

2012 Strategic Plan

The University of the South

Summary

This strategic plan proposes four ways in which the University will, over the next ten years, become a better, stronger, truer version of itself:

developing an exemplary learning environment

realizing the potential of the Domain

extending the University's reach locally and globally

fostering a diverse, cohesive, and inclusive community.

This document describes these four strategic directions and further proposes strategic initiatives through which the University may advance in these directions. The strategic initiatives are alphabetized rather than prioritized, because the focus of the plan is on all we can achieve over ten years, rather than the order in which the items may occur. Some of the items will require new resources, while others will not. Nearly all of them, however, will require additional organizational work to implement.

The strategic directions and initiatives are intended to guide the University during a ten-year period, particularly to preserve and extend the University's excellence as an academic institution. At the same time, this plan affirms that ongoing strategic thinking is not only desirable, but also necessary if the University is to reach its aspirations. Some initiatives will need revision, and new ones may be added. The plan calls for an ongoing process by which the implementation will be monitored, and through which aspects of the plan may be continually evaluated.

The purpose of this strategic planning process was to understand how the efforts of many—alumni, faculty, parents, staff, students, and others—may be unified to advance, and even transform, an institution over a period of time. It is not to redefine an institution's mission or its values; these form the foundation upon which each strategic plan is built. Each passing decade will present a different environment in which the University continues to achieve its fundamental mission. This strategic process represents the thinking of a year-long process to know how the University can best anticipate and successfully meet the opportunities in the decade ahead.

Introduction: Background and Process

The strategic planning process formally began in the Advent 2011 semester, during the retreats of the College faculty and the University's Executive Staff. Even before that, however, the School of Theology had completed its own strategic plan during 2010-2011, and that plan formed an additional starting point for this process.

The twenty-six member Strategic Planning Committee agreed that its work would be conducted transparently, posting minutes, ideas received, and documents collected on a website accessible to everyone on campus. Members discussed the notion of programmatic strategy and the difference between a strategic plan and an annual or multi-year budget. The Committee also gathered every assessment or planning document produced at the University during the previous five years.

The Committee first reviewed the ideas gathered during the retreats and published summaries of these. Then the committee initiated a longer effort, in September and October, to encourage campus-wide discussion of potential directions. Members facilitated seven small group discussions for faculty and staff together, and student members engaged the Student Senate to produce a video, a survey, and additional small group discussions with students. The Committee followed up the faculty-staff discussions with an open-ended survey, and then collected and published the results of all of these steps.

The Strategic Planning Committee turned next to evaluating and refining the many ideas and suggestions received. Three subgroups on the topics of "Diversity and Equity," "Educational Relationships," and "Prominence through Excellence"—following preferences expressed through the faculty-staff survey—were formed. During November and December these subgroups met independently of the Strategic Planning Committee, which continued to meet and review progress.

Over the Christmas break some members of the Committee drafted a preliminary document gathering the refined strategies together under broader strategic directions, and the Committee began the Easter semester by discussing these directions and the strategies for each direction, while also considering the additional sections that an eventual plan would need. In mid-February the Committee completed an early draft of the plan for distribution and discussion on campus, and in late February the Committee hosted two faculty-staff forums to present the draft and receive feedback.

In March the Committee shared the draft with the Parents' Council, the Board of Regents, and with students at a dinner coordinated by the Student Government Association. The Committee refined the draft further and added two appendices: a seven-year estimated budget, and first look at a collection of metrics suitable to measure items in the plan. Members drafted these new sections in early April. In mid-April the Committee reviewed the new sections, added them to

the plan, and agreed to request endorsement from the College and the School of Theology faculties in May. Those endorsements in hand, the draft was then presented to the Board of Regents and the Board of Trustees, each of which endorsed the plan.

