TUSCULUM UNIVERSITY STRATEGIC PLAN - TACTICAL PLAN

Mission: Building on a rich Presbyterian heritage and a pioneering spirit, Tusculum University provides an active and experiential education within a caring Christian environment to inspire civic engagement, enrich personal lives, and equip career-ready professionals.

Draft Vision: Transforming Pioneers to Do Well and Do Good

Strategic Initiative: A. Strategic Growth	Goals: Broad plans for what we want to accomplish (enter each one in the row most aligned to the goal)	Objectives: How we are going to accomplish the goal?	Action Steps: What actions are required to meet each of the objectives?	Measure(s): What metric(s) will we use to measure success for each objective?	Target: For each measure, what result will tell us we're successful?	Responsible: Who is responsible for implementing the action steps and measures?	Supervisory Responsibility: Who is responsible to ensure implementation of action steps and measures?	Timeline: What is the timeline for implementing each action step?
	1. Increase enrollment and average net tuition revenue	1a. Grow academic offerings to include graduate, cross-disciplinary, STEM, and certificate programs	1a i. Determine market demand for graduate programs (poll exiting seniors, gather market info)	Actionable data gathered and presented to cabinet	sources of data to include our students	R. Miller	T. Hunsader	Data presented by Feb 2023
			1a ii. Add graduate program(s) based on market demand	Number of graduate programs added	1 new graduate program Fall 2024 1 new graduate program Fall 2025	Program faculty	Academic Deans	Fall 2024 for first new program Fall 2025 for second new program
			1a iii. Add curricular programming to capitalize on natural environment.	Addition of academic program(s) focused on our natural environment.	1. Addition of academic minor or certificate program. 2. Addition of academic major.	Wilderness Experience Committee: Tricia Hunsader, Suzanne Byrd, Peter Noll, Jordan Baker, Conor Keitzer, Susan Monteleone, Greg Fay	T. Hunsader	Minor or certificate launched Fall 2023. Major launched Fall 2025
			1a iv. Determine market demand for cross-disciplinary and STEM undergraduate programs (poll current students, gather market info)	Actionable data gathered and presented to cabinet	Minimum of three sources of data to include our students	R. Miller	T. Hunsader	Data presented by April 2023
			1a v. Add cross-disciplinary and/or STEM undergraduate programs based on market demand	Number of cross-disciplinary and/or STEM undergraduate programs added	1 new undergraduate program Fall 2024 1 new undergraduate program Fall 2025	Program faculty	Academic Deans	Fall 2024 for first new program Fall 2025 for second new program
		1b. Recruit first-gen Hispanic students	1b i. Hire part-time Spanish speaking TESOL support staff in tutoring center	Number of non-native English language learners taking advantage of tutoring service(ESOL) –	Service Five - Non-native/Hispanic English language learners	L. Chapputo	T. Hunsader	Fall 23
			1b ii. Hire Spanish speaking recruitment staff	Successful Hire –	Passes 90 day probationary period of employment at TU	S. Smith/J. Fait	S. Smith	Fall 23
			1b iii. Join the Hispanic Association of Colleges and Universities (HACU)	Apply and be accepted as a partner institution.	1.) Conference attendance 2.) Pay the $2,255 dues	J. Fait	J. Fait	Spring 23
			1b iv. Intentionally recruit Morristown & west TN schools	A recruiter spending intentional time in Morristown and west Tennessee school	1.) 20 Hispanic students Fall 23 students from Morristown & west Tennessee 2.) 100% coverage in west Tennessee Schools 3.) Increase number of Hispanic students 10% year over year going forward	J. Fait	J. Fait	Implementation - Fall22/Spring23 recruitment season
		1c. Market TU to raise awareness among prospective students	1c i. Begin billboard marketing	Student feedback provided on application and at open house events/campus visits	Percentage of students who indicate the billboard piqued their interest	Wozniak	Fait	Implement fall '22, impact fall '23
			1c ii. Design social media opportunities for potential students on campus (photo opportunity)	Third party social media tagging	Growth of 10%	Wozniak	Fait	Implement fall '22, impact fall '23
			1c iii. Maximize current assets	Add TU branding to university Suburban and fleet vehicles	Suburban on the road 25% more than before	Wozniak	Fait	Implement fall '22, impact fall '23

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			1c iv. Utilize digital radio opportunities to market to all of TN (top 40)	Student feedback provided on application and at open house events/campus visits	Percentage of students who indicated the radio ad piqued their interest	Wozniak	Fait	Implement fall '22, impact fall '23
			1c v. Create recruitment materials for a travel season focused on Tennessee students	Greater reach outside of Greene County	100% coverage of TN high schools by mail and personal visits	Battel	Fait	Implement fall '22, impact fall '23
			1c vi. Grow paid social media campaigns	Deploy three paid, specifically designed social media campaigns	Deployment of three paid campaigns	Wozniak	Fait	Implement fall '22, impact fall '23
			1c vii. Engaging Focus groups for current student feedback	Deploy three paid focus groups: non-athlete traditional, commuter, and AOS	Deployment of three focus groups, and analysis of feedback for future strategic marketing materials	Wozniak	Fait	Implement Fall22, Impact Fall23
		1d. Set and market tuition and discount structure that improves appearance of affordability while increasing net tuition revenue	1d i. Review admitted student financial aid offer/accept from most recent cycle	Yield on admission/aid offered and accepted	30+% yield for admit/aid; 70% retention for aided	Miller/White/Fait/Bare	Benita Bare	Annual (October)
			1d ii. Recommend revisions for consideration	Report complete		Cabinet	Benita Bare	Annual (November)
			1d iii. Assess viability of published tuition	% students full-pay	10-15%	Miller/White/Fait/Bare	Benita Bare	October (annual)
		1e. Emphasize data-informed recruiting to target students most likely to enroll and succeed at Tusculum	1e i. Depend less on athletics - More "Academic" recruiting	% new students that are athletes	% less than 50%	Fait	Miller	Fall '23
			1e ii. Meet need more evenly - Review and revise FA Packaging	% students whose need is at least 90% met.				
			1e iii. Heighten academic profile of students - Recruit, yield, and retain students with better HS GPAs/Test scores	% new students GPA < 3.0/3.0+/3.5+ % ACT > 20	10%/90%/50%/75%	Fait	Miller	Fall '23
			1e iv. Enhance retention - Assess relationship between recruited characteristics and retention – recommend changes.	Retention rate	70% (current = 60%)	Miller	Miller	Fall '24
			1e v. Enhance enrollment in two (2) under-enrolled programs:	# students in target program areas	TBD	Miller/Fait/Hunsader	Miller	Fall '23
Stakeholders: Students and Community	**2. Improve student retention**	**2a. Improve consistency and quality of online courses**	2a i. Select and recommend a quality online course design resource to the Professional Development Committee that demonstrates or teaches best practices in online course design is comprehensive yet still manageable in regards to the amount of time required for completion. A prime example is the Vanderbilt IRIS module located at: https://iris.peabody.vanderbilt.edu/module/fac/	Selection and recommendation of a resource meeting these requirements.	Recommendation or endorsement from the Professional Development committee for faculty teaching online to complete the resource.	Professional Development Committee	Dr. Tricia Hunsader	Resource selection and recommendation to the Professional Development Committee by September, 2022.
			2a ii. Offer additional training opportunities for faculty teaching online that focus on teaching online including the importance of Executive Functioning skills and Cognitive load.	Approval of training topic for use in faculty workshops and training sessions.	Recommendation of endorsement from the Professional Development committee and academic affairs.	Dr. Jeff Burleson, Presenter	Dr. Tricia Hunsader	2022-2023 Academic Year

