included the 125th Birthday Celebration, the second TROY Shield Society induction and the public announcement of the capital campaign. At the 125th Dinner there were 287 in attendance. This took the place of the 2012 Alumni Spring Reunion dinner. The Scholarship Donor/Recipient Brunch and it continues to grow. This year over 300 were in attendance. Alumni Affairs also hosted a Golden and Silver Trojan Induction Reception which was attended by approximately 50 individuals as well as tailgating for the T-Day Game which was attended by over 100 individuals.

1.9.4. Effectively communicate with all alumni:

- **Green.** Continue to develop and utilize Facebook for alumni affairs.
- **Yellow.** Increase the number of Facebook contacts by 20% each year 2011-2015. As of September 30, 2013 our Facebook page had 1,245 likes compared with 818 likes at the end of 2012. By December 2013 we had 1,320 likes – 502 more than 2012. At the end of March 31, 2014 we now have 1,344 likes, with a goal for the year of 1584. We have already reached 84.8% of our goal.
- **Yellow.** Establish Twitter link by mid - 2011. Increase the number of followers 20% each year 2012-2105. We had 400 followers on our twitter account in March of 2013. As of December 2013 we had 687 followers or 287 more followers. By the end of this quarter we have 805 followers; our goal for 2014 is 825. Thus, we are already at 97.6% of our goal.
- **Green.** Continue to publish the Alumni Magazine, but add on-line versions of all editions by 2012. The Alumni Magazine is located on the troy.edu website as well as being published.
1.9.5. Develop and implement an alumni satisfaction survey each year.

**Green.** We currently have an alumni survey on our Alumni webpage. We are able to access information throughout the year to help in planning.
1.10 **Expand the activities for the International Center for Business and Economic Development and establish the Manley Johnson Center for Economic Study.**

*Plans are being finalized to move the headquarters for CIBED operation to the Montgomery Campus.*

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.** *Mr. Greg Jones was hired to lead CIBED. Plans are being finalized to move the headquarters for CIBED operation to the Montgomery Campus. Satellite offices will remain in Dothan and Phenix City. This also includes plans a new office for the Johnson Center on the Montgomery Campus as well.*

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.** *All goals have been accomplished except for Objective A; Retooling of the Website. Issues still remain as to control of content, but the SCOB continues to work through issues.*

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

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

Stewardship activities continue university-wide as all divisions try to cut cost where feasible. An example includes the review of the existing Print, Copier and Mail Services contract, which expired in 2013. After completing the RFP process for this contract, TROY will realize savings of $55,000 per year or $275,000 over the life of the contract (five years). The committee will continue to monitor opportunities for cost savings and promote stewardship university-wide. Additional efforts are being made by another University committee, the Right Sizing committee, to identify opportunities for savings across campuses.

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

Yellow. The committee will continue to review administrative program activities to identify opportunities for cost savings. This will be an ongoing task throughout the Strategic Plan for 2010-2015. In addition to this committee, the Right Sizing committee will investigate and report on opportunities for cost savings or cost avoidance.

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

White. 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. We are in the midst of implementing Synoptix financial reporting software (replaced FRx) and manually migrating reporting templates from FRx to the new Synoptix system. This is a labor intensive process (complicated further by the recent restructure of the GL account numbers) and has taken priority in the Budget Office to ensure budget to actual expense reports are available for the 2015 budget process. This objective is on hold until the implementation of Synoptix and the required reporting templates is complete.
1.12 **Strengthen leadership development opportunities for students.**

*This objective is moving forward with two new leadership courses, the LDR 1100 course offered as an approved General Studies course and the four core Leadership courses available in the eTroy domain.*

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

**Green.** *Program is scheduled to teach two new (3 credit hour) leadership courses in Fall of 2014. In fact, the LDR 3320 (Great Leaders) course was offered for the first time in the eTroy domain in Term IV, of 2014. The additional course offerings will provide students the opportunity to complete the Leadership Minor’s 18 credit hour requirement within the construct of the academic program. This will help mitigate student concerns about the current need to complete 6 credit hours of outside coursework and encourage more students to complete the minor. The LDR 1100 (Introduction to Leadership) course was approved as a General Studies, Area IV Elective and it is now offered on a MWF format and should encourage more students to take the course. Finally, the four core Leadership courses are all now available in the eTroy domain.*
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.**

