Fulfilling the Promise: The Strategic Plan for 2010 - 2015

Year 3
2nd Quarterly/Semiannual Report
Covering January-March 2013
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.

Progress continues and overall, initiative 1.1 has been met and is on schedule to continue toward a completion of all goals associated with it.

1.2 Increase student access to more online program opportunities.

New online programs were presented at the Chancellor’s Briefings; all are in different stages of approval. eTROY is working with the Colleges to set up the programs for delivery once final approval come through.

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

During the quarter from January to March 2013 our military students confirmed to us that they find TROY to be a welcoming and military friendly institution via responses received to the second administration of the Troy Military Student Survey.

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.

There have been significant changes to some of the goals for Objective 1.4. Specifically Goals 1.4.4 and 1.4.5 have had dramatic improvements. The college deans have added numerous new degree programs, concentration or options at most Alabama Campuses, as well as eTroy. In addition to adding new programs, they have also discontinued numerous under-performing programs. While, several of the goals are on hold pending further resources or further actions on the part of Trenholm State Technical College, progress still has been made.

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.
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 2011-2012, 2012-13 to 2015.

A single issue’s resolution remains to be resolved. Presently we are challenged to differentiate between the types of grants and those that 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 being addressed by 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.

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 at various levels of completeness.

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. In AY 2012-2013 124 grants were awarded for a total of $122,995. This goal to have 30 faculty members apply for research grants has been met and greatly exceeded expectations. Additionally, external grant funding for AY 2012-13 has risen to $696,814.

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. In the spring of 2013 a Student Research and Creative Works Showcase was held across the University. The best projects were selected for the top two to three awards for undergraduate and graduate students. This was a good first effort to highlight research efforts across the institution. 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 2012-2013 academic year was submitted to the committee Champion, Dr. Jim Bookout, in March 2013. He will share our ranking with Dr. Hawkins. This along with the FY 2014 operating budget currently in development will determine the need for any changes in tuition and fee rate structure for the 2013-14 academic year.

1.7 Successfully complete the Capital Campaign.

- Our December 31, 2013 benchmarks for the Capital Campaign are to reach at least $175 million overall, with a Development goal of $87.5 million. As of March 31, 2013, we have surpassed our overall goal, having raised over $185 million. The Development total was $74.1 million, which is 84.7% of our goal with three quarters left in the year.
- As of March 31, 2013, we have added $650,000 in planned gifts toward our goal of $2 million – or we have achieved 32.5% of our goal, with nine months left in the year.

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. In the coming months, additional programs will be developed and deployed. Recent additions include SHRM Certification Preparation, ITP Master Mentor and CE provider for the National Forum for Black Public Administrators.

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

- We did not have a Spring Reunion this year because of the Athletics Hall of Fame dinner. This goal will have to be reformulated.
- As of March 31, 2013, there are 1,311 paid Alumni Association members, which is 10.9% of our 12,000 member goal.

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

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

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

The committee reviewed the current indirect cost rate agreement in place with TROY’s cognizant agent, Department of Education. The rate of 37% was set to expire September 30, 2013. A new rate calculation would require a significant amount of employee time to develop a new rate. The University would then have to hire an external auditor to review the calculation. This option was compared with the option to extend the current rate two years at the cost of a one percent reduction in rate and avoid the time and cost of a new rate calculation and required audit. Because so few grants actually allow the maximum rate, the cost to develop a new rate far exceeded the cost of renewing at a one percent reduction in the current rate. We have received verbal confirmation that our request to extend will be approved meaning we have avoided approximately $20,000 in audit fees and countless hours of employee time spent developing a calculation that will result in no additional revenue.

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

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 QEP is now in year four of its five-year cycle as a focused activity to engage faculty, staff and students in creating a culture of reading at Troy University. Considerable progress in launching and sustaining the QEP has been achieved.

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

This process is ongoing. Will reconvene in Summer 2013 to address any updates.

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

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

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

There have been no major changes to this objective during this reporting period; however, a Diversity Program Planning Committee Meeting is planned for April 11, 2013 to review the status and determine the next steps for each goal under this objective.

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. No further progress was made in the development of leadership/management training or developmental opportunities for faculty due to a lack of funds and the vacancy of the QEI position.

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

Faculty continued their active engagement in study abroad programs with Troy University students. In addition to trips to Europe and South America, there were ongoing programs such as the Spanish language and culture activities held in Costa Rica. Efforts are underway to establish longer study abroad programs (semester-length) in such locations as Germany. Germany’s DAAD
financed student travel occurred in the Summer 2012. The two major issues facing study abroad activities are: 1) number of student participants per travel program (often less than 10) and costs for student participation (often in excess of $3000 per trip). Both of these issues are being actively discussed through various committees and work groups in Academic Affairs. The Chancellor’s International Initiative monies, to support faculty travel associated with student study abroad, have been revised by the Academic Steering Committee and now includes a faculty-based review committee for proposals. There is an ongoing effort, targeted for the Spring 2013, to fund short-duration study abroad travel for selected UHP students. Completion of 2.6.1 is a major step toward successful completion of this strategic objective.

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.

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

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

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

Institutional Research, Planning and Effectiveness staff have worked for the past three months to organize and draft an application for Gold Level recognition that is being submitted in June of 2013.

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.

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

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

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

3.4 Pursue renovation and construction opportunities.


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


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

The University conducted interviews with Montgomery community leaders as part of the strategic planning process for the Montgomery campus.

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

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

3.7 Establish a comprehensive University Archival Program.

The new University Archivist began work January 3, 2013. After getting situated with a work space, a computer, dual screens, a printer and various office supplies, he began to evaluate the situation and prepare a request for archival supplies. He also recommended the acquisition of Cuadra Associates STAR Knowledge Center for Archives as a system to catalog, store and make accessible digital and media material.

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.
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.

*Progress continues and overall, initiative 1.1 has been met and is on schedule to continue toward a completion of all goals associated with it.*

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

**Green.** Multiple programs, undergraduate and graduate, have been approved by ACHE at the December 2012 and March 2013 meetings and several UG and GR programs are scheduled for the June 2013 ACHE meeting. In the last two years (2012 and 2013), almost 40 new curricular offerings have been added to the University (new majors, concentrations, minors and extensive revisions to existing programs).

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.** Continues to be met as Deans and their faculty reduce and eliminate programs. SCOB was approved to discontinue its Associate’s degree in Business Administration at the March ACHE meeting.

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 by deans in consultation with campus vice chancellors and Senior Vice Chancellor for Academics.

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 by deans in consultation with campus vice chancellors and Senior Vice Chancellor for Academics.
1.2 Increase student access to more online program opportunities.

Changes in online programs were presented at the Chancellor’s Briefings; all are in different stages of approval. eTROY is working with the Colleges to set up the programs for delivery once final approval come through.

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.

Statement of Work:

Analyze personnel, work flow, work efficiency, and leadership within the Global Campus Student Services and eTROY units to determine if the units under review will sufficiently support activities in Admissions, Records, Advising, Military related services, and on-line learning to assist the Academic Colleges and the University in stabilizing and then increasing admissions, enrollment and retention.