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			2a iii. Committee members will present a session at the faculty workshop. The workshop will focus on the specific components that should be included in online course design. The session will include resources on the importance the specific components in online course design.	This will be measured by the session being presented at the faculty workshop.	We will know that we are successful when faculty implement the components discussed in the session in their online courses.	Task force members	Dr. Tricia Hunsader	Fall 2022
			2a iv. Provide all full-time faculty with training in best practices in online course design principles	Development of Canvas-based training in online course development including organization/consistency, alignment, faculty presence, accessibility and technology/rich media/Canvas tools.	Faculty successfully completing training.	Professional Development Committee	Dr. Tricia Hunsader	8/1/2023
			2a v. Develop pool of faculty with advanced training course design skills throughout TU colleges to serve as internal resources.	Number of individuals and dollars spent sending faculty to course design classes.	Select college member will complete specified training.	Professional Development Committee	Dr. Tricia Hunsader	8/1/2023
			2a vi. Develop and adopt institutional online course design standards. Develop and enact a system for ensuring the quality of online course design and teaching. Intent is a rubric with a focus on the most impactful standards (See Blackboard exemplary course program rubric instead of the more exhaustive QM Rubric)	Develop and adopt institutional online course design standards. Develop and enact a system for ensuring the quality of online course design and teaching. Intent is a rubric with a focus on the most impactful standards (See Blackboard exemplary course program rubric instead of the more exhaustive QM Rubric)	Course design standards adopted rubric.	Teaching and Learning Task Force	Dr. Tricia Hunsader	8/1/2023
		2b. Front-load freshman instruction with outstanding general education courses and instructors	2b i. Identify 4 faculty members to serve on general education working group to integrate best practices for retention	Identification of faculty and agreement to work on project	Completion	Heather Henson-Ramsey, Wayne Thomas	Heather Henson-Ramsey, Wayne Thomas	Fall 22
			2b ii. Send working group members to FYE conference	Attendance and reporting back of ideas	All members of the working group attend the conference and share ideas learned with deans council	Heather Henson-Ramsey, Wayne Thomas and members of working group	Heather Henson-Ramsey, Wayne Thomas	AY 22-23
			2b iii. Launch a common read in orientation/first year experience class.	Assessment of common read via AACU reading rubric	75% of students will score at least a 3 out of 4 on rubric.	Members of working group and first year experience teachers	Heather Henson-Ramsey, Wayne Thomas	AY 23-24
			2b iv. Pilot techniques aimed at increasing a sense of belonging in key general education courses.	Fall to Fall retention of first year cohort	10 % increase in retention over baseline.	Members of working group and first year experience teachers	Heather Henson-Ramsey, Wayne Thomas	AY 23-24
			2b v. Working group will identify 3-4 best practices to be used in the general education courses to be piloted during AY 24-25	Identification of techniques	Completion	Members of working group	Heather Henson-Ramsey, Wayne Thomas	AY 23-24

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			2b vi. Pilot best practices in general education courses and assess effectiveness.	DFW rate in piloted courses	10% decrease in DFW rate in courses with best practices implemented.	Members of working group	Heather Henson-Ramsey, Wayne Thomas	AY 24-25
			2b vii. Ensure training on best practices for all faculty who teach general education courses.	DFW rate in all general education courses	10% decrease in DFW rate in all general education courses	Members of working group	Heather Henson-Ramsey, Wayne Thomas	AY 24-25
		2c. Integrate civic engagement more fully into the student experience	2c i. Task the Civic Engagement Committee and the CCA office to create campus-wide educational, marketing campaign to bring cohesive understanding of the terms: Civic Engagement, Service Learning, and Civic Arts	Response on student satisfaction survey and employee satisfaction survey - Do they feel confident in their understanding of the terms	70% of respondents are confident in their understanding	Chair of Civic Engagement Committee and CCA director		Civic Engagement Committee and CCA will collaborate with the Communications department to create and run the campaign during the '22-'23 year
			2c ii. All student clubs and organizations on campus will plan and execute one Civic Engagement or Service Learning activity each year	Percent of student organizations that conduct a Civic Engagement or Service Learning activity	80% of student organizations conduct a Civic Engagement or Service Learning activity	CCA Director, SGA, and organization Faculty/Staff advisors		Requirement for Student organizations to conduct a Civic Engagement or Service Learning activity will go into effect Fall '23
		2d. Leverage honors program to recruit high-achieving TN students						
	3. Improve employee satisfaction and retention	3a. Study salary compression, inversion, and market data and plan for how to remediate when revenue allows	3a i. Construct peer list	# institutions on peer list	7	Scott Smith/AVPIE	Scott Smith	
			3a ii. Secure appropriate data from peers	# institutions w/ data	5	Scott Smith/AVPIE	Scott Smith	
			3a iii. Share Findings with cabinet.	n/app	n/app	Scott Smith/AVPIE	Scott Smith	
			3a iv. Share findings with Finance & Operation Committee of Board	n/app	n/app	Scott Smith/AVPIE	Scott Smith	
		3b. Increase opportunities and support for professional growth	3b i. Create at least two internal faculty trainings per year of significant interest to all members. For fall, I would suggest a HyFlex workshop done by English and Communications.	Total attendance at all faculty-led trainings	Fifty percent of the faculty for '22-'23 will attend at least one faculty-led training. In subsequent years the target will grow by 5% per year.	Chair and members of Teaching and Professional Growth	Provost, Chair of T&PG	The first workshop should be planned for September or Oct 2022. The 2nd semester workshop should happen in February or March of '23.
			3b ii. Facilitate fall faculty workshop	Number of attended sessions	Faculty will attend 100* sessions for fall '22 with the target raising by 10 per year.	Chair and members of Teaching and Professional Growth	Provost, Chair of T&PG	Fall Workshop Aug. '22
			3b iii. Revise current financial standards for T&PG funds. Those who only attend or moderate at a conference should receive no more than $800 while those presenting could have their ceiling raised to$1350. (previously $1200 for all)	Growth in number of funded T&PG requests for presentations. (For '21-'22, 18 faculty presented at conferences while 8 attended.)	If the number of faculty who request T&PG funds to be conference presenters increases by 5%.	Chair and members of Teaching and Professional Growth	Provost, Chair of T&PG	This new structure should be in place and explained to all faculty during the Fall Workshop '22

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Internal Processes: What processes need to be created or improved to meet the needs of our students and community?		3c. Integrate civic engagement more robustly across campus	3c i. Task the Civic Engagement Committee and the CCA office to create campus-wide educational, marketing campaign to bring cohesive understanding of the terms Civic Engagement, Service Learning, and Civic Arts	Response on student satisfaction survey and employee satisfaction survey - Do they feel confident in their understanding of the terms	70% of respondents are confident in their understanding	Chair of Civic Engagement Committee and CCA director		Civic Engagement Committee and CCA will collaborate with the Communications department to create and run the campaign during the '22-'23 year
			3c ii. Require all student organizations, professors, coaches, and administrators to submit Civic engagement reports/proposals to CCA through online portal	Increase the number of Civic Engagement hours in each department	10% increase in documented Civic Engagement hours annually	CCA Director will work with Information services to create online portal; President and Cabinet members will relay information to department heads; Deans and VPs will be responsible for ensuring their staff report all Civic Engagement activities to CCA via portal		New CCA reporting portal will be available by Spring '23; President and Cabinet members review new submission process during Faculty workshop Fall '23; Director of CCA will use data to construct annual CCA report.
			3c iii. Provide more civic engagement opportunities for employees	CCA will sponsor multiple Civic Engagement Activities during the year specifically for employees; Employees will be able to participate in these events, with supervisors permission, without having to use PTO hours	50% of employees participate in Civic Engagement activities during the data collection year. There is a 10% increase each year	CCA Director and HR Director will collaborate to create and advertise Civic Engagement activities focused for employees		New initiative will begin Fall '23 semester; '23-'24 will be the data collection year
		3d. Audit and improve operational functions campus-wide	Identify 3 processes to review annually	# processes reviewed	3	Operational Success	Operational Success	academic year
			Identify key measures	# effectiveness measures	5	AVPIRE	Operational Success	1 every 3 months
			Identify performance gaps	# improvement items		Operational Success	Operational Success	3 months
			Effect change	# areas showing change	100%	Operational Success	Operational Success	1 year
		3e. Explore low-cost perks that show value to employees and build community	3e i. Identify Under-Utilized existing perks					
			3e ii. Identify Perks of Interest to Faculty/Staff					
			3e iii. Introduce New Perks					
			3e iv. Assess Benefit Utilization					
		3f. Maximize utility/convenience of website employee portal	3f i. Create password-protected section for competitively and personally sensitive information	Installation of a password-protected section of the website	Access to potentially sensitive information is no longer available to people who are not part of the Tusculum family	Jared Rowland	Jim Wozniak	Sept. 1, 2022
			3f ii. Create one link to all faculty and staff forms and another link to student forms	Organization of the material in one area for each group with link established	Faculty, staff and students sharing that access to these forms is easier	Jared Rowland	Jim Wozniak	Sept. 1, 2022