*This objective is complete except for academic accreditations reevaluation which is currently under review and should be complete by Fall 2014.*

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

**Green. Compete.**

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

**Green. Compete.**

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

**Green. Complete. Resulted in limited number of recommendations to include computer science and business/accounting.**

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

**Green. Compete.**

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. To be completed by start of Fall 2014.**
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 Alabama Association for Higher Education Diversity Officers’ Conference at Auburn University in November 2014.

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 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.

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

White. This goal planning has not yet begun.
2.5 Increase developmental opportunities for faculty, staff, and academic leaders.

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

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

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

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

Yellow. Planning for the initiative is complete. 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.

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

Yellow. QEi related training in 2014 will focus on improved customer service for international students.

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 Imagining, 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), Entrinsik 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. Progress made in some disciplines but no standardized curriculum established.**

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.

Green Inventory review was completed October 2011 and ongoing.

EchoSign:
There is a total of 35 forms in the deployment process within EchoSign. They are as follows:

Deployed:
- Seventeen forms have been deployed through EchoSign. They include: Leave Request, Incomplete Grade Request, Graduate Recommendation Form, Graduate Student Acknowledgement, Faculty Report of Intent to be Absent, Staff Handbook Receipt, Asset Pickup & Delivery, Adjunct Faculty Evaluation, ITG Term Fee Waiver, ITG Semester Fee Waiver, OITG Term Exception, OITG Semester Exception, College of Education Faculty Material Use Request, Leadership Scholarship Award Letter, Equipment Loan Release Form, Transient Authorization Form, and Employee Confidentiality Agreement.
- One form has been deployed through the MegaSign Portal which utilizes EchoSign. This form is the Adjunct Contract.

Testing:
- Two forms are currently in the testing stages within EchoSign. They include: Application for Travel Approval and Transfer Scholarship Award Letter.

In Development:
- Four forms are currently in development within EchoSign. They include: Course Substitution Form, Contractor Confidentiality Agreement, Stipend Form, and Master Schedule Change.

In Review:
- Eleven forms are currently in the review process within EchoSign. They include: SCOB Foundation Course Requirements, Withdrawal Form, Authorization to Provide Services, Cell Phone Deduction, Faculty Pay Authorization, Faculty/Staff Info, Employee Data Collection, Employee Tuition Assistance, Employee Dependent Tuition Assistance, Donation of Surplus Property, and Travel Expense Form.
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Total Number of documents sent through EchoSign October 2013 – March 2014
11,266

Total Number of documents sent through EchoSign October 2013 – December 2013:
5,144

Top 5 Forms:
1. Leave Request: 1821 sent
2. Graduate Recommendation Form: 1035 sent
3. Adjunct Contracts: 672 sent
4. Graduate Student Acknowledgement Form: 644 sent
5. Incomplete Grade Request: 385

Total Number of documents sent through EchoSign January 2014-March 2014:
6,122

Top 5 Forms:
1. Leave Request: 2038 sent
2. Graduate Recommendation Form: 1455 sent
3. Adjunct Contracts: 1301 sent
4. Graduate Student Acknowledgement Form: 516 sent
5. Incomplete Grade Request: 227

TrojanTXT:

Oct 2013 – Dec 2013: There is a total of 2,563 students registered with TrojanTXT. Fourteen unique messages were sent to students during 2013. A text-to-win campaign was also launched in October 2013. By sending billing notices through TrojanTXT, approximately $2,745.00 in savings could be generated.

Jan 2014 – Mar 2014: There is a total of 2,768 students registered with TrojanTXT. Only one message has been sent to Troy Campus student in 2014. A total of 66 students have participated in the text-to-win campaign.