Findings:

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

Recommendations:

1. Leadership –
   a. Step One: In October of 2012 the Vice Chancellor for Global Campus, with the support of the Senior Vice Chancellor for Academic Affairs, eliminated the position of Director of Global Campus Student Services for the purposes of reviewing and reorganizing the unit. This action allowed Global Campus leadership to replace the existing unit leadership with new temporary leadership dedicated to assessing and if necessary reorganizing the unit to meet current demands and to align the unit with institutional practices in Admissions, Records Management, and Student Advising. (Step Completed)
   b. Step Two: First, separate the existing responsibilities of Registrar/Dean of Student Services for Global Campus into two separate positions. Reassign the reporting responsibilities of the Global Campus Registrar to a direct reporting line to the University Registrar. Under the new structure the Global Campus Registrar will be responsible for the day to day activities associated with registration management and document imaging, while working collaboratively with the student management units to support student success and retention. Second, combine the remaining responsibilities of
Dean of Student Services and the previous responsibilities of Director of Global Campus Student Services and develop a new position of Associate Director of Student Support and Success Services. This position will be responsible for the day to day operations and administration of the Student Support and Success Services. (Step Completed)

Step Three: Develop a new position description for replacing the Director of eTROY at the Associate Vice Chancellor level. This position will serve as a senior level administrator for Global Campus and will provide direct leadership for the development and maintenance of online credit and noncredit programs and courses. The Associate Vice Chancellor will also be responsible for the continued development and implementation of strategic plans to support the growth of on-line programs, course enrollment, and student retention. The Associate Vice Chancellor will report directly to the Vice Chancellor for Global Campus and provides strategic vision for, and collaborates with, various internal and external academic stakeholders in establishing and supporting plans and priorities for online, blended, and distance education programs. (Position announced in March 2013/ Hiring activity is in-progress)

2. Reorganization
   a. Step One: Reorganize the current structure of GC Student Services into four areas organized around the four functional activities within GC Student Services; Admissions, Registration Management, and Document Imaging. In addition, develop two positions for continuous training of staff in the areas of Datatel, document imaging, records management, and admissions. (Step Completed)
   b. Step Two: Develop within the new organizational groups, teams to serve and support academic colleges and their students from the time of being admitted to the University through graduation. A team would also be developed within the new grouping to specifically assist military and veteran students, supporting and aligning with the new Military & Veteran Success Center. (Step Completed)
      Rationale: Current staffing activity supports the conclusion that turn-over in staffing will continue to be a challenge within the Global Campus Student Services unit. The factors contributing to the turn-over are not going to be managed through salary, benefits, or other title, but will need to be managed through structure and how the unit is organized. To this end, the concept of “teams” has been developed to assist with the quality and consistently of interaction with students. A student will be assigned to a team, predicated on the student’s selection of an academic program, at the point of admission. The Team will be responsible for supporting the student throughout their time at the University. This approach will allow Global Campus Student Services the ability to establish a consistent connection with the student no matter the rate of 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: Re-title Global Campus Student Services to Global Campus Student Support and Success Services. This title more accurately reflects the activities and services
affiliated with the unit’s activities and mission. The term Student Services is confusing to students, faculty and staff as it suggests activities more closely associated with physical campus activities, i.e. housing, clubs, SGA, etc. (Step Not Started)

d.  **Step Four:** Reconnect Student Support and Success Services with eTROY, under the management and administration of the Associate Vice Chancellor for Distance Learning and Outreach Education. This action will allow the two units to develop and participate in activities in a consistent and connected manner, supporting a consolidated unit with one administrative leader. (Step Not Started)

e.  **Step Five:** Reorganize eTROY to better utilize and function with the new academic college structures and to support a new virtual Student Success Center to address and improve student success and retention for TROY’s on-line students. (Step Not Started)

3. **Timeline to Execute Actions** –
   a. Number 1; step one Completed
   b. Number 1, step two – Completed
   c. Number 1; step three – Completed
   d. Number 2; step one – Completed
   e. Number 2; step two -- Completed
   f. Number 2; step three – In-Progress
   g. Number 2; step four – Not started -- Effective upon hire of Associate Vice Chancellor
   h. Number 2; step five – Not started -- Effective Term 1 2013

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

During the quarter from January to March 2013 our military students confirmed to us that they find TROY to be a welcoming and military friendly institution via responses received to the second administration of the Troy Military Student Survey. Further detail about results of the survey is included in 1.3.1 below.

Michael Camden, Enrollment Coordinator at the University’s Norfolk Site was recognized for his outstanding community service by the Virginia Advisory Council on Military Education (ACME). Michael was organizer of the VACME Annual Golf Tournament which was responsible for raising over $7K for the Wounded Warrior Foundation. This represents important work in an important military market and further underlines the University’s role and commitment to serving our military while at the same time bringing the University broader exposure and increased recognition in this important market.

The University was named America’s first Purple Heart University which is a natural extension of TROY’s long history of service to men and women in uniform.

The University has been invited by the Veteran’s Administration to participate in the Vet Success on Campus Program (VSOC). This program was initiated by the VA to strengthen partnerships with institutions of higher learning and to create opportunities to help Veterans achieve success by providing outreach and transition services to the general Veteran population during their transition from military to college life.

TROY military oriented web pages have been updated to insure accuracy and timeliness.

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 (Recurring)  The Military Student Survey was administered for the second time in late Fall 2012. A very representative return was achieved and responses were tallied and reviewed in early 2013. Most significant amongst the findings was that: 90.5% of the respondents indicate that their experience at TROY either meets or exceeds their expectations; 79% indicate that given the chance to begin their education anew, TROY would be their institution of choice; and, 80% of the respondents either agree or strongly agree that TROY is a “military friendly university.

While there were areas for possible improvement identified, the overall results from the survey do suggest that the University follows a comprehensive approach to serving the needs of military and veteran students and their families.

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. The approach to serving the military is under continuous review and will be throughout the period of the Plan. New measures are regularly being introduced and / or investigated.
The opening of the Troy for Troops Center and communicating its existence and purpose to
the TROY community is one such new measure. Outreach activities to external organizations
(VSO’s and NGO’s) that might be interested in supporting the activities of the Troy for
Troops Center has begun.

Consideration is being given to conducting faculty and staff workshops through Operation
College Promise. These workshops are designed to broaden staff and faculty awareness of
best practices in working with military students and to better support the transition and
postsecondary advancement of our nation’s military.

New programs continue to be made available through eTROY expanding program choice and
increasing attractiveness of the university to the military market which has a demonstrated
preference to online learning.

Increased attention is being directed towards the Military Operations minor as a very
attractive option for all military undergraduates. The minor maximizes the opportunity for
the award of credit for PME and addresses the “increased speed and reduced cost” issue
that has been identified as key influencers in research on the military student market.

The AVC for Military Affairs is taking an active role as consultant to TROY Marketing on
creative, collaterals and on advertising placements.