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Learning & Growth: What type of culture, skills, training, and technology do we need to develop to support our processes?			3f iii. Review all buttons to ensure content is up to date and that all buttons remain needed and whether others should be added	Completion of comprehensive review and identification and implementation of changes needed	Appropriate changes made to the website	Jared Rowland and Jim Wozniak	Jim Wozniak	Oct. 1, 2022
			3f iv. Ensure items that pertain to the mission are contained in the portal	Review of pages to determine whether items relevant to the mission are included	Appropriate changes made to the website	Jared Rowland and Jim Wozniak	Jim Wozniak	Oct. 1, 2022
	4. Grow and broaden friend raising and fundraising	**4a. Launch new capital campaign (annual scholarships for athletes/positions in various sports)**	4a i. Assign name of campaign	Name completed		Kim Kidwell, Dr. Hummel		07/01/22
			4a ii. Discuss marketing materials and creation thereof	Number of marketing pieces completed		Kim Kidwell, Marketing		7/1/2022
			4a iii. Meet with faculty and staff about giving and present giving forms	Meeting completed; number of gifts received		Kim Kidwell		8/15/2022
			4a iv. Create a table of giving to identify donors at particular levels	Creation of table		Kim Kidwell		7/29/2022
			4a v. Meet with colleague about installation of a brick walk and initiate plans	Meeting completed; plans created		Kim Kidwell, Nicole Rader, Marketing		8/15/2022
			4a vi. Implement plans for legacy stone project	Plans created and actions started		Kim Kidwell, Nicole Rader, Marketing		9/1/2022
			4a vii. Visit donors identified in 4a4.	Number of visits made	Total number of visits completed	Dr. Hummel, Kim Kidwell, Nicole Rader		Ongoing throughout campaign
			4a viii. Raise funds to better the University's funding	Dollars raised; meet goal of $1,500,000	Total dollars raised	Dr. Hummel, Kim Kidwell, Nicole Rader		Ongoing throughout campaign
			4a ix. Focus on each area of campaign, including scholarships	Scholarship dollars raised	Total dollars raised for scholarships	Dr. Hummel, Kim Kidwell, Nicole Rader, Josh Ealy (athletic related)		Ongoing throughout campaign
		4b. Leverage opportunities for small-gift giving to nurture the community's collective ownership of TU	4b i. Re-design master giving page to include designated buttons, drop-down list, and multiple app-based giving methods (e.g. Venmo, PayPal, Apple Pay)	Form completed with multiple giving methods and QR code	NA	Kim Kidwell, Benita Bare, IS, Marketing		12/15/22
			4b ii. Topical, small-gift giving initiative (Wayne's #4) - QR code for specific event/initiative (e.g. theatre)	Number of small gifts received		Kim Kidwell, IS, Marketing		5/15/2023
			4b iii. Map out and implement plan for Give Now buttons/giving pages for each college/area.	Number of small gifts received through the Give Now option		Kim Kidwell, IS, Marketing		5/15/2023
			4b iv. Training of cabinet and deans	Number of trainings for Executive Cabinet and Dean's Council		Kim Kidwell		First training by 10-31-22
		4c. Increase staffing of IA personnel dedicated to fundraising	4c i. Hire Grants/Foundations Manager to maintain current and secure new funding	Fill position		Kim Kidwell, HR		07/29/22
			4c ii. Hire Development Officer to maintain current and secure new funding	Fill position		Kim Kidwell, HR		9/15/2022
			4c iii. Hire Administrative Assistant to relieve the load of current team members.	Fill position		Kim Kidwell, HR		12/31/2022
		4d. Incentivize grant writing to fund academics and centers	4d i. Identify and research a minimum of ten new grant funding opportunities	Number of researches completed		Robin Crabtree		6/30/2023
			4d ii. Meet with deans and others to identify top priority funding needs semi-annually	Number of meetings held		Robin Crabtree		9/15/2022
			4d iii. Identify and research a minimum of ten new foundation funding opportunities	Number of researches completed		Robin Crabtree		6/30/2023
			4d iv. Obtain a minimum of two new grant funders	Number of new grant funders		Robin Crabtree		6/30/2023

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			4d v. Obtain a minimum of three new foundation funders	Number of new foundation funders		Robin Crabtree		6/30/2023
		4e. Build loyalty and institutional pride among alumni	4e i. Host a minimum of 10 alumni events (gatherings) in areas of concentration of alumni through the state and nation	Number of events hosted		Nicole Rader		6/30/2023
			4e ii. Host a minimum of ten Alumni Executive Board meetings throughout the fiscal year, in-person and Zoom	Number of meetings hosted		Nicole Rader		6/30/2023
			4e iii. Host a minimum of five alumni events on campus	Number of events hosted		Nicole Rader		6/30/2023
			4e iv. Hold two meetings of each of the four President's Advisory Councils, engaging them in substantive work around student recruitment, internships, and job placement	Number of meetings hosted		Nicole Rader		6/30/2023
			4e v. Produce a monthly (12) alumni newsletter sending via email and also hard copies to the class of 70's and before	Number of newsletters produced		Nicole Rader		6/30/2023
			4e vi. Conduct a minimum of 50 personal alumni visits during the fiscal year	Number of visits made		Nicole Rader		6/30/2023
		4f. Leverage economic impact data to engage local businesses to promote Tusculum and support scholarships.	4f i. Visit or bring ten businesses in East Tennessee, each of which employ more than 25 people, to introduce them to Tusculum University	# businesses	10	Dr. Hummel, Kim Kidwell, Nicole Rader		6/30/2023
			4f ii. Host Greene County Partnership Breakfast on campus and speak of economic impact			Dr. Hummel, Kim Kidwell, Nicole Rader		9/15/2022
			4f iii. Obtain Economic Impact Data	Completed Report		Dr. Hummel and Dr. Hunsader		10/1/2022
Finance: What resources are needed to accomplish our goals? (address financial, physical, and human resources here)			4f iv. Share Economic Impact Data through print advertisement	Completed publication		Various stakeholders		ongoing
			4f v. Share Economic Impact Data through social media advertising	Completed number of postings		Marketing		ongoing
			4f vi. Share Economic Impact Data through community visits	Number of shares during visits		Dr. Hummel, Kim Kidwell, Nicole Rader		ongoing

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	1. Improve retention through mentoring	1a. Build mentoring relationships between advisors and students	1a i. Create committee of current advisors to help guide and define the specifics of the Master Advisor Program. One advisor from each College so total of 5 faculty advisors and the Director of Academic Advising. (Master Advisor Committee)	The advisory group is created.	The advisory group is created.	Jill Oberfeitinger and college deans	Jill Oberfeitinger	End of Fall 2022 semester
			1a ii. The Master Advisor Committee will meet to discuss the aptitudes of what a Master Advisor should espouse and then create a training program for advisors to go through to earn a Master Advisor Certificate. Also look at faculty evaluations on how a Master Advisor should be highly valued.	Meet at least twice a semester.	Each semester: - meet; - outline goals/outcomes; - adjust training; - advising added to fac. Evaluations	Master Advisor Committee	Jill Oberfeitinger	Spring 2022-End of Spring 2023
			1a iii. Pilot group for the Master Advisor Program – ideally the pilot group should be the Master Advisor Committee	Six Individuals complete the Master Advisor Certificate (Director of Academic Advising and members of the Master Advisor Committee)	Six individuals complete the Master Advisor Certificate (Director of Academic Advising and members of the Master Advisor Committee)	Master Advisor Committee	Jill Oberfeitinger	Summer 2023
			1a iv. Evaluate the program and make any updates for next class.	Survey participants and students	Survey completion rates = 100%	Master Advisor Committee	Jill Oberfeitinger	Fall 2023 and Spring 2024
			1a v. 2024 Class for Master Advisor Program	Five complete the Master Advisor Certificate	Five individuals complete the Master Advisor Certificate	Master Advisor Committee	Jill Oberfeitinger	Summer 2024
			1a vi. Evaluate the program (2024 Class) and make any updates for next class.	Survey participants and students	Survey completion rates = 100%	Master Advisor Committee	Jill Oberfeitinger	Fall, 2024
			1a vi. 2024 Class for Master Advisor Program	Five complete the Master Advisor Certificate	Five complete the Master Advisor Certificate	Master Advisor Comm.	Jill Oberfeitinger	Summer 2025
		1b. Develop and implement additional peer-to-peer mentoring program(s)	1b i. Task Student Affairs to evaluate the Pioneer Peers program for effectiveness and areas for improvement.	Compare the number of new students that are connected to a Pioneer Peer to the number of new students not connected to a Pioneer Peer.	See a 5% increase in retention, annually, for those students assigned to Pioneer Peer.	Student Affairs will work with the Pioneer Peer Program	Dean of Students	Student Affairs will survey the Pioneer Peers during the 22-23 academic year. Retention rates will be measured in the Spring '23 and Fall '23 semesters. Further action plans will be developed in Fall'23 as to how to improve retention with Pioneer peers based on data
			1b ii. Task each program to develop a mentoring program between their under and upper-classmen.	Deans task professors to create mentoring program within their discipline.	Compare retention rates of students that received an academic mentor versus those that do not participate in the mentorship program. Also, compare retention rates of those students that serve as a mentor versus those that do not serve as a mentor.	Deans of Colleges will coordinate mentoring program within their disciplines	Dean of Students	Collect data from the 22-23 academic year. Using this data determine the goal number of mentor relationships to develop within each program. Mentors should receive scholarship awards.
			1b iii. Include mentoring aspect to RA training. Be sure RAs are aware of their role as a mentor, how to be an effective mentor, and how to also receiving mentoring for themselves.	Survey all RAs to determine how many say they have a) someone they mentor and b) someone who mentors them	All RAs seek out a mentor for themselves. All RAs seek out a way to mentor another student.	Coordinator of Resident Life and Programming will oversee the RA training aspect	Dean of Students	RA training will include session on mentoring beginning in the fall '22 semester
			1b iv. Task SGA to formalize a mentorship program for all club leadership. Each club leadership member will be asked to mentor another student to be able to take their position for the next year.	Each club will indicate how many of their leadership team are mentoring someone within the club. This information will have an impact on the club's application for funds.	By Fall semester of 2025 all clubs and student organizations, registered with the SGA, will at least 2 of their leadership mentoring another club member.	SGA governing body will oversee the club leadership body	Dean of Students	Fall '22, SGA creates a mentorship model for club leadership
			1b v. Engage the members of the President Society to become more involved with the recruiting process by connecting each prospect with a current TU student.	Number of new recruits that are paired with a President Society Member.	President Society members mentor new recruits through the application process until the new student starts at TU. President Society members can only carry a load of up to 8 (?) mentees, thus for each new recruit to have a President Society mentor, the number of President Society members must increase. The goals is that 80% of new recruits are paired with a President Society mentor.	Admissions office and Club advisor will monitor mentor program for President's Society	Dean of Students	Fall '22 Admissions creates mentorship program for President's society. Spring and Fall '23 mentorship program is enacted. Data collected from these semesters is used to determine effectiveness, maximum number of mentees , and appropriate amount of scholarship dollars awarded.