Document Imaging:

Deployed:
- Three information processing systems have been deployed through Document Imaging. They include: Human Resource I9 Forms, Talent Release Forms added to Student Records, Student Financial Services FaxServer.
- One information processing system has been deployed: The system is the Toolbar for Financial Aid.
- AutoIndex has been deployed for the HR department

Web Development:
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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.**

**Deployed:**
- Seventeen forms have been deployed through EchoSign. They include: Leave Request, Incomplete Grade Request, Graduate Recommendation Form, Graduate Student Acknowledgement, Faculty Report of Intent to be Absent, Staff Handbook Receipt, Asset Pickup & Delivery, Adjunct Faculty Evaluation, ITG Term Fee Waiver, ITG Semester Fee Waiver, OITG Term Exception, OITG Semester Exception, College of Education Faculty Material Use Request, Leadership Scholarship Award Letter, Equipment Loan Release Form, Transient Authorization Form, and Employee Confidentiality Agreement.

- One form has been deployed through the MegaSign Portal which utilizes EchoSign. This form is the Adjunct Contract.

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

**Deployed:**
- Three information processing systems have been deployed through Document Imaging. They include: Human Resource I9 Forms, Talent Release Forms added to Student Records, Student Financial Services FaxServer,

**Deploying:**
- One information processing system is in the process of being deployed: The system is
Testing:
- One information processing system is currently in the testing stages within Document Imaging. This system is the AutoIndex.

Web Development:
- 198 new forms and information processing systems (Open Houses, seminars, training, IT Summit, Telecom, Admissions, Scholarship, SMS, Student Involvement, Student Support Services, GL Conversions, Surveys, Continuing Education, Education, Student Orientation, Research and More)

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.

Recruiter software was deployed, website redesign is making excellent progress and new online resources for online student success is nearly ready to launch. New analytics are being reviewed for high volume, high WDF courses. A new Enrollment Manager has been hired on the Montgomery campus.


Green. 2.8.1 has been completed although it will be important to update the trends as new ones are identified, as well as update the situation and market analysis. Relevant analysis and updates are shared through the Enrollment Management Task Force, where warranted changes and solutions can be approved in response to environmental variables – Last trend analysis conducted January 14.

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

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

2.8.3. Conduct SWOT analysis annually.

Yellow. SWOT Analysis is conducted annually and shared with Enrollment Task Force – Last analysis conducted December 13.

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

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

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

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

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

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

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

Yellow. Strategies and initiatives necessary to achieve this increase have been identified and will be ongoing.
2.9 Assess and improve the institution through the use of the Alabama Quality Award.

Application for Gold level submitted and a site team visited the campus in November 2013. The team’s findings 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 will be developed for enhanced recruitment for each college that will promote more effective communication, coordination and collaboration.

A new task force on Learning Technology has been charted by the Chancellor to promote innovation related to online text books and other technology.
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.


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. Telephony integration across campuses/regions
3. Network Infrastructure Upgrades
4. Ad-hoc Videoconferencing
5. Web design
3.1.5. Deploy improvements based on level of criticality

**Yellow**

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

3.1.6. Assess success of programs’ implementation

**Yellow**

1. ERP Ad-hoc reporting system - in progress, surveys under review and work day scheduled with IT reporting team
2. Telephony integration across campuses/regions - in progress, funding request under review; Adutante solution purchased for call quality assurance with e-Campus support unit
3. Web design – Effort to deploy Recruiter and transition www.troy.edu to Troy data center are underway. New design for hub accepted and deployment plan is being developed. HERMES site was launched, offering consolidated electronic communications venue.
4. Funding received for increased bandwidth for Troy, AL campus. Architecture update continues
5. Wireless Network Enhancements – Complete, outdoor Wi-Fi under review
6. Internet Access Enhancements - Complete
7. Ad-hoc Videoconferencing – Complete
3.2 Develop and maintain a sustainability plan for space utilization, and facility and land development.

A comprehensive carbon footprint analysis was completed for all Alabama campuses. There has been a 25% reduction in utilities in targeted buildings. Recycling with K-W plastics has expanded. Earth Day events and expanding recycle continue.

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
- MSCX
- Wallace Hall
- Sartain Hall
- Eldridge Hall
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 2011. 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.