A survey to determine the numbers of TROY faculty and staff members who have served the
nation was initiated by the office of the AVC. Results of this survey will be important to S.O.
1.3 at many levels as it is anticipated that the results will further underline the university’s
profile as military inclusive for both internal and external constituents.

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. Base line enrollment was established at 6,444, based on enrollment at the university
in Fall T2/ 2011.

A new report has been created that will track military student retention and graduation
numbers furnishing the university with valuable data that can be used in retention /
persistence initiatives, to personally recognize military student graduates and further
underline TROY’s commitment to serving the military.

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. The suspension of the Tuition Assistance Program in March negatively impacted
military student enrollment and will likely have a long term impact on growth as the number
of new active duty students starting in T3 was seriously impacted by the suspension. This
event, along with the current university enrollment trend, and the withdrawal of Global
Campus Sites on multiple military installations make meeting the 5 year growth targets
extremely challenging. Certainly, efforts to achieve growth through recruitment and
retention initiatives and through the possible expansion of the university’s program offerings
in the Pacific continue.

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

Yellow. The results of the Military Student Survey suggest that our service and support
levels for our military and military related population continue to be maintained and
delivered at a high level. Consideration will be given to increasing the “high touch” side of
the “high tech / high touch” equation as comments from students in locations where the TROY presence has either been reduced or withdrawn suggest a feeling of being less connected or feeling out of touch with the University.

Plans are currently being finalized to schedule visits to locations in the Western and Northeastern US to maintain key military relationships / partnerships as we reduce our full time on site presence in those regions.

A recorded presentation on TROY’s role in the military education arena has been included in the 2013 eColloquium as a means of increasing awareness and understanding within the TROY community.

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

**Green** (Recurring) The MEAC will be updated on current activity at its next meeting.
1.4 Expand access to academic programs for students through eConnections, a National Guard Connections initiative, online educational support for the River Region, and increased program offerings on the Alabama campuses.

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

Overall, there have been significant changes to some of the goals for Objective 1.4. Specifically Goals 1.4.4 and 1.4.5 have had dramatic improvements. The college deans have added numerous new degree programs, concentration or options at most Alabama Campuses, as well as eTroy. In addition to adding new programs, they have also discontinued numerous under-performing programs. While, several of the goals are on hold pending further resources or further actions on the part of Trenholm State Technical College, progress still has been made.

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.** Unfortunately, this objective’s goal is incomplete due to economic conditions and budget challenges by the City of Prattville, as well as Troy University. Ray White met twice with the Mayor of Prattville and other city leaders during the past two years. They are very interested in having a university’s presence in the City of Prattville. They are not able currently to provide space and financial assistance to Troy University to establish a Troy presence in their city. Without the help of the City of Prattville, it will be cost prohibitive to establish a Troy “Campus Connection” in the City of Prattville because the initial set-up costs will be nearly $300,000, plus an estimated $250,000 per year for the next several years. There would be very little direct revenue produced for at least five years, but Troy University would get indirect revenue from recruiting both resident and online students by having a presence in Prattville. The University would also benefit by getting the Troy name out more in Prattville. In addition, the services offered to the businesses and the citizens of Prattville will help bring favorable attention to the University. Even with these indirect benefits, due to the budget challenges for both Troy University and the City of Prattville, I am recommending that this goal be deferred until 2014 or 2015, and further discussion will commence on the potential to fulfill this objective.

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

**Yellow.** This goal is on-going, but it is a “slow go” due to budget constraints in hiring more staff to work the National Guard units. While the Phenix City recruiter is making concerted effort to reach the Guard units on weekends, and as much as possible, there are simply too many units and only one recruiter. In addition, the units are small and access to the Guard members is not always easy due to tight training time during their weekend drills. The Coordinator at Phenix City will continue to work with the Guard as much as he can, but eventually, more staff will be needed to recruit at weekend guard training units. It is nearly impossible to make a significant impact with only one recruiter. All Guard units have their training and education networking opportunities on weekends during their weekend drill sessions, which are spread out all over the state. To make any real recruiting impact, at least four or five recruiters will be needed. This could be done with part-time recruiters or contract recruiters. The committee for this objective recommends that completion of this goal be deferred until 2014 until budget conditions improve to hire more recruiters to visit these Guard units.
1.4.3. Establish a “3-4 Connection” between Trenholm State Technical College and Troy University upon approval of Trenholm’s community college “change of status” by SACS.

**Yellow.** This objective’s goal has not been completed; however, it was not due to Troy University’s lack of effort. Trenholm State Technical College’s conversion to a community college has been delayed for submission to SACs because the College is not yet ready for SACs to review. According to the President, SACs approval was delayed again due to changes that need to be done with Student Learning Outcomes (SLOs). He now expects the community college status to be approved by SACs by summer 2013, and on the agenda for announcement at the December 2013 Annual Meeting. The “3-4” Connection will be pursued by Troy University once Trenholm is approved for community college status.

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 no future plans to offer new programs at Phenix City for the remainder of this strategic planning cycle. However, these plans may change based on the Fort Benning mission changes, and based on changing demands of the community. This may also change after the new College of A&S and SCOB analyzes what programs are needed for the colleges at the various locations. It appears that there are some tentative plans to add more programs at all locations.

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 and 2012. Two or more new academic programs were started on most Alabama Campuses during 2011 and 2012. More are on track to be added for 2013 and 2014. The deans of the colleges included information in their Chancellors’ Briefings about these programs. The deans have projected new programs for 2013 and 2014, and have submitted or will be submitting requests to ACHE and SACs for approval. In addition to new programs, the Montgomery Campus began offering daytime courses in springs summer and fall 2012. Daytime courses have exceeded expectations in Montgomery with over 100 courses offered and 90+ courses made for spring and fall semesters.
1.5 Increase grants, contracts, and research productivity.

Synopsis:

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

The University will work to:

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

Sponsored Program productivity is progressing through consistent manager training, faculty workshops and enhanced website information availability. Additional staff is needed to continue to provide the caliber of support required by a deadline driven office. The Office of Sponsored Programs is committed to increase competitive proposal submissions by 10% from base year 2010-2011, to 2011-2012, 2012-13 to 2015.

A single issue’s resolution remains to be resolved. Presently we are challenged to differentiate between the types of grants and those that 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 being addressed by 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.

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 at various levels of completeness.

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. In AY 2012-2013 124 grants were awarded for a total of $122,995. This goal to have 30 faculty members apply for research grants has been met and greatly exceeded expectations. Additionally, external grant funding for AY 2012-13 has risen to $696,814.
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. In the spring of 2013 a Student Research and Creative Works Showcase was held across the University. The best projects were selected for the top two to three awards for undergraduate and graduate students. This was a good first effort to highlight research efforts across the institution. 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.