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Stakeholders: Students and Community			1b vi. Student Affairs and Financial Aid collaborate to determine ways to award scholarship dollars to those that participate in a mentorship program.	Collaborate with Financial Aid to find ways to connect mentorship with scholarship money. The number of scholarship dollars awarded for mentorship roles on campus.	Algorithm developed for retention rate compared to amount of Mentor Scholarship money awarded. Increase mentor scholarship award should lead to increase in retention.		Dean of Students	Financial Aid will meet with each department annually to reevaluate scholarship dollars awarded for mentorship.
		1c. Develop and implement alumni-student mentoring program	1c i. Identify method for collecting, storing, organizing, and making alumni data available to users for marketing and communication.	Ease of use, access, cost, availability	A solution or process is identified.	Nicole Rader, Tim Carter		October, 2022
			1c ii. Identify opportunities for effectively connecting current students and alumni	Richness of experience; degree of engagement; frequency of engagement	Interest in the events demonstrable	Nicole Rader, Tim Carter		November, 2022
			1c iii. Document the process to be used for mentorships			Nicole Rader, Tim Carter		November, 2022
			1c iv. Communicate importance of mentorships and connections	Proportion of students who know about/participate		Nicole Rader, Tim Carter		November, 2022
			1c v. Create events that promote engagement/communication	Participation rates for alumni and students		Nicole Rader, Tim Carter		End of Fall 2022 semester
			1c vi. Set up a regular work/study to assist	# applications for work/study program	At least two (2) students	Nicole Rader, Tim Carter		October, 2022
	2. Increase student engagement	2a. Study and revise academic schedule to maximize opportunities for student engagement during non-athletic time	2a i. Collect and review options	Options collected from a variety of stakeholders	Multiple faculty, staff, and students provide/comment on options	T. Hunsader and R. Miller	T. Hunsader	Options collected by end of October 2022
			2a ii. Implement new schedule	Options reviewed by Operations Success and Deans Council. Best option selected and implemented.	Majority of stakeholders support chosen option	T. Hunsader and R. Miller	T. Hunsader	Decision made by end of Fall 2022 semester. New schedule in place for Fall 2023 semester.
		2b. Develop students to lead other students	2b i. Create leadership course: 1 credit hour, collaborative teaching, 7 week course, available 1st and 2nd half of fall and spring semesters, open to all students, faculty, staff, students.	Percent of course cap that enrolls, Percent of students that pass course or attain certain grade in course.	60% of course enrollment, 70% enrolled students pass or attain certain grade.	Lauren Johnson will create initial syllabus. Dr. Miriam Stroder and Doug Jones will review and edit. Final syllabus will be collaboration of course facilitators.		Syllabus creation will take place during the fall 2022 semester. The course will go through faculty committee in February 2023. Potential facilitators will be contacted during the spring 2023 semester. Course will be offered starting Fall '23.
		2c. Increase student organizations and level of employee and student engagement in those organizations	2c i. Create online registration process for student led clubs and organizations, to be monitored by SGA. Clubs must be registered at the beginning of each academic year or at the creation of the club, in order to be considered active	Number of clubs registered within the first 4 weeks of the semester	All clubs that are registered have had at least one club meeting. All clubs that have met at least once during the first 4 weeks of the semester are registered on line	The SGA under the supervision of the Coordinator of Residence Life and Programming	Coordinator of Residence Life and Programming	A marketing campaign will run during the first 4 weeks of the semester to inform students of the club requirements
			2c ii. Increase awareness of current student organizations by hosting a club fair during the first 4 weeks of classes each semester	Percent of student organizations, listed as 'Active', participating in the club fair,	60% or more of the student organizations listed as 'Active' participate in the club fair,	SGA governing body, under the supervision of the Coordinator for Residence Life and Programming, will be responsible for hosting the club fair	Coordinator for Residence Life and Programming	All action steps must be completed within the first 4 weeks of classes each semester. After the first 4 weeks, SGA, under the supervision of the Coordinator of Residence Life and Programming, will follow up with each student organization once every 2 weeks to monitor activity and growth, and to offer support.

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			2c iii. Feature each club or student organization listed as 'Active' at least once on social media channels during the first 4 weeks of classes each semester,	Number of interactions on social media for each post regarding a student organization	10% of reach on Instagram interact with post,	Coordinator of Residence Life and Programming, in conjunction with the Communications Dept., will be responsible for posting about each 'Active' student organization, individually, at least once during the first 4 weeks of classes each semester		All action steps must be completed within the first 4 weeks of classes each semester. After the first 4 weeks, SGA, under the supervision of the Coordinator of Residence Life and Programming, will follow up with each student organization once every 2 weeks to monitor activity and growth, and to offer support.
			2c iv. Clarify the process for creating and maintaining student organizations by creating online platform for registration and maintenance	All student organizations listed as 'Active' registered online	All 'Active' student organizations registered online by the end of first 4 weeks of classes each semester	SGA governing body, under the supervision of the Coordinator for Residence Life and Programming, will be responsible for contacting all student organizations, and confirming if they are 'Active' and registered online,		All action steps must be completed within the first 4 weeks of classes each semester. After the first 4 weeks, SGA, under the supervision of the Coordinator of Residence Life and Programming, will follow up with each student organization once every 2 weeks to monitor activity and growth, and to offer support.
		2d. Identify and invest in key Tusculum traditions for students (e.g. lantern festival, Pioneer WOW)	2d i. Task each office or department responsible for an event to track data points for their event. Fall Semester Traditions: Nettie Day, Homecoming, Pioneer WOW (Orientation) and Week of Welcome, and Mountain Day. Spring Semester Traditions: Old Oak Festival, Peak Week (Academic Symposium, Honors Convocation, Lantern Festival, Student Affairs Events)	Participation levels for all those events where participation is measured.	Using the participation numbers from the '21-'22 academic year as a basis, increase each measure by 10% annually.	Each office or department responsible for an event will be responsible for keeping track of data points required for measurement.	Dean of Students	Each event will operate on its own timeline, however each will have a final meeting after the event to evaluate data points and ways to improve or increase for the following year.
			2d ii. Task the Student Life Committee to collaborate with the Advancement office to find ways to expand student involvement with Homecoming and Old Oak Festival	Student feedback regarding Homecoming and Old Oak on annual student survey: attendance and enjoyment	Using the results from the '22-'23 student satisfaction survey as a basis, improve the ratio of students who express satisfaction by 5% annually.	Student Life committee will collaborate with the Advancement Office, Student Affairs Office, and Faculty.	Dean of Students	Collaboration between Student Life Committee and Advancement - by Dec 15, 2022
			2d iii. Task Student Life Committee to re-establish Mountain Day (purpose – to connect student body with natural environment unique to area) and May Day (provide opportunity for faculty to engage with students and fun and entertaining way)	Number of students participating in the event	Using the numbers from the '22-'23 academic year as a basis, increase each measure by 10% annually.	Student Life Committee and Office of Student Affairs	Dean of Students	Establish events during the '22-'23 academic year.
	3. Improve students' on-campus living experience	3a. Increase quantity and quality of student life activities	i. Identify student led groups under the umbrella of Student Affairs and invite them to partner with Student Affairs in hosting a campus event.	Number of student organizations listed as 'Active' that help host a campus event	80% of student organizations listed as 'Active' help host at least 1 campus event each academic year	Coordinator of Residence Life and Programming will mentor each student group that signs up to host an event.	Coordinator for Residence Life and Programming	All 'Active' Student groups will be invited to host an event, via email, during the first 3 weeks of classes each semester.
			ii. Each student led organization under the umbrella of Student Affairs is documented, with names of student leaders and faculty/staff sponsor listed on the website and saved in an accessible database	Number of student organizations listed online	100% of 'Active' student organizations are listed online	The Coordinator of Residence Life and Programming, with assistance from SGA leadership, will be responsible for creating and maintaining a record of 'Active' student led organizations		All organizations are listed and updated online within the first 3 weeks of classes each semester