The Strategic Plan and the University Purpose

This strategic plan takes as its foundation the University Purpose, a statement of which is included later in this section. That is, the plan seeks to articulate directions and initiatives through which the University will achieve greater excellence, both in meeting the purpose of the University as a whole, and in meeting the purposes of its two constituent parts, the College of Arts and Sciences and the School of Theology. As is clear from the University Purpose statement below, the missions of these two parts are distinct, and the plan provides, under each strategic direction, initiatives for each. At the same time, the plan recognizes that there are many ways in which the College and the School can collaborate in common efforts that will assist each in fulfilling its vision, and the numerous initiatives that apply to the University as a whole reflect this potential.

The University Purpose statement is as follows:

The University of the South is an institution of the Episcopal Church dedicated to the pursuit of knowledge, understanding, and wisdom in close community and in full freedom of inquiry, and enlightened by Christian faith in the Anglican tradition, welcoming individuals from all backgrounds, to the end that students be prepared to search for truth, seek justice, preserve liberty under law, and serve God and humanity.

The College of Arts and Sciences is committed to the development of the whole person through a liberal arts education of the highest quality. Outstanding students work closely with distinguished and diverse faculty in a demanding course of humane and scientific study that prepares them for lives of achievement and service. Providing rich opportunities for leadership and intellectual and spiritual growth, while grounding its community on a pledge of honor, Sewanee enables students to live with grace, integrity, and a reverent concern for the world.

The School of Theology educates women and men to serve the broad whole of the Episcopal Church in ordained and lay vocations. The School develops leaders who are learned, skilled, informed by the Word of God, and committed to the mission of Christ's church, in the Anglican tradition of forming disciples through a common life of prayer, learning, and service. Sewanee's seminary education and world-wide programs equip people for ministry through the gift of theological reflection in community.

Strategic Vision

The University of the South, remaining as true as ever to its heritage and mission, will become a better, stronger, truer version of itself over the next decade. The strategic vision of this plan is that Sewanee will exemplify a learning environment of rich intellectual inquiry, insightful conversation, creative expression, purposeful action, and thoughtful formation of each student; will realize the potential of the Domain as a unique asset; will extend the scope of study, understanding, and action to cultures and societies both local and global; and will foster a diverse, cohesive, and inclusive community.

Strategic Directions

Developing an exemplary learning environment

- I. Sewanee strives to exemplify a learning environment of rich intellectual inquiry, insightful conversation, creative expression, and purposeful action in which students can develop their fullest capacities of body, mind, and spirit.

The University of the South has long been distinguished by a tradition of unusually strong relationships between students and University faculty and staff. These collaborative connections—whether developed during office hours or through seminar classes, in laboratories or through fieldwork, during performances or on athletic fields, at worship or in outreach—are essential to defining Sewanee’s particular vision of educational excellence. The educational formation of students will be most successful when this tradition of collaborative inquiry is sustained amid the widening forms of teaching, learning, and common life that flourish at the University.

The formation of Sewanee students already incorporates a blending of traditional pedagogies, newer pedagogies developed over the past decades, and a broadening range of co-curricular and extra-curricular activities. Students gain analytical skills through close examination and discussion of topics within and beyond the classroom, as well as through research projects undertaken cooperatively with faculty. They have opportunities to learn how theory intersects with praxis through community engagement projects. And students in the College prepare for what our purpose statement describes as “lives of achievement and service” in the modern workplace in several ways. They develop habits of discipline, learn the value of cooperative endeavor with professors or coaches or others, and discover modes of involvement and even action within the broader community. Above all, they prepare for lives of achievement and service through an

education in the liberal arts and sciences that fosters a mental flexibility and imaginative resourcefulness they will need to confront a rapidly-changing world.

Students in the School of Theology prepare for ordained and lay ministries in many parallel but differentiated ways. Deeply engaged critical study of the Christian tradition lays deep but flexible intellectual foundations for faith. Prayer both in community and in private opens the spirit to God and the world. Life in close but diverse community breeds a habit of shared enterprise as well as individual inspiration, and an understanding and respect for neighbors who differ. School of Theology students have many opportunities to find how theory intersects with praxis both within the seminary community and without, through intensive internships and ongoing contextual education.