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

![Graph showing competitive activity](image_url)
Although competitive proposal submissions have increased significantly since 2003-2004, competitive submissions have declined slightly over the past three years. 2011-2012 does reflect a slight increase in competitive dollars secured from the previous year. Faculty load is a significant factor in proposal development. OSP is committed to providing support and resources to encourage faculty to develop proposals for external funding. OSP has committed that we will increase competitive proposal submissions by 10% from base year 2010-2011 to 2015. The competitive base (calculated at August 30, 2011) of competitive dollars submitted is $15,683,626. Final competitive dollars pursued to date for fiscal year 11-12 were at 88% of the base.

- **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>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>4</td>
</tr>
<tr>
<td>2006-2007</td>
<td>13</td>
</tr>
<tr>
<td>2007-2008</td>
<td>28</td>
</tr>
<tr>
<td>2008-2009</td>
<td>30</td>
</tr>
<tr>
<td>2009-2010*</td>
<td>83</td>
</tr>
<tr>
<td>2010-2011</td>
<td>89</td>
</tr>
<tr>
<td>2011-2012</td>
<td>103</td>
</tr>
<tr>
<td>2012-2013</td>
<td>20</td>
</tr>
</tbody>
</table>

*includes 33 one-on-one faculty meetings entitled “Getting to Know You”

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

- **Red** – Sponsored Programs continues to meet the increasing demands of a rapidly expanding operation with a skeletal staff. OSP is supported by two full time professional staff members with one full time support staff member. Two workshop positions are approved and filled. A graduate assistant has been approved but not filled. Additional staff is needed to continue to provide the caliber of support required by a deadline driven office; however, position requests are not filled due to proration.

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

### Sponsored Program Activity

![Sponsored Program Activity Chart]

Data is current through March 2013.
Data for 2007-2008 excludes a $15,000,000 NIST grant which was not funded.
Data for 2008-2009 excludes a $13,818,242 ARRA grants which were not funded.

### Revenue

![Revenue Chart]

as of 3.31.13
Indirect Cost

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 (calculated at August 30, 2011) of competitive dollars submitted is $15,683,626. **Total competitive dollars pursued for fiscal year 11-12**
1.5.2. The University will work to increase research productivity for faculty as measured in SACS 3.3.1.4.

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

In AY 2011-2012, 352 faculty members (of 569 total faculty members) reported updates of 1,883 scholarly activities or an average of 5.34 projects per all faculty members teaching during this period. 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.

*From October 1, 2012 through December 31, 2012, 332 faculty members reported updates of*
1,306 scholarly activities. During this period, 235 individual faculty members reported 720 papers, articles, books and reviews; 46 individuals reported 183 creative work activities; and 166 individuals reported giving 403 presentations.

From January 1, 2013 through March 31, 2013, 291 faculty members reported updates of 1,119 scholarly activities. During this period, 200 individual faculty members reported 606 papers, articles, books and reviews; 47 individuals reported 176 creative work activities; and 135 individuals reported giving 337 presentations.

The selected goal of an average of eight intellectual contributions, scholarly activities and projects reported per faculty member over a three year period requires an adjustment to two projects annually as of October 2012. The completion of four annual reporting cycles reflect a continued norming of one to two 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 is perhaps unrealistic when all full-time faculty are considered. The readjusted total of six should be very obtainable.

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 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 assisted the Strategic Initiative to increase research activity greatly. Common scholarly activity reporting categories and required annual reporting has greatly facilitated both the accuracy of reporting and encouraged all faculty members to engage in research activity across the University.

- **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 additional of Digital Measures software system has greatly aided the University in being able to capture faculty scholarly activities.  
  *This strategic objective has been met.*

- **Green** - Increase the number of faculty seeking internal research grants – Faculty continue to make progress toward meeting the goal of 30 faculty members seeks internal research grants annually by AY 2014-15. Faculty research activities were assessed according to the number of faculty receiving internal research grants for the last four years. The results are very promising, as more faculty members each year are submitting requests for research grant support. This reflects the increasing number of faculty conducting research across the University. In AY 2008-09 – 76 faculty grant recipients were awarded $50,831; AY 2009-2010 – 68 faculty grant recipients were awarded $79,447; AY 2010-2011 – 92 faculty grant recipients were awarded $108,807; and AY 2011-2012 – 128 faculty grant recipients were awarded $107,721. From October 2012 to December 2012, 49 faculty grant recipients were awarded $42,282. During the period January – March 2013, 75 faculty members were awarded faculty research grants in the amount of $79,589. The annual Faculty Development Committee Research Grants awarded for AY 2012-13 were 124 awards for a total of $122,995. The anticipated goal for 2014-2015 was to have 30 faculty members receive internal research grants. This goal has been met and greatly exceeded. With institutional support, faculty members are more likely to conduct research and present at regional and national conferences as evidence 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 graduate 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 2012-13 – 5 projects for $1,400 was achieved. Deans are working with faculty to encourage greater student research within courses and application for external student grant funding for research. Student engagement in the submission of grant requests remains relatively constant.

Additionally in AY 2010-2011 and AY 2011-2012 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.

### 2011 Student Research Activities

<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>
<td>25</td>
<td>10</td>
<td>20</td>
<td>24</td>
<td>6</td>
<td>2</td>
<td>87</td>
</tr>
<tr>
<td>Communication &amp; Fine Arts</td>
<td>33</td>
<td>22</td>
<td>128</td>
<td>17</td>
<td>103</td>
<td>19</td>
<td>322</td>
</tr>
<tr>
<td>Education</td>
<td>30</td>
<td>23</td>
<td>42</td>
<td>34</td>
<td>8</td>
<td>47</td>
<td>184</td>
</tr>
<tr>
<td>Health and Human Services</td>
<td>44</td>
<td>31</td>
<td>35</td>
<td>31</td>
<td>1</td>
<td>5</td>
<td>147</td>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>

In AY 2011-2012 – 275 faculty members reported 828 intellectual activities across all five colleges.

### 2012 Student Research Activities

<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>
<td>59</td>
<td>18</td>
<td>44</td>
<td>22</td>
<td>16</td>
<td>16</td>
<td>175</td>
</tr>
<tr>
<td>Communication &amp; Fine Arts</td>
<td>22</td>
<td>8</td>
<td>25</td>
<td>12</td>
<td>264</td>
<td>5</td>
<td>336</td>
</tr>
<tr>
<td>Education</td>
<td>10</td>
<td>34</td>
<td>38</td>
<td>174</td>
<td>15</td>
<td>11</td>
<td>282</td>
</tr>
<tr>
<td>Health and Human Services</td>
<td>9</td>
<td>27</td>
<td>12</td>
<td>44</td>
<td>1</td>
<td>0</td>
<td>93</td>
</tr>
<tr>
<td>Sorrell College of Business</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>31</td>
</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>

Excellent progress is being made in the report and the number of student research, creative and scholarly 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 productive inquiry and creative works.
In an effort to highlight the student research activities across Troy University campuses a Student Research Showcase and Creative Work Showcase was held the month of April 2013. Numerous students participated across all five colleges. Each college selected the top one-three undergraduate and graduate research projects to showcase within the college and through the Research Council webpage. For a first initiative, the faculty and student response was excellent. 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, AY 2011-2012 average 10 – 15 thesis projects and 10 to 18 doctoral residency projects, and AY 2012-13 had 2 theses and 8 doctoral residency projects completed this spring semester. A common reporting system is still needed to collect student research and Student Learning Objectives, opportunities and productivity across the University.
1.6 Ensure the University remains competitive in tuition and rate structures.