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			iii. Create online submission form for campus event planning to be used by student organization leaders, RAs, and others wanting to plan campus events	Form created in time for use Fall '22 semesters	Online form available by September 2, 2022	The Coordinator of Residence Life and Programming, with assistance from SGA leadership, will be responsible for creating and maintaining a record of 'Active' student led organizations		Online form available by September 2, 2022
		3b. Evaluate, improve, and communicate student services (e.g. ADA accessibility, safety, physical and mental health, tech support, meal plans)	3b i. Student Affairs office will evaluate the student handbook, all forms associated with Student Affairs procedures, and assess what areas need improvement.	Were all processes, forms and services under the office of Student Affairs evaluated?	All Student Affairs/Services processes are evaluated and the handbook is updated.	Student Affairs Office under the direction of the Dean of Students	Dean of Students	Evaluation of Student handbook, services provided and required forms will take place during the Fall '22 semester RA training will continue to have a session dedicated to Student Affairs processes each semester
			3b ii. Student Affairs office will collaborate with ADA compliance officer, and other offices as needed (Dining Services, Campus Safety, etc.) to ensure all processes are accounted for and that they are in compliance with relevant laws and statues and/or best practices compared with other schools.	What improvements were made: Website, new forms, jobs created?	Each form or service request has an online process	Student Affairs office with collaborate with the ADA compliance officer	Dean of Students	Improvements, updates, job proposals, new form creation, or deletion of unnecessary processes will take place in the Spring '23 semester
			3b iii. During the Spring 2023 semester, Student Affairs office will collaborate with the IS office and Communications to make sure all services and processes under the office of Student Affairs is correct on the website, and that all necessary forms can be submitted online.	Is the information for students easier to access? Are students able to find the resources they need? Are they aware of the services provided.	Students will be surveyed as part of the evaluation process and then again after the implementation of new online process for student services. Student satisfaction should increase by 15%	Student Affairs office with collaborate with Communications, Information services	Dean of Students	During the summer of '23 the website will be updated and all necessary forms will be moved to an online format so that students can submit everything online.
		3c. Improve student facilities (dorm and social spaces)	3ci. Assess condition of all dorms/social space					
			3cii. Prioritize major maintenance needs					
			3c iii. "Adopt a space" campaign					
	4. Increase student awareness of student life and co-curricular activities	4a. Increase diversity of student communication methods	4a i. Create one unified and consolidated university calendar shareable across multiple platforms	Completion of the consolidated calendar	Increased participation by students in events and compliance with	Jared Rowland	Jim Wozniak	Sept. 1, 2022
			4a ii. Examine additional online platforms, choosing one, to provide information to students	Solicitation and consideration of various platforms	Determination whether they would address our needs	Chuck Sutton, Lauren Johnson and Jim Wozniak	Lauren Johnson	1-Jul-22
			4a iii. Expand use of Canvas for campus announcements and information	Weekly additions of announcements about events and other campus information on Canvas	10 percent increase in engagement in student events	Jim Wozniak and Mike Verna	Jim Wozniak	Sept. 1, 2022
			4a iv. Use TV screens to highlight student achievement	Monthly addition to the TV screens of a student accomplishment	Increased awareness among the student body of student success	Jim Wozniak and Sydney Clendening	Jim Wozniak	Sept. 1, 2022
			4a v. Request and encourage faculty members to incorporate university announcements in email and Canvas messages and/or in person	Placements in student communications every other week; in-person messages at the start of classes	Faculty participation	Jim Wozniak and Dr. Heather Henson-Ramsey	Jim Wozniak	Sept. 1, 2022
		4b. Broaden social media to include videos	4b i. Fully train Jared Rowland on equipment in the studio	Completion of the training	Jared has full knowledge of the equipment capabilities and knows how to use them	Dr. Jeff Burleson	Jim Wozniak	Sept. 1, 2022
			4b ii. Provide Jared Rowland and/or Jim Wozniak with a key to the studio	Receipt of key	Receipt of key	Jim Wozniak	Jim Wozniak	15-Jul-22
			4b iii. Post content on social media at least every two weeks that contains video	Statistical data of video posts	Reactions, reach other statistical data	Jim Wozniak	Jim Wozniak	Aug. 1, 2022
			4b iv. Train faculty, staff and students how to take and submit video content for social media posts	Completion of training	Faculty, staff and students are providing video content to supplement what Communications and Marketing is creating	Jim Wozniak and Dr. Jeff Burleson	Jim Wozniak	Sept. 1, 2022
			4b v. Create and use a Tusculum TikTok account	Creation of the account; deployment of biweekly TikTok message	Reactions and other statistical data to the posts	Jim Wozniak	Jim Wozniak	Oct. 1, 2022

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		4c. Employ student-driven communication strategies	4c i. Appoint students captains to disseminate info about university events and notices through word of mouth	# captains	10	Lauren Johnson	Lauren Johnson	Sept. 1, 2022
			4c ii. Increase usage of Group Messaging	# Group Message leaders		Lauren Johnson and Katie Odoms	Lauren Johnson	Sept. 1, 2022
			4c iii. Formation of communications committee within the SGA	Establishment of the committee	10 percent increase in student attendance at student-focused events	Lauren Johnson	Lauren Johnson	Oct. 1, 2022
			4c iv. Provide guidance to students about best practices in communication methods	Meeting between captains and director of communications and marketing	Clear communications that effectively convey information	Jim Wozniak	Jim Wozniak	Oct. 1, 2022
	5. Improve and simplify all student-related processes	5a. Transition all student forms to fillable PDFs or online forms	5ai. Collect all forms that students and advisors use for PDF/online form conversion	All forms are collected	100% of student forms have been identified and collected	Casey Reagan and Jill Oberfeitinger	Casey Reagan	9/30/2022
			5aii. Convert all forms to fillable PDFs or work with Marketing to create online forms	All student forms are converted	100% of student forms are fillable PDFs or online forms	Casey Reagan	Casey Reagan	11/1/2022
			5aiii. Distribute/re-upload all newly electronic forms to the Tusculum website for student/advisor access.	All PDFs and online forms are posted to the website and accessible by students	100% of electronic student forms are available online	Casey Reagan and Jill Oberfeitinger; assistance from Marketing	Casey Reagan	12/16/2022
		5b. Develop and implement high-quality training for students on all TU processes they will encounter	5b i. Using input from students, create a FAQ page on the Student Portal. Working with the faculty and students in Communications, English, and Theater, short, entertaining videos will be created and posted to the Tusculum YouTube channel and Tusculum website.	Completion of tasks by deadline. Student feedback.	All information loaded to website by deadline. Each office/department represented by a FAQ will conduct a student poll to ascertain if students find the information helpful.	Those assigned to development plan will collaborate with other offices/departments to create and answer FAQs. Faculty and students in Communications, English, and Theater will help to create videos for FAQs.	Jill Oberfeitinger, Casey Reagan, Lauren Johnson	All FAQs will be listed with answers/processes laid out by Jan. 2023 with the webpage ready for launch by Feb. 1 2023. 50% for FAQ video loaded to website by July 2024. 100% of FAQ videos loaded to website by July 2025. Department/Offices related to FAQ videos will conduct student surveys Sept/Oct 2025. Changes to video/website completed between Nov 2025 - March 2026
Internal Processes: What processes need to be created or improved to meet the needs of our students and community?		5c. Explore one-stop shop for all student services (in accessible space(s))	5c i. Create Online Chat where students can chat with one office/multiple offices 1. Create live chat service on website and on canvas. Place on Tusculum Homepage with available hours. 2. Each Department assigns person to monitor chat. Leave it to each department of how they wish to assign a person (one person assigned all the time or rotating people each week). 3. Make online chat device capable (able to work on phone, laptop, computer, tablet, etc.). 4. Make chat option multi user friendly. Make it so that FA/BO/Student can all chat at same time (will have student initiate with each department that they think they need, department can then transfer chat or add another person in).	1. The Chat Now option will be live on the website and canvas. 2. Designated person (or rotating schedule) will be provided to other participating depts. so that each department knows who is accountable for online chat. 3. Test the chat now on various platforms to make sure that it is working. 4. Run through test runs à pretend to log in as a student and be able to add multiple offices and test	1. Students will be able to click on chat during working hours with questions. Maybe create a log to monitor how many times the chat now was clicked on, have transcript where it sends to student but also is stored in secure location to pull up for customer service review/historical review. 2. Designated person monitors general questions that are being asked and once a semester meets with strategic group leader (CM, CR, JO, MW) to see if there is something missing that could be added to FAQs that could reduce online contact questions . Student response surveys randomly encounter after contact with rep. for satisfaction/issue resolved. 3. Each device is able to successfully bring up chat now and allow student to reach rep. Success will be determined by test run of each device. When live to students, it will be the student satisfaction (maybe a question of did you have to switch devices to use the chat now question). 4. Historical transcript will show that student chat	1. IT/Communications works together to create the live chat and implement the live chat on the website and canvas. 2. Each department supervisor is responsible for their departments assignee to chat. If bad reviews are coming back about customer service from surveys, each supervisor will handle issues in their department. 3. IT/Communications will make sure that it is device accessible. Strategic team will test on each device. 4. Strategic team will test the multi user function and the transfer function.	All members of strategic team ensure implementation.	TBD- Will depend on how much time that IT//Communications needs. Goal will be fully function by Fall 2023, if not before.