Green. 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.

Green. 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.

*Long Hall is now complete, the steel is going up at Phenix City Riverfront project, Alumni Hall is scheduled to come down and an analysis of Sartain is being conducted.*

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. Project design is started; scheduled construction start May 2014.


**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.

**Yellow.** Renovate Softball Complex. Approved objective fall 2012. Start date September 2013; 95% completion. Scheduled completion April 2014.
3.4.4. Contingent on community support, complete the Riverfront facility in Phenix City by 2012.

\textbf{Yellow.} Start date October 2013; 20% 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.

\textbf{Yellow,} Dothan Campus - Project approved 2012; selection of architect in progress. Anticipated construction start date 2015.

\textbf{Yellow,} Montgomery Campus - Fund raising effort is being organized. Project contingent on private and gift funding. Student enrollment a factor in justifying the project.
**3.5 Continue to develop opportunities for community development on all Alabama campuses.**

A China Symposium was presented in Dothan in March 2014. There was community focus at the Joint Board Retreat and a strong community involvement in at the Phenix City planning retreat in March 2014. The Sorrell College of Business is working with the cities of Ozark and Eufala.

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

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

**Green. Completed October 25, 2010.**

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

**Green.** Existing community development activities were discussed and all attendees will send completed lists to Dr. Jeffrey.

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

**Green.** Dothan Campus completed October, 2008.

**Green.** Montgomery Completed 2009

**Green.** Phenix City Completed 2011

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

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

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

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

*Participated in the U.S.-China Manufacturing Symposium and two new businesses have been announced for Dothan; Dothan 3D and Wipfli.*
Dr. Jeffrey 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 has been involved with the China Symposium, where over 300-500 companies will come to Dothan in March, to look at the Wiregrass as possible sites for locating their companies. Troy University is working to help locate as many of these companies as possible. This is a strong relationship between local governments and private industry and our University. The conference will be held in March 2014.

The SCOB has been working with the City of Ozark and Eufaula to enhance their opportunity to locate new industry to their areas.
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. In addition, the Broadcast and Digital Network is working to improve the technical quality of athletics programming.

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 75 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 will receive 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 will receive formal media interview development provided by University Relations staff and a media training consultant.

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.

The University Archivist has made a number of strides forward and has the STAR Knowledge Center for Archives at Homecoming available and it is searchable through the Internet. However, additional funding is needed on an annual basis to make it openly available to anyone. A lot of progress has been made.

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

**Yellow**. The physical space is available and committed. Physical Plant has done a walk-through of the location. Final planning of the space awaits completion of a space utilization study of all three library locations.

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

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

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

**Green**. The grant application was made but was not received. Additional applications have been made or are in process.

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

**Green**. Much of this has been accomplished but there will continue to be changes as new materials are processed into Archives.
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 Spring and Fall semesters, student-athletes logged in over 32,000 hours of study time and 224 student-athletes had 3.0 or higher grade point average for this past Spring semester and 215 this past Fall. During this Fall semester, utilizing the GradesFirst Academic Software system, the Office of Student-Athlete Services was able to electronically submit approximately 5,694 requests to Faculty for academic progress with 3,568 being executed and returned. Also, tutorial request by student-athletes were met with a 100% fulfillment rate while logging in 633 hours of working with tutors.

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. The NCAA provides limited funding for speakers which we have utilized for subjects such as binge drinking, gambling, anger management, stress management, dietary supplements and eating behaviors. Additionally, we utilized Dr. Spencer, a Sports Psychiatrist, to educate student-athletes on mental health and well being.

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 have just been completed to the golf course practice area that includes new greens and fairways. Architectural renderings have been
drawn to include a Golf Clubhouse on the new practice area. Construction is to begin within six months. A three million dollar renovation is currently under way to the softball complex. This will entail lowering dugouts, expanding the press box area, new locker room and lounge, covered hitting facility and artificial turf. The facility is near completion with a Dedication date scheduled for April 26th. Preliminary architectural drawings have been made to upgrade the areas of tennis and football. Tennis continues to cultivate potential donors in their facility voyage. The primary facility campaign is the North Endzone Project which is a new football building that will house locker rooms, coaches offices, recruiting lounges and premium seating. This campaign is 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.