The tuition and rate structure comparison for the 2012-2013 academic year was submitted to the committee Champion, Dr. Jim Bookout, in March 2013. He will share our ranking with Dr. Hawkins. This along with the FY 2014 operating budget currently in development will determine the need for any changes in tuition and fee rate structure for the 2013-14 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 2012-2013 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 2014. 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 2014 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 2014 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 goal was not scheduled to start as of the reporting date.
1.7 Successfully complete the Capital Campaign.

- Our December 31, 2013 benchmarks for the Capital Campaign are to reach at least $175 million overall, with a Development goal of $87.5 million. As of March 31, 2013, we have surpassed our overall goal, having raised over $185 million. The Development total was $74.1 million, which is 84.7% of our goal with three quarters left in the year.
- As of March 31, 2013, we have added $650,000 in planned gifts toward our goal of $2 million – or we have achieved 32.5% of our goal, with nine months left in the year.

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

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

Benchmarks:
- By December 31, 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, 2013 we have surpassed our overall goal: in total, we have raised over $185 million. The Development total was $74.1 million toward our year-end goal of $87.5 million; we are 84.7% of the way to our goal.

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

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

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

Green. All Board Members have been asked for gifts; all have given something or paved the way for gifts from others during this Capital Campaign. We will, however, continue to solicit for Circle of 125, larger gifts and planned gifts.

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

Benchmarks:
- By December 31, 2011, reach at least $500,000.
- By December 31, 2012, reach at least $500,000.
- By December 31, 2013, reach at least $500,000.
- By December 31, 2014, reach at least $500,000.
- 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 $149,200 or 29.8% of its goal.

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

Yellow. As of March 31, 2013, we have added approximately $650,000 in planned gifts toward our goal of $2 million – or we have achieved 32.5% of our goal.

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

Yellow. We have raised approximately $1.2 million toward our goal as of March 31– or
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.

Yellow. From January 1–March 31, 2013, Athletics has raised approximately $291,450 or over 58% of their goal for the year.

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

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

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

White. A committee will be established approximately one year ahead of time to plan this event.
1.8 Establish a TROY Professional Development Institute.

The existing Continuing Education Department on the Dothan Campus has been expanded to serve multiple locations and offer new professional development programs. In the coming months, additional programs will be developed and deployed. Recent additions include SHRM Certification Preparation, ITP Master Mentor and CE provider for the National Forum for Black Public Administrators.

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. Based on the needs assessment administered through the Dothan Chamber of Commerce, targeted course offerings have been developed. New online enrollment and payment software is being deployed, and a website redesign is planned.

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. Two new programs have been developed: SHRM certification preparation, teaching techniques for Ft. Rucker personnel, and ITP master mentor program. Work is currently underway to develop the following online offerings: network security certificate program and a pre-licensure course for insurance. TROY will serve as the CE provider for the National Forum for Black Public Administrators’ 2013 annual conference in Atlanta in April.

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

- We did not have a Spring Reunion this year because of the Athletics Hall of Fame dinner. This goal will have to be reformulated.
- As of March 31, 2013, there are 1,311 paid Alumni Association members, which is 10.9% of our 12,000 member goal.

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

1.9.1. Using the 2010-2011 goal year as a base, increase alumni paid membership 20% each year for the next five years.

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

Yellow. Paid membership for 2012 year was 10,031; the goal for 2013 is 12,000. As of March 2013, we have 787 paid members and 524 free one-year memberships making the total 1311 or 10.9% of our goal of 12,000.

- Yellow. Student alumni membership in 2013 is 207. We had 173 student alumni memberships in 2011-2012; As of March, 2013 we have 1 new student member, bringing our total to 174 or 84% of our goal.
- Yellow. Maria Frigge in the International Programs Office is working with Alumni Affairs to put an international student alumni committee together. Three students have been given to me to start this group. We are also reaching out to the International Student Government Association segment of the SGA to join the committee. This will be a group of International students that will be selected each semester and be involved with SGA. The group will follow the format based on the Leadership Pike Program in Troy’s community. Contact has been made with Barbara Patterson in regards to this and the students are being selected now for this group. Once the group has been formed we will use this group to gather ideas of how we can support current International students and International alumni.
- Yellow. Lifetime memberships numbered 556 as of December 2012; our goal is to add at least 56 new lifetime members in 2012—2013 for a total of 612. As of this quarter, we have added 5 new lifetime members, bringing our total to 561, or 91.7% of our goal, as of March 2013.
- Yellow. In 2011-2011, we had 65 parent memberships; therefore, our goal for 2012-2013 is to have at least 72 parent memberships. This campaign is completely focused around Impact and will take place May – August of this year. We currently have 67
parent memberships or 93% of our goal. Memberships are largely renewed in the summer; it is also important to point out that in several cases, parent memberships are rolled into general alumni memberships.

- **Yellow.** We are currently working on chapters in Savannah, Georgia, Ozark, Alabama and a Veterans chapter with Dave Barron.
- **Yellow.** We are currently working with two chapters: Chattahoochee Valley is working to rebuild by adding the Fort Benning site to their membership. We are also working with the Tallahassee, FL chapter.
- **Yellow.** Currently working with Global Campus and Dr. Lance Tatum to establish two international chapters in Vietnam.

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

**Yellow.** Alumni gifts numbered 5858 in 2012; our goal for 2013 is 7030. As of March 31, we currently have received 1554 alumni gifts, or 22.1% of our goal.

### 1.9.3. Increase alumni engagement in University activities and events:

- **Yellow.** Using 2010 as a base, increase the number of alumni who attend the Spring Reunion dinner by 10% each year.
- **Yellow.** Involve alumni in the planning of the 2012 Celebration event; goal is to have no fewer than 300 to attend this event. *(This was completed in 2012.)*
- **Red.** Did not have Spring Reunion in 2013. *(This goal will have to be reformulated.)*

### 1.9.4. Effectively communicate with all alumni:

- **Green.** Have a viable link between Facebook and website by the end of 2010. Complete.
- **Yellow.** Increase the number of Facebook contacts by 20% each year 2011-2015 At the end of December 2012 we had 975 likes; our goal for 2012 will be 1170 likes. As of March 2013 we have 1,056 likes, or 90.3% of our goal.
- **Yellow.** Establish Twitter link by mid- 2011. Increase the number of followers 20% each year 2012-2015. At the end of December 2012 we had 283 followers; our goal for 2013 will be 340 followers. We have added 117 twitter followers, bringing our total to 400 total followers as of March 2013, which represents 118% of our goal.
- **Yellow.** Develop Linked-In connection by the end of 2012. Increase the number of followers 20% each year 2013-2015. Currently working on this.
- **Green.** Continue to publish the Alumni Magazine, but add on-line versions of all editions by 2012. This has been completed and we will continue to add on-line versions.