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			5c ii. Hire Full-Time Knowledgeable Switchboard Operator (if possible) 1. Hire or re-assign personnel to be official switchboard operator. 2. Each Department creates Dos and Don'ts page (page that lists which items they handle and do not handle à FA does not give out refunds, BO does). 3. Switchboard Operator spends one-day training with each department to learn roles. Dos and Don'ts page is provided at beginning of training for operator to make notes on. 4. Operator then takes pages and creates "training/reference binder" 5. Switchboard Operator is responsible for keeping Campus Directory up to date.	1. Person being hired or re-assigned as official switchboard operator. 2. Page is reviewed by strategic team for suggestions on what to add that dept. may not have thought of. 3. Switchboard operator training schedule is added to master calendar. 4. Training/reference binder is reviewed by strategic team along with meeting with switchboard operator to ensure that individual has strong grasp of each department (enough knowledge to know who to send calls to à maybe even practice calls made to operator). 5. Each Department is responsible to provide employees in department once a semester. As new employees are added, supervisor must send notice to operator.	1. Office of Comm. Notice letting everyone know that we have a switchboard operator. 2. Page will be ready for training day and be placed in the reference binder. 3, After each training is completed by operator, the dept. reports to strategic team that the training was completed. If not, they report that another training day needs to be added to master calendar of events. 4. Complete reference/training binder is made and put together and available at any time (will be given to back up person/locatable by back up person for when operator is out on PTO, etc.). 5. Success is determined by monthly campus directory emails going out on the same day of each month (ex. 15th of each month).	1. Cabinet? President? HR? Whoever is needed to authorize the addition of a switchboard operator. 2. Each department head is responsible for their one (note it may only be one page!) Do and Don't Sheet. 3. Each department head is responsible for training operator on their department. 3. Whichever person the operator reports to will be responsible for ensuring that reference/training binder is accessible and assigning a backup (ex: if operator is in admission, then they report to Jake and backup person is assigned by Jake). 4. Switchboard Operator and their supervisor is responsible for campus directory and ensuring it goes out.	See Responsible box.	Fall 2023 at the latest, if personnel cannot be reassigned or hired before Fall 2022.
			5c iii. Admissions Boot Camp 1. Admission's goes through "boot camp" with each department to better learn the departments and gain full hand knowledge of Tusculum. Each new admission's counselor will go through individualized reduced boot camp (admission's will take lead point on going over the information and then any area that the admission's counselor struggles with, admission's with either arrange a training day or help the counselor by further training the individual themselves). Regular boot camps will be held for whole admission's team as needed (could be once a semester, could be once a year).	Each department plans schedule to go over their department and important pieces of their department. Training packet provided to admissions for reference at future date. Each department plans out classroom, in case other staff/faculty would like to join in on training session.	1. After each training is completed by admission, the dept. reports to strategic team that the training was completed. If not, they report that another training day needs to be added to master calendar of events. 2. Practice calls and campus tours are given to willing faculty/staff members who will ask admission's counselors questions (that they know the correct answer to). Strategic team develops basic quiz that each admission's counselor must take and pass (may miss one question?).	Strategic Team is responsible for implementation. Hand off to Director of Admissions or VP of Enrollment after current counselors have been through boot camp.	Strategic Team is responsible for implementation. Hand off to Director of Admissions or VP of Enrollment after current counselors have been through boot camp.	Immediately. If approved, start boot camp no later than second week of July to ensure that admissions can make it through full boot camp prior to starting Spring/Summer/Fall 2023 recruiting season. May have to space out the boot camp to accommodate different departments schedules.
			5c iv. Interactive Map Create a good campus map that shows students where things are.	Provide communications/IT with building by building list of services housed within the building. Once each building is built, allow interactive map to go live on website. Make it compatible with all platforms/devices.	Live interactive map on website that is quickly accessible (on home page and admissions page).	IT/Communications will work with strategic team to map out campus and create interactive map.	Strategic team will help initiate; communications will take over after initial launch.	TBD- need to find out how quickly IT/Comm can pull together the map. Maybe even pull in computer science department for assistance to make map really nice. Projected launch date no later than Fall 2023.
			5c v. Strong FAQ Canvas Create interactive FAQ on website. Sort of like a virtual assistant to where it is interactive and can then lead to online chat if more information is needed.	Each Department creates FAQ and submits to Strategic Team to add to FAQs knowledge base.	FAQs are submitted for each department no later than end of end of August 2022.	IT works with strategic team to launch FAQ with virtual assistant type system.	Strategic team for launch. Each department for their FAQ section after initial launch.	TBD- if IT can launch before end of Fall 2022, great, if not end of Spring 2023
		5d. Audit/edit webpages related to student services and processes to ensure information is clear, complete, and in agreement	5d i. Establish program-by-program evaluation of the website to ensure material is consistent, has necessary information and is accurate	Program pages are up-to-date	Students, faculty and staff have reliable information about the university's services	Jim Wozniak and Jared Rowland (with input from Operations Success Committee)	Jim Wozniak	Jim Wozniak
			5d ii. Create plan to conduct periodic spot checks of services to determine whether updates are needed	Plan developed	Content remains fresh, current and accurate	Jim Wozniak and Jared Rowland (with input from Operations Success Committee and affected leaders)	Jim Wozniak	Jim Wozniak

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Strategic Initiative: B. Transformative Student Experience	Goals: Broad plans for what we want to accomplish (enter each one in the row most aligned to the goal)	Objectives: How we are going to accomplish the goal?	Action Steps: What actions are required to meet each of the objectives?	Measure(s): What metric(s) will we use to measure success for each objective?	Target: For each measure, what result will tell us we're successful?	Responsible: Who is responsible for implementing the action steps and measures?	Supervisory Responsibility: Who is responsible to ensure implementation of action steps and measures?	Timeline: What is the timeline for implementing each action step?
			5d iii. Develop plan for service leaders to check their pages regularly	Plan developed	Content remains up-to-date, clear and relevant	Jim Wozniak and Dr. Tricia Hunsader	Jim Wozniak	Jim Wozniak
			5d iv. Addition of website updates to agenda of Operation Success meetings	Request placed	Agenda item added, and it becomes a recurring part of the meeting	Jim Wozniak and Dr. Tricia Hunsader	Jim Wozniak	Jim Wozniak
Learning & Growth: What type of culture, skills, training, and technology do we need to develop to support our processes?	6. Nurture a campus environment that is more distinctly Christian	6a. Increase Tusculum's Christian programming, services, and activities	6a i. Chapel - Offer and promote weekly chapel that engages/features students and area church leaders 6a ii. RightNow Media - Increase number of active users 6a iii. FCA - Increase student-athlete participation in weekly FCA meetings 6a. iv. Faculty/Staff Bible Studies - Organize, host, and/or mentor the leaders of faculty/staff Bible studies on campus 6a. v. Student Bible Studies - Organize, host, and/or mentor the leaders of student Bible studies on campus	6a. i. Average number of students who attend weekly chapel in person by semester 6a. i. Number of students and area church leaders who participate in leading chapel by semester 6a. ii. Number of users added each semester 6a. iii. Average number of students who attend weekly FCA meetings by semester 6a. iv. Number of faculty/staff Bible study session organized, hosted, or mentored by campus minister 6a iv. Number of faculty/staff who participate in Bible study sessions organized, hosted, or mentored by campus minister 6a. v. Number of student Bible study session organized, hosted, or mentored by campus minister 6a v. Number of students who participate in Bible study	6a. i. Increase attendance for Spring 2023 by 10% over Fall 2022, then 5% increase per semester thereafter. 6a. i. For Spring 2023, increase number of chapel leaders by 10% over Fall 2022, then 5% increase per semester thereafter. 6a. Ii. Increase active users by 5% each semester 6a. iii. Increase student-athlete participation by 5% each semester 6a. iv. Organize, host, and/or mentor leaders for at least one Bible study each semester 6a. iv. Increase faculty/staff participation by 5% each semester 6a. v. Organize, host, and/or mentor leaders for at least one Bible study each semester 6a. v. Increase student participation by 5% each semester	Rev. Dr. Chris Shumate	Dr. Scott Hummel	6a. i. Ongoing 6a. ii. Ongoing 6a. iii. Ongoing 6a. iv. Ongoing 6a. v. Spring 2023
		6b. Cultivate deeper connections between Tusculum and area churches	6b. i. Worship Nights - Partner with local churches to host worship nights featuring their praise bands and/or ministry leaders 6b. ii. On-Campus Worship - Provide local churches opportunities to host on-campus worship services of their own 6b. iii. On-Campus Bible Studies/Meals - Provide local churches opportunities to meet on campus for fellowship and Bible studies 6b. iv. One-on-One Meetings - Meet regularly with local church pastors and ministry leaders to build relationships and cast vision for campus ministry 6b. v. On-Campus Events for Area Churches - Continue offering on-campus events such as prayer breakfasts and pastor's luncheons 6b vi. Church Sponsorship of Athletics - Continue pairing local churches with each TU athletic team for annual sponsorship	6b. i. Number of worship nights hosted in partnership with local churches each academic year 6b. ii. Number of churches hosting on-campus worship services and number of services offered each semester 6b. iii. Number of churches hosting on-campus fellowships and/or Bible studis and number of gatherings each semester 6b. iv. Number of one-one-one meetings with local ministry leaders each semester 6b. v. Number of special events hosted for local ministry leaders each academic year 6b. v. Number of local churches participating in special events 6b. vi. Number of local churches sponsoring a team	6b. i. Host at least two worship nights each academic year 6b. ii. Work with each local church that desires to host an on-campus service and provide support to their efforts 6b. iii. Work with each local church that wants to offer on-campus meetings and provide support to their efforts 6b. iv. Meet with at least one local pastor or ministry leader each month 6b. v. Increase number of local church leaders participating in special events on campus by 5% 6b. vi. Pair each athletic team with a local church sponsor for each academic year 6b. vi. Get more churches involved as sponsorships open up	Rev. Dr. Chris Shumate	Dr. Scott Hummel	6b. i. Ongoing 6b. ii. Ongoing 6b. iii. Ongoing 6b. iv. Ongoing 6b. v. Ongoing 6b. vi. Ongoing