Sewanee will be at her truest and best when we embrace ways of carrying the University's spirit of cooperative inquiry and the College's unswerving dedication to liberal learning, further into the new century. One way we envision to advance these ideals in the coming decade is to strengthen the University's capacity to nurture the creative imagination of its students--encouraging their facility in oral communication, fostering their artistic expression, and involving them in a campus setting that qualifies as a vibrant center of regional and national culture. Another aim, pertaining especially to faculty, is to heighten expectations and expand opportunities for professional development. At the same time, we must not lose sight of the need to provide time for reflection in our busy lives. Each member of the campus body can thereby aspire to fulfill his or her discrete vocation while contributing to a genuine community of learning enlightened by faith and "reverent concern for the world."

Realizing the potential of the Domain

- II. We have recognized the Domain as a distinguished asset since our founding, and today it is as important as ever to Sewanee's identity and aspirations.

This most remarkable asset has long invited praise and study, but its significance far exceeds simple measures of size or elevation. In the rich variety of opportunities it provides the entire Sewanee community, the Domain is an unparalleled resource for historical, archaeological, and scientific study and for physical and spiritual well-being. We must also maintain it as a resource for the future, keeping concerns of environmentalism and sustainability at the forefront.

This gift of land and quiet space offers us the opportunity to demonstrate excellence in stewardship as we balance its multiple roles. In our community's striking physical setting we live in the midst of the consequences of our decisions about the Domain's

management. So at its deepest the Domain challenges each person to make informed and reasoned judgments about the full range of interdependencies among and within the ecosystems that constitute our community.

Extending the University's reach locally and globally

- III. Sewanee extends its local and global reach, engaging communities both local and international to comprehend the diversity of experience and challenges facing the world, enabling the most productive study, understanding, and action.

Increasing diversity in the U.S. population and global integration provide Sewanee students opportunities to learn about, and learn from, the variety of populations and their experiences, both locally and internationally. Many of the intractable problems facing the world – food security, poverty, public health, climate change, and conflict – have local and global dimensions. Drawing on its intellectual and moral traditions, Sewanee prepares students for a lifetime of action to address these matters, which will require intercultural sensitivity and technical competence. Sewanee fosters local and global engagement by constructing a student body from all countries, cultural backgrounds, ethnicities, and socio-economic strata.

Intercultural engagement, both local and global, offers unmatched opportunities for students to develop humane sensibilities, and to appreciate the differences in the nation and the world. Through study, understanding, and action, students learn to interpret complex societies firsthand and to communicate with a variety of people, whether from other national cultures or other demographic groups. These skills form an important foundation for our students to apply the knowledge and concepts they learn through the disciplines, enabling them to lead the larger communities in which they find themselves. More broadly, students come to realize that the local and the global are, finally, connected. From literature to economics to science, from the environment to entertainment, we must grapple with how our individual and societal choices affect each other and grapple with how to preserve the variety of experiences while addressing our common challenges.

This plan recognizes that the University is unusually positioned to consider these questions and needs. Sewanee combines the richness both of academic and ecclesiastical global networks and a regional inheritance and is poised to build upon its extensive outreach partnerships in tackling challenges related to poverty and sustainability. Its place in the Anglican Communion creates multiple cross-cultural relationships and at the same time fosters local outreach and ministry of many kinds. Sewanee will stride forward to widen the scope of the study, understanding, and action that faculty, staff, and students undertake to engage that richness.

Fostering diverse, cohesive, and inclusive community

- IV. Sewanee is a diverse, cohesive, and inclusive community, welcoming and valuing the contributions of each member of the faculty, the staff, and the student body.

Attaining a faculty and student body of significant diversity is vital for several reasons: to enable more meaningful conversations in and out of class about significant issues; to prepare students for the diversity of the communities and workplaces they will encounter; and to keep the University competitive in recruiting students and faculty through a continuing national and international demographic shift. Ethnic, racial, and socioeconomic diversity deserve particular focus, but the understanding of diversity encompasses more than these categories. However diversity is defined, the promise of a diverse community will be fulfilled only within a community that is inclusive, welcoming, and, even more, cohesive.