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

**Yellow.** We are currently using the IRPE survey on our website to meet this goal, but are in the process of developing our own survey. I worked with Sommer Givens to update the IRPE survey. We e-mailed it along with a cover letter to all alumni to encourage them to take the survey and give us their feedback.

We are also in the process of producing another alumni directory which will allow even more feedback from alumni. This directory will be available April 2013.
1.10 Expand the activities for the International Center for Business and Economic Development and establish the Manley Johnson Center for Economic Study.

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

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

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

Yellow. Work continues on the development of academic and online programming for economic development practitioners. The first year of a new professional development program, the Southeast Community Development Institute was held in Montgomery in April.

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

Green. This initiative is complete.
1.11 Promote the stewardship of University resources by continuing to identify opportunities to increase efficiency and reduce costs.

The committee reviewed the current indirect cost rate agreement in place with TROY’s cognizant agent, Department of Education. The rate of 37% was set to expire September 30, 2013. A new rate calculation would require a significant amount of employee time to develop a new rate. The University would then have to hire an external auditor to review the calculation. This option was compared with the option to extend the current rate two years at the cost of a one percent reduction in rate and avoid the time and cost of a new rate calculation and required audit. Because so few grants actually allow the maximum rate, the cost to develop a new rate far exceeded the cost of renewing at a one percent reduction in the current rate. We have received verbal confirmation that our request to extend will be approved meaning we have avoided approximately $20,000 in audit fees and countless hours of employee time spent developing a calculation that will result in no additional revenue.

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.

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.

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

White. This objective is on hold until the Financial Budget Analyst position can be filled. This position has been posted twice, but did not bring forth a satisfactory applicant pool. We plan to repost this position announcement at a later date.
1.12.1. **Double the number of students earning a minor in leadership by 2015**

**Green** Goal achieved — Program was approved to offer two new (3 credit hour) leadership courses. The additional course offerings will provide students the opportunity to complete the Leadership Minor's 18 credit hour requirement within the construct of the academic program. 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 which will give more students the option to take the course. Finally, the four core (3 credit hour) courses will be offered online beginning Fall 2013.

Comparison with previous semester(s): Steady increase in enrollment for LDR 1100 course: Fall 2012 (350); Fall 2011 (300); Fall 2010 (250), Fall 2009 (180) and Fall 2008 (50). Additionally, Spring 2013 was the largest enrollment for the LDR 4400 (Chancellor Capstone Leadership Seminar) to date in the program with 41 students and necessitated that we offer the course twice a year with an expectation of a good enrollment Fall 2013. Moreover, typically students that complete the LDR 4400 course go on to complete the Leadership Minor.
2.1 Implement the Quality Enhancement Plan to create a Culture of Reading.

The QEP is now in year four of its five-year cycle as a focused activity to engage faculty, staff and students in creating a culture of reading at Troy University. Considerable progress in launching and sustaining the QEP has been achieved.

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

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

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

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

Green. Achieved. Courses in a variety of disciplines use the CRI selection, including (most typically) History, English, Art and Biology. In the Fall 2012, the CRI was chosen by History, English, Psychology and Nursing (graduate). Additional non-CRI courses will be selected in the Fall 2013 based on current discussions with the deans.

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

Yellow. Progress continues with this goal. There is strong use of the COLRI in each of the respective colleges, led by the efforts of CCFA. There was not, however, uniformity across all colleges with a 10% increase in COLRI use for non-assigned COLRI classes. Additional efforts will be needed to reach the 30% total goal of involvement stated in 2.1.3 by August 2013. This goal may need to be revisited: if there is active COLRI use in each college which meets the QEP and SACS expectations, then seeking to involve additional classes which are not “pre-selected” may not be significantly important.

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

Yellow. Good progress has been made in this area during 2012-13. A coordinator of the Faculty Development Initiative (a faculty member from English) is now in place. Scheduled round table discussions were planned for Fall 2012 on the topic of engaging students in reading; these sessions will be recorded for communicating with all Troy University faculty. These roundtables will now be incorporated into a University conference on engaged reading to be held in May 2013. Informal “reading lunches” have been launched to encourage faculty interaction on the topic of engaged reading. The scheduling of faculty presentations, based on what they read and how it influences their scholarship, is underway. A faculty development website is in place with materials to assist faculty in creating engaged reading opportunities with their students. There is good confidence that 2.1.4 will be met by August
2013.

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

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

This process is ongoing. Will reconvene in Summer 2013 to address any updates.

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

**Green.** This initiative is complete.

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

**Green.** This initiative is complete.

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

**Red.** This assessment is ongoing. Will reconvene in Summer 2013 to address any updates.

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

**White.** This goal has yet to begin.

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).

**White.** This goal has yet to begin.
2.3 Strengthen the Honors Program in a manner that leverages the University’s strengths, including international programs and study-abroad opportunities.

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

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

**Yellow.** This goal was not met although progress was made and work continues. Failure to meet this objective should result in a coding of red for 2.3.1 and significant concerns about the overall achievement of 2.3 in the Strategic Plan.

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

**Red** This goal was not met. Failure to resolve 2.3.2 will have an adverse effect on successfully achieving objective 2.3 in the Strategic Plan.

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

**Yellow.** Progress has been made in this area and continues. New courses (such as Public Speaking and Economics) have been offered. Work continues in the development of honors courses at the major/discipline level. Work continues in the creation of a UHP-version of a revised University General Studies Program. Work has begun on a multi-tiered Honors program for students, depending on their level of interest.

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

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

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

**White.** Contingent upon achievement of 2.3.1-2.3.4, especially 2.3.1 and 2.3.2: in all likelihood, this code will become RED at the next update since the August 2013 deadline for a significantly revised, and University supported, Honors Program will not have been met.
2.4 Strengthen the University diversity program and develop and implement a Strategic Diversity Plan.

There have been no major changes to this objective during this reporting period; however, a Diversity Program Planning Committee Meeting is planned for April 11, 2013 to review the status and determine the next steps for each goal under this objective.

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.

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. The queries and analysis revealed that retention of minorities is above that of non-minorities (40% non-retention for Blacks versus 44% non-retention for Whites).

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

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

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

**Yellow.** This goal has partially begun. 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. The bi-annual workshop will be expanded in 2013; however, was not University-wide due to budget constraints. In addition, 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.

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

**Yellow.** This goal planning has partially begun, but due to budget constraints has not been thoroughly incorporated to all Alabama locations. To do this, it will probably be deferred until 2014 unless budgets improve before that time. 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.
2.4.5. By December 31, 2013, update and publish a revised Troy University Affirmative Actions Plan.

Yellow. The Director of Human Resources has submitted a Request for Proposals (RFPs) to companies to submit their cost proposals to develop a Troy University Affirmative Action Plan. The proposals have been received and will be evaluated by the Diversity Program Planning Committee on April 11, 2013. The DPPC will make recommendations for awarding a contract to the company with the best proposal.