TUSCULUM UNIVERSITY STRATEGIC PLAN - TACTICAL PLAN

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Draft Vision: Transforming Pioneers to Do Well and Do Good

Strategic Initiative: C. Mission-Driven Academics	Goals: Broad plans for what we want to accomplish?	Objectives: How we are going to accomplish the goal?	Action Steps: What actions are required to meet each of the objectives?	Measure(s): What metric(s) will we use to measure success for each action step or objective?	Target: For each measure, what result will tell us we're successful?	Responsible: Who is responsible for implementing the action steps and measures?	Supervisory Responsibility: Who is responsible to ensure implementation of action steps and measures?	Timeline: What is the timeline for implementing each action step?
Stakeholders: Students and Community	1. Integrate mission elements into academics	1a. Develop and equip career-ready professionals (address AOS and traditional)	1a i. Define targeted career-readiness knowledge, skills, and experiences - tie to existing QEP	Completion of targets and survey	Targets are defined and survey is developed	Provost with assistance from academic deans	Provost	10/31/2022
			1a ii. Survey program faculty to determine baseline level of integration of career-readiness knowledge, skills, and experiences for each program (include internships, practicums, research projects, and note differences in integration for traditional vs. AOS programs)	Survey completion	Survey will be completed by a faculty member for every academic major	Provost and AVP of IE/R	AVP of IE/R	11/30/2022
			1a iii. Faculty planning to increase level of career-readiness knowledge, skills, and experience in each academic major. Provost, Deans, and AVP of IE/R to develop planning template.	Plan template completed by faculty for each academic major	Plans for career-readiness integration will be completed for 100% of academic majors	Program faculty with support/supervision from academic deans	Academic Deans	4/30/2023
			1a iv. Faculty to integrate career-readiness plan into annual program assessment process. Provost and deans will modify assessment plan/report template to include career readiness.	Visible inclusion of career-readiness integration into annual program assessment plans and reports	100% of annual program assessment plans will include career readiness outcomes	Program faculty with support/supervision from academic deans	Academic Deans	6/30/2023
			1a v. Faculty to implement plan for each academic major	Increase in career-readiness knowledge, skills, and/or experiences in each academic major	Implementation of at least two new career-readiness experiences, activities, and/or assignments, etc. into each academic major	Program faculty with support/supervision from academic deans	Academic Deans	9/1/2023
		1b. Nurture student development of civic engagement - students who care about and have the tools to impact their communities (address AOS and traditional)	1b i. Define targeted civic engagement knowledge, skills, and experiences	Completion of targets and survey	Targets are defined and survey is developed	Provost with assistance from academic deans	Provost	10/31/2023
			1b ii. Survey program faculty to determine baseline level of integration of civic engagement knowledge, skills, and experiences for each program (include internships, practicums, research projects, and note differences in integration for traditional vs. AOS programs)	Survey completion	Survey will be completed by a faculty member for every academic major	Provost and AVP of IE/R	AVP of IE/R	11/30/2022
			1b iii. Faculty planning to increase level of civic engagement knowledge, skills, and experience in each academic major. Provost, Deans, and AVP of IE/R to develop planning template.	Plan template completed by faculty for each academic major	Plans for civic engagement integration will be completed for 100% of academic majors	Program faculty with support/supervision from academic deans	Academic Deans	4/30/2024
			1b iv. Faculty to integrate civic engagement plan into annual program assessment process. Provost and deans will modify assessment plan/report template to include civic engagement.	Visible inclusion of civic engagement integration into annual program assessment plans and reports	100% of annual program assessment plans will include civic engagement outcomes	Program faculty with support/supervision from academic deans	Academic Deans	6/30/2024
			1b v. Faculty to implement plan for each academic major	Increase in civic engagement knowledge, skills, and/or experiences in each academic major	Implementation of at least two new civic engagement experiences, activities, and/or assignments, etc. into each academic major	Program faculty with support/supervision from academic deans	Academic Deans	9/1/2024
		1c. Integrate the Christian faith/values and 'caring Christian environment' into academics (address AOS and traditional)	1c i. Define targeted knowledge, skills, and experiences for Christian faith/values and 'caring Christian environment'	Completion of targets and survey	Targets are defined and survey is developed	Provost with assistance from academic deans	Provost	10/31/2024

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			1c ii. Survey program faculty to determine baseline level of integration of Christian faith knowledge, skills, and experiences for each program (include internships, practicums, research projects, and note differences in integration for traditional vs. AOS programs)	Survey completion	Survey will be completed by a faculty member for every academic major	Provost and AVP of IE/R	AVP of IE/R	11/30/2025
			1c iii. Faculty planning to increase level of Christian faith/values knowledge, skills, and experience in each academic major. Provost, Deans, and AVP of IE/R to develop planning template.	Plan template completed by faculty for each academic major	Plans for integration of Christian faith/values will be completed for 100% of academic majors	Program faculty with support/supervision from academic deans	Academic Deans	4/30/2025
			1c iv. Faculty to integrate Christian faith/values plan into annual program assessment process. Provost and deans will modify assessment plan/report template to include inclusion of Christian faith/values.	Visible inclusion of civic engagement integration into annual program assessment plans and reports	100% of annual program assessment plans will include Christian faith/values outcomes	Program faculty with support/supervision from academic deans	Academic Deans	6/30/2025
			1c v. Faculty to implement plan for each academic major	Increase in Christian faith/values knowledge, skills, and/or experiences in each academic major	Implementation of at least two new Christian faith/values experiences, activities, and/or assignments, etc. into each academic major	Program faculty with support/supervision from academic deans	Academic Deans	9/1/2025
		1d. Evaluate integration of the mission into each academic program (address AOS and traditional)	1d i. Evaluate integration of new programs/activities for career readiness, civic engagement, and Christian faith/values into each academic major.	Number of new activities/programs for career readiness, civic engagement, Christian faith/values in each academic major	At least two of each in each academic major	Program faculty with support/supervision from academic deans	Academic Deans	9/1/2025
		1e. Communicate and market integration of the mission into academics via the website and other media to both internal and external audiences	1e i. Develop website template that highlights how each academic program aligns with the mission	Presentation of the template to the provost and the deans	Tusculum family members, prospective students and their families as well as the community clearly understands how our	Jim Wozniak and Jared Rowland	Jim Wozniak	7/1/22
			1e ii. Continue already developed procedure in internal and external messages to highlight how academic programs align with our mission	Further instances of news releases and internal messages/The Pioneer Press about academics that reference relevant mission components	Clearer understanding among internal and external audiences of how our mission is incorporated in our academics	Jim Wozniak	Jim Wozniak	Now
			1e iii. Clearly articulate in marketing materials how the mission is part of our academic structure	Marketing materials illustrating how our mission is woven into our academics	Recognition among prospective students, their families and the community of our mission in our academics	Jim Wozniak, Sydney Clendening and Jared Rowland	Jim Wozniak	Immediately
Internal Processes: What processes need to be created or improved to meet the needs of our students and community?								