Yellow/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 have been approved and are scheduled to be erected prior to the beginning of soccer season this year.

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. This objective will be evaluated on an annual basis. Each varsity sport participating in the Sun Belt Conference will be ranked on place finish at the end of the year. The 2012-13 season ended with Troy finishing 9th less than 10 points from 6th place. During the 2012-13 year, there was a change in the Director of Athletics. The new Director of Athletics is in the process of assessing each sport program. The assessment will be wide ranging to determine the needs of each program to consistently compete for Sun Belt Conference Championships.

Currently, Troy is ranked in 8th place in the Sun Belt Conference overall. There are still seven championships remaining for the Spring with one of those just completed, women’s golf. Troy won the Conference Championship in golf.
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.
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.

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. Most recent 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 new study abroad scholarship was established, international scholars are currently being hosted in several colleges and academic departments within the university. While faculty gains a great deal of experience in blending international and domestic students into the classroom experience, no specific action has been taken to engage faculty on the topic.

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

White. No action taken in this area since last report.

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

Green. The university has established a new study abroad scholarship program to incent students to pursue study abroad opportunities. In addition, international scholars are currently being hosted in several colleges/academic departments within the university.

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

Yellow. – Due to the large presence of international students at Troy University, faculty continue to gain extensive experience at blending international and domestic students into their course content and the classroom experience. Nonetheless, no specific action taken this term to engage faculty on this topic.
4.3 Engage administrative staff in supporting international initiatives and students.

In Summer of 2014, an Institute for Intercultural Communication Workshop will be presented by Dr. Darla Dierdorf. A discussion is underway with the community regarding off-campus housing.

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

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

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

**Yellow.** The implementation process of delivering a symposium focused on creating an atmosphere within the university that embraces intercultural differences has begun and the date is scheduled for June 2014 on the Troy Campus. A guest speaker from the Association of International Education administrators will be presenting best practices at the June symposium. The team is currently working on the details for the symposium that will facilitate the training of faculty and staff who provide students with academic, professional, and financial advising to the SVC for Student Services, Dean of Undergraduate Studies, and SVC for Academic Affairs.

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

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

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.**

*The committee met on February 26, 2014 at 10:00 p.m. in the Student Services Office. Those in attendance included: Herbert Reeves, Darlene Stewart, Derrick Brewster and Buddy Starling.*

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

*Yellow.* The focus on the meeting was 4.4.1- “Encourage the Chancellor’s Scholarship recipients to engage in various aspects of internationalization, such as being the roommate of an international student, taking a foreign language, or participating in study abroad.” A final proposal was approved for submission to Dr. Dew and Dr. Hawkins to utilize thirty-five (35) Leadership Scholars to serve as buddies or mentors to Incoming international students. A copy of the approved proposal is attached to this email. The proposal was approved by both Dr. Dew and Dr. Hawkins. The committee asked that H. Reeves work with Barbara Patterson on the selection of the scholars. Darlene Stewart and other staff will provide training for the scholars serving in this capacity. It was the goal of the committee to select the scholars in February; however due to the timing of renewing these scholars, they will not be selected until the first week of May. As of the date of this update, we plan to have all buddies and/or mentors selected within the next two weeks and training scheduled for them. This part of the strategic plan will be put into place and executed beginning fall semester 2014.

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

*Red.* The committee tabled any further action on this initiative due to the fact that there are several other groups working on the Study Abroad program. It was the thought of the committee that these other groups needed to finish their work before the committee made any final recommendations on this objective.

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

*Yellow.* The committee is continuing to work through a number of initiatives in this area to include orientation of new international students, joint activities between domestic and international students (some feel that international students are isolated away from the main student body through some of the activities sponsored specifically for international students), the need for all departments in Student Services to be actively engaged in working with international students to help meet their needs. The initiative will continue to be discussed and reviewed through the summer with the implementation of some items during the fall 2014.
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 “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:

- 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.