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. No further progress was made in the development of leadership/management training or developmental opportunities for faculty due to a lack of funds and the vacancy of the QEI position.

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 as the trainers require payment.

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

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

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

Green. The goal of increasing IT training offerings by 30% has been accomplished. The implementation of new online training includes: Word 2010, Excel 2010, PowerPoint 2010, Outlook 2011, What’s New in Office 2010, EchoSign, HR Harassment and Discrimination Prevention, Anti-Virus and Malware, Blackberry 101, Digital Measures, Document 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.

Faculty continued their active engagement in study abroad programs with Troy University students. In addition to trips to Europe and South America, there were ongoing programs such as the Spanish language and culture activities held in Costa Rica. Efforts are underway to establish longer study abroad programs (semester-length) in such locations as Germany. Germany’s DAAD financed student travel occurred in the Summer 2012. The two major issues facing study abroad activities are: 1) number of student participants per travel program (often less than 10) and costs for student participation (often in excess of $3000 per trip). Both of these issues are being actively discussed through various committees and work groups in Academic Affairs. The Chancellor’s International Initiative monies, to support faculty travel associated with student study abroad, have been revised by the Academic Steering Committee and now includes a faculty-based review committee for proposals. There is an ongoing effort, targeted for the Spring 2013, to fund short-duration study abroad travel for selected UHP students. Completion of 2.6.1 is a major step toward successful completion of this strategic objective.

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

Green. Completed in Fall 2012.

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

Yellow. Progress continues at the college level with active work being completed by the Deans. The College of Communication and Fine Arts continues to be a leader in the number of faculty-led student study abroad programs, including the successful support of Germany’s DAAD for 2012 student travel and the emerging semester-long study in Germany developed by an English faculty member. A significant number of study abroad trips, many to Costa Rica, have been approved for the Summer 2013 period. All colleges are active.

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

Yellow. Progress continues and several colleges/disciplines have developed standardized course numbers for study abroad and common expectations/outcomes for the study abroad activities. Work continues by all colleges but the May 2012 was not met. It is expected that this goal will be met by the end of the strategic cycle.

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

Yellow. Work continues toward this goal. Of particular note are the efforts of CCFA in Costa Rica and Germany and CHHS in Costa Rica. All colleges are active although the December 2012 deadline has passed. It is expected with continuing work that this goal will be met during the current strategic cycle.
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:* Faculty Adjunct contract is in Phase 2 of deployment in progress. Automated workflow for Leave request and Incomplete Grade form for Records is ready for deployment. Acknowledgement and Recommendation form workflow for the Provost office is ready for deployment.

*Systems:* Human Resources I9 Form for HR and Talent Release Form.

*Web Development:* 5 new major forms and information processing systems

*32 ongoing forms*

*eSystems:* Deployed 4 electronic satisfaction surveys.

2.7.3. Establish costs estimates for technology and training.

*Green.* Please see the Pro Forma 3.1, Y1.

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

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

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

*Green.* _EchoSign:_ 4 new forms are complete ready for testing.

_A new forms server is being deployed in an effort to assist in the form consolidation._

*Forms will be reviewed as new forms are added or updated.*

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.
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.

2.8.1 Conduct macro situation/market analysis of current demographic trends and enrollment patterns.

- **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 is shared with decision makers and reported to the Enrollment Management Committee (standing committee) which meets two times each academic year.

2.8.2 Conduct detailed situation analysis of current TROY enrollment.

- **Yellow** Updates are ongoing.

2.8.3 Conduct SWOT analysis

- **Yellow** Updates are ongoing.

2.8.4 Develop annual enrollment projections and goals through 2015

- **Yellow** Enrollment targets are updated each year

2.8.5 Propose strengthened admission requirements based on analysis.

- **Yellow** Recommendations on any changes in admission requirements to be determined after careful data analysis. No Changes are proposed at this time.

2.8.6 Establish ongoing measurements of effectiveness related to admission requirements.

- **Yellow** Effectiveness measures are reported monthly to Dr. Schmidt

2.8.7 Increase international student enrollment inside the United States

- **Yellow** Attempts to increase international student enrollment inside US by 15% ongoing. Projected completion: August 2013
2.9 Assess and improve the institution through the use of the Alabama Quality Award.

Yellow. The Alabama Quality Award Program is no longer under the management of the Alabama Productivity Center at The University of Alabama. Similar to the programs in Tennessee, Missouri, and Texas, it has become an independent entity and has re-named itself as the Alabama Performance Excellence Program.

The program continues to use the national Baldrige Performance Excellence program model, including the criteria for Education, and continues to invite applications for Bronze, Silver and Gold level recognition.

Institutional Research, Planning and Effectiveness staff have worked for the past three months to organize and draft an application for Gold Level recognition that is being submitted in May of 2013. This application is the summation of two years of effort in conducting surveys and data to be able to tell the Troy Story with the Baldrige framework.

While it is possible that the application may win recognition this year, the expectation is that the review will provide feedback on additional opportunities for improvement to be addressed, with the target continuing to be winning the recognition in 2014.
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.**

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

3.1.5. Deploy improvements based on level of criticality

**Yellow**

- ERP Ad-hoc reporting system
- Network Infrastructure Upgrades
- Ad-hoc Videoconferencing
- Web design
- Telephony integration across campuses/regions
3.1.6. Assess success of programs’ implementation

**Yellow**
- **Web design** – Complete
- **Network Infrastructure Upgrades** - in progress, architecture completed, bandwidth funding request submitted
- **Wireless Network Enhancements** – Complete, outdoor Wi-Fi under review
- **Internet Access Enhancements** - Complete
- **ERP Ad-hoc reporting system** - in progress, survey sent out
- **Ad-hoc Videoconferencing** – Complete
- **Telephony integration across campuses/regions** - in progress, funding request under review
3.2 Develop and maintain a sustainability plan for space utilization, and facility and land development.

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

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

The commissioning and recommissioning efforts for the above buildings are showing reduction in energy consumption by as much and more than 25%. Demand load energy charges by the City of Troy are currently being reviewed for additional electrical savings.
3.2.4. Document a carbon footprint assessment for each campus in Alabama and take actions to reduce the footprint by 10%.

Yellow. Start date June 2010. An updated comprehensive carbon footprint analysis of all campuses in Alabama was completed in March 2013. This information is currently being used to prepare an updated sustainability plan. The outline of the sustainability plan was presented in December 2012 for review by the strategic team. Final review of the plan, with the updated campus carbon footprint data, will be presented to the team for review in June/July 2013.

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

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

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

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

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

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

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

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

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

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. Team determined in December 2012 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 during in the spring of 2013.

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

   - **Green.** Completed June 2011 review and update of process for small project requests/approvals.
   - **Yellow.** Start date June 2010. Team determined in December 2012 that the cycle time of measurement will be from receipt of request till the time of action (approval, disapproval) is given as notification to the requestor. Project department is working to establish a method to measure historical response cycle time. Method will be reviewed during next team meeting in the spring of 2013.