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Strategic Initiative: C. Mission-Driven Academics	Goals: Broad plans for what we want to accomplish?	Objectives: How we are going to accomplish the goal?	Action Steps: What actions are required to meet each of the objectives?	Measure(s): What metric(s) will we use to measure success for each action step or objective?	Target: For each measure, what result will tell us we're successful?	Responsible: Who is responsible for implementing the action steps and measures?	Supervisory Responsibility: Who is responsible to ensure implementation of action steps and measures?	Timeline: What is the timeline for implementing each action step?
Learning & Growth: What type of culture, skills, training, and technology do we need to develop to support our processes?	**2. Equip faculty and academic support staff to integrate the mission elements into academics**	**2a. Develop faculty knowledge base for online course design**	2a i. Select and recommend a quality online course design resource to the Professional Development Committee that demonstrates or teaches best practices in online course design is comprehensive yet still manageable in regards to the amount of time required for completion. A prime example is the Vanderbilt IRIS module located at: https://iris.peabody.vanderbilt.edu/module/fac/	Selection and recommendation of a resource meeting these requirements.	Recommendation or endorsement from the Professional Development committee for faculty teaching online to complete the resource.	Professional Development Committee	Dr. Tricia Hunsader	Resource selection and recommendation to the Professional Development Committee by September, 2022.
			2a ii. Offer additional training opportunities for faculty teaching online that focus on teaching online including the importance of Executive Functioning skills and Cognitive load.	Approval of training topic for use in faculty workshops and training sessions.	Recommendation of endorsement from the Professional Development committee and academic affairs.	Dr. Jeff Burleson, Presenter	Dr. Tricia Hunsader	2022-2023 Academic Year
			2a iii. Committee members will present a session at the faculty workshop. The workshop will focus on the specific components that should be included in online course design. The session will include resources on the importance the specific components in online course design.	This will be measured by the session being presented at the faculty workshop.	We will know that we are successful when faculty implement the components discussed in the session in their online courses.	Task force members	Dr. Tricia Hunsader	Fall 2022
			2a iv. Provide all full-time faculty with training in best practices in online course design principles	Development of Canvas-based training in online course development including organization/consistency, alignment, faculty presence, accessibility and technology/rich media/Canvas tools.	Faculty successfully completing training.	Professional Development Committee	Dr. Tricia Hunsader	8/1/2023
			2a v. Develop pool of faculty with advanced training course design skills throughout TU colleges to serve as internal resources.	Send 1 member from each college to specified course design training each year. (Example: Applying the QM rubric (APPQMR) is $220 pp with membership. 5 colleges would equal an annual cost of $1100 ($1,650 without QM membership) Note: A full-day QM led workshop "Designing Your Online Course" is also available for 10-20 faculty as a dedicated offering. The approximate cost is $3000 with QM membership (plus travel expenses if held in person).	Select college member will complete specified training.	Professional Development Committee	Dr. Tricia Hunsader	8/1/2023

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			2a vi. Develop and adopt institutional online course design standards. Develop and enact a system for ensuring the quality of online course design and teaching. Intent is a rubric with a focus on the most impactful standards (See Blackboard exemplary course program rubric instead of the more exhaustive QM Rubric)	Develop and adopt institutional online course design standards. Develop and enact a system for ensuring the quality of online course design and teaching. Intent is a rubric with a focus on the most impactful standards (See Blackboard exemplary course program rubric instead of the more exhaustive QM Rubric)	Course design standards adopted rubric.	Teaching and Learning Task Force	Dr. Tricia Hunsader	8/1/2023
		2b. Develop and enact a system for ensuring the quality of online course design and teaching	2b i. Select or design and recommend an online course rubric and a process to the Professional Development committee for reviewing online courses based upon online learning best practices.	Selection or design and recommendation of an online course rubric and courses review process.	Recommendation or endorsement from the Professional Development committee for faculty teaching online to complete the resource.	Professional Development Committee	Dr. Tricia Hunsader	1/1/2023
			2b ii. Develop a course/module template that should be followed for all online courses. The template will be located on Canvas.	This will be measured by a task force member reviewing the course to ensure it uses the template.	By all faculty using the same template design, it will allow students to focus on course content versus learning how to use the site for each course. This should yield better results in student learning of the material.	Teaching and Learning Task Force	Dr. Tricia Hunsader	Fall 2022
			2b iii. Develop and implement internal course review process	Selection and adopting internal course review process for online courses	Selection and adopting internal course review process for online courses	Teaching and Learning Task Force	Dr. Tricia Hunsader	8/1/2023
			2b iv. Develop basic internal training resources for faculty in use of Canvas LMS (Example topics: course navigation, setting up previously developed course, creating announcements, canvas gradebook, feedback methods, using student view, uploading files)	Availability of Canvas-based training resource	Implementation of Canvas based training resources.	Information Systems	Dr. Tricia Hunsader	8/1/2023
			2b v. Train full-time faculty in best practices in online teaching	Develop internal workshops for faculty in best practices in online teaching. Examples: maintaining an instructor presence online, methods to motivating online students, online interactivity with student/content and student/student, creating a supportive online environment	Training implementation	Professional Development Committee	Dr. Tricia Hunsader	8/1/2023
		2c. Integrate the Pioneer Ready QEP elements into the professional development of faculty and academic support staff	2ci. 1. Add QEP discussion to each faculty/staff meeting and faculty/staff training	Inclusion in minutes/agendas	QEP-related items in at least 50% of agendas and minutes	Tim Carter	VPAA	Spring '23

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			2cii. 2. Add mission-related QEP language to evaluations for faculty and staff – i.e., encourage creative approaches for integrating these into day-to-day activity and reward through evaluations	Survey to determine awareness of QEP details	Over 50% of faculty/staff arre aware of the QEP terms and goals	Tim Carter	VPAA	Spring '23
			2c iii. Encourage completion of Pioneer I's "Pioneer Ready" program.	number of faculty and staff who have completed the Pioneer I's "Pioneer Ready" program.	25% of faculty/staff complete "Pioneer Ready"	Tim Carter	VPAA	Spring '23
		2d. Empower students to take responsibility for their own learning through a coordinated approach to academic policies and procedures (e.g. late work policy)	2d i. Faculty Affairs Committee develop plan for faculty conversations about academic policies impacting development of students' personal responsibility for their learning (e.g. late work, plagiarism)	1. Number of policy topics identified 2. Plan completed and shared with faculty	Minimum of 2 academic policies identified for conversation. Plan includes 2 or more options for faculty participation in conversations about each planned policy topic.	Faculty Affairs Committee	Provost	Plan complete Fall 2022 semester
			2d ii. Faculty Affairs Committee lead implementation of faculty conversations	Number of conversations held	Two conversations for each policy topic	Faculty Affairs Committee	Provost	First topic - Spring 2023 Conversations Second topic - Fall 2023 Conversations
			2d iii. Faculty Affairs Committee publish guidance for faculty about academic policies (e.g. late work, plagiarism)	Faculty guidance for each topic summarized and disseminated	Faculty guidance for 2 topics summarized and disseminated	Faculty Affairs Committee	Provost	First topic guidance disseminated - Fall 2023 Second topic guidance disseminated - Spring 2024

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	3. Promote and value employee engagement in the campus and broader community	3a. Develop and implement goals for community service and campus engagement within each academic and operating department	3a i. Every academic and operating department adds one or more goals for community services and campus engagement into their annual effectiveness report	Proportion of departments who add one or more goals	80% of academic and operating departments	Leaders of all academic and operating departments	Cabinet member to whom each department leader reports	9/30/2023
		3b. Integrate evaluation of faculty involvement in the campus and broader community into the annual evaluation and promotion processes	3b i. Add to the annual evaluation instrument and process faculty involvement in the campus and broader community	Annual faculty evaluation instrument revised	Completion and dissemination	Faculty Affairs Committee	Provost	Summer 2024
			3b ii. Add to the faculty handbook promotion guidance the value of faculty involvement in the campus and broader community	Faculty promotion section of Faculty Handbook revised	Completion, BOT approval, and dissemination	Faculty Affairs Committee	Provost	Fall 2024
		3c. Integrate evaluation of staff involvement in the campus and broader community into the annual evaluation process	3c i. Add to the annual evaluation instrument and process -- involvement in the campus and broader community	% persons involved	100%		Scott Smith	Fall, 2024
Finance: What resources are needed to accomplish our goals? (address financial, physical, and human resources here)								