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. Currently under administrative review. Anticipated project start fall 2014.
   - **Yellow.** Residence Halls – Troy campus. Start date June 2010. Construction 80% completed; anticipated completion July/August 2013.
   - **Yellow.** Renovate/Replace McCartha Hall. Approved objective fall 2012. Currently under administrative review. Anticipated project start 2015.
3.4.4. Contingent on community support, complete the Riverfront facility in Phenix City by 2012.

**Yellow.** Project approved; waiting for ABC final approval of construction documents. Anticipated bid opening summer 2013.

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

**Yellow.** Dothan Campus - Project approved 2012; concept and finalization of funding currently under administration review. Anticipated construction start date 2014.

Montgomery Campus - Fund raising effort is being organized. Student enrollment a factor in justifying the project.
3.5 **Continue to develop opportunities for community development on all Alabama campuses.**

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.

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

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

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

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

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

**Yellow.** Discussion was held on October 25, 2010. Survey has not been completed. A meeting will be scheduled in July 2014 for further discussion.
3.6 Increase media coverage for athletic, performing arts, community support, and other scholarly events throughout Alabama.

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

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

   **Green.** The quantity of coverage of athletics events has reached its maximum sustainable level with existing resources. This issue continues to be monitored, however.

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

   **Green.** Athletics and performing arts events are now regularly included in all communication efforts. The levels of information distributed have reached their maximum with existing resources. This issue continues to be monitored, however.

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.** Because University Relations was unable to generate widespread interest in media training among staff and faculty in the summer of 2011, in the summer of 2012 the University Relations team took a more targeted approach. A University Relations coordinator met with the Academic Steering Committee to request that deans and others identify those faculty members who could best serve as spokespersons or expert sources. This initiative has generated a positive result and pool of qualified individuals who can provide expertise to the media. For the summer of 2013, because of the University’s passage of a new social media policy, University Relations staff members are expanding training to include training in use of social media.

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

   **Green.** As reported previously, 3.6.4 has been 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.** As reported previously, 3.6.5 has been completed.
3.7 Establish a comprehensive University Archival Program.

The new University Archivist began work January 3, 2013. After getting situated with a work space, a computer, dual screens, a printer and various office supplies, he began to evaluate the situation and prepare a request for archival supplies. He also recommended the acquisition of Cuadra Associates STAR Knowledge Center for Archives as a system to catalog, store and make accessible digital and media material.

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

**Yellow.** The physical space is available and committed. Physical Plant has done a walk through of the location. A contractor has done a walk through and prepared a tentative cost ($8,000) to construct a temporary wall where the existing archives material may be moved for storage and processing.

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

**Green.** An Archivist has been employed and has begun work although he was hired later than hoped.

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

**Green.** The original grant deadline was met but the grant request was denied. Discussions continue regarding applying for a grant in the new cycle or choosing another grant. The discussion continues as the Archivist gets a feel for the archival collection. As far as the step n the objective this is complete because the date for applying for the grant was achieved. Applying for another grant is going beyond the step outlined originally.

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

**Yellow.** With the acquisition of Cuadra the University Archivist has completed his training in the use of Cuadra and has been preparing operational and managerial parameters for the use of the collection. The Palladium and some other record have been sent off for scanning into an electronic format which will allow them to be searched. We hope to unveil the online product that is available at Homecoming 2013.
3.8 Pursue opportunities to enhance the quality of athletic programs.

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

3.8.1. Place the student-athlete’s welfare, academic and athletic success at the center of all programs and services.

Yellow. 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 400 student-athletes. During the previous year, student-athletes logged in 29,213 hours of study time and 223 student-athletes had 3.0 or higher grade point averages for the Fall semester. Utilizing the GradesFirst Academic Software system, the Office of Student-Athlete Services was able to electronically submit over 13,212 progress reports to Faculty for review with 9,431 returned for a 72% response rate. Furthermore, all 308 tutor requests were matched with an appropriate tutor.

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

Another function of the Office of Student-Athlete Services is organizing student-athlete welfare seminars. The NCAA provides limited funding for speakers which we have utilized for subjects such as binge drinking, gambling, anger management, stress management, dietary supplements and eating behaviors. Mr. Ronnie Rice presented February 2012 on “Booze, Babes and the Mourning After” about responsible decision making and the effects of alcohol and drugs on your mind, body and soul. Michael Franzese presented in September 2012 on gambling and the life it leads to and gang violence.

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

Yellow. Operating budgets are continually evaluated for areas of maximum support. There is a healthy balance between fiscal responsibility and competitiveness for each team. While each cost center remains within budget, Athletics continues to search for new revenue streams from both the private and public sector. From a facilities standpoint, the process of building a new basketball arena has been completed. Fundraising efforts have been reached in both the golf and softball programs as they have, respectively, been approved for facility upgrades. Architectural drawings have been made presented and are currently being evaluated. Potential donors and revenue generation are being identified to offset costs for facility upgrades in tennis and football.

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

Yellow. There are two Departmental annual goals submitted toward equity and diversity. The Athletics Department is to complete the ongoing interest and ability surveys to assure
compliance with Title IX. These surveys are distributed in the summer at IMPACT. The other goal is to install lights at the soccer/track complex. Since the track is utilized by the community, initial conversations have begun to explore the possibility of receiving a grant from the State of Alabama to provide lighting for security purposes in this area.

Further, the Athletics Department continues its commitment to the Sun Belt by adhering to the Sun Belt Conference CEO initiative. The CEO initiative was developed by the CEOs of each Sun Belt Conference institution and includes measurable items such as attendance, number of home/away contests, sport finish, season ticket sales, etc. An annual report is submitted to the Conference office at the completion of every academic year.

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. Currently, of the 16 varsity Sun Belt sports, 11 have completed their season. Troy University is ranked 9th.

3.8.5. Tell the story of Trojan Athletics and to increase the fan base.

**Yellow.** 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, electronic mail, and located on the web site. Further, the Athletics Department has transitioned into online media guides that drive more traffic to the web site. Finally, staff personnel attend numerous speaking engagements to tell the Trojan story. These include coaches speaking at alumni functions, compliance officers speaking to booster clubs, the athletics development staff soliciting revenue, and the Director of Athletics speaking to various organizations.

Additionally, there is a renewed focus on the current state of brand and message efforts for TROY Athletics. This focus is currently driving the exploration of options to further enhance the exposure of TROY Athletics to individuals, organizations, and markets. This includes individuals, termed the “casual fan”, who do not have a firm affinity for a specific team/institution and are in close proximity to Troy, AL. Also included are other NCAA Conferences and their institutions for the purpose of possible conference affiliation change.

Athletics Department and University Marketing representatives recently met to explore a transition of Athletics Marketing out of the current annual marketing structure with 7th Point, a third-party marketing firm utilized across all TROY campuses. The recommendation was made to explore athletics-specific marketing firms who could better focus on the specific needs of TROY Athletics. To date, a conference call with The Leffler Agency has been executed and a proposal from that agency is forthcoming. Other interested firms will be contacted soon.