Sewanee affirms that a cohesive community values the contributions of each of its members and does not accept or perpetuate unnecessary institutional or societal distinctions. In fact, we draw on our specifically Episcopal ethos to recognize the imperative to welcome all. We affirm the need to provide sufficient financial aid to every Sewanee student, the need to maintain living wages and affordable benefits for employees, and the need to provide resources so that all students can be successful at Sewanee.

The plan recognizes that University's work is not done in attracting a diverse faculty, staff, and student body, and seeks to bring all members of its campus into a shared community.

Commitment

This plan represents the beginning of an ongoing and dynamic process through which the University will express the values contained herein. The expression of those values will occur not only in accomplishing tasks and implementing strategies, but also in the processes through which we achieve them. We will make informed judgments and proceed on the basis of those judgments, modeling for our students how inquiry and action are most effective when they are not separate but united.

Put another way: the plan is not an end, but a beginning. We acknowledge that as the years unfold, we will continue to discern new needs, and some strategies will no longer fit the opportunities we see. To that end, we will remain adaptable and nimble. We will monitor the plan both in whole and in its part, report on the plan at regular intervals, and alter and extend the strategies as necessary.

To fulfill the plan, we will require measures of our success. These will vary according to the tasks and strategies. One of the most important measures, however, will be the ability of all of us to live out the values of the plan in the years ahead.

Strategic Initiatives

I. Inquiry, Conversation, Expression, Action, and Formation: Developing an Exemplary Learning Environment

College of Arts and Sciences

1. Broaden the PE program and its purposes to include a variety of offerings promoting leadership skills and community health.
2. Conduct an ongoing study into educational relationships, including but not limited to the first-year experience, the minority experience, classroom teaching, extracurricular activities, and the curriculum, determining what works well and what impedes doing better and use the results in prioritizing funding.
3. Coordinate the administration of curricular initiatives, such as community engagement and undergraduate research and creativity that foster deep educational relationships between faculty and students, in order to promote them effectively.
4. Coordinate the array of student opportunities, including community engagement, internships, study abroad, undergraduate research and creativity, and work-study, and improve campus contacts for each.
5. Develop funds to support initiatives following the curricular review process underway, as for instance field-based, interdisciplinary, and multidisciplinary courses.
6. Encourage, in faculty hiring, positions—such as a full-time professor of dance—that will have a wide impact on the student body or promote work across departments.
7. Encourage new and strengthen existing integration of areas of study across the curriculum. Examples of new integration could include a major in Linguistics, courses in Psychology and the Arts, The Physics of Dance and Movement, and/or The Politics of the Written and Spoken Word.
8. Establish a Standing Committee on the Arts to study and promote the arts as an integral part of the University's mission.
9. Exempt students with high AP or similar scores from some number of distribution requirements and consider a program for awarding credit for some forms of dual enrollment.
10. Ensure adequate staffing in sports to ensure that coaching and recruitment can take place at the same time.

11. Increase academic-year opportunities for community engagement and undergraduate research, providing release time or stipends for participating faculty.
12. Initiate a first-year program, building on the success of the last version and the current living-learning communities, engaging students in place-based (i.e., Domain- or local community-based) or other courses.
13. Organize the daily schedule so that ensembles, practices, and other group activities can be elected by as many students as possible without conflicting with academic classes.
14. Provide for a comprehensive faculty development program, including competitive levels of start-up funds, professional activity funds, and endowed chair research funds for faculty and enable, on a competitive basis, two faculty a year to receive 100% compensation for a full-year sabbatical.
15. Provide financial incentives for ongoing faculty scholarship and professional development, whether through summer stipends or other means.
16. Reduce the number of courses taught per year by faculty to five, by reconfiguring courses and requirements, to enable greater intellectual and creative work and greater faculty-student engagement.
17. Reexamine the advising system to determine whether the role can practically combine, on one hand, the guidance of students through distribution requirements, and on the other, foster deeper educational relationships with the advisor and others—and adjust expectations accordingly.

School of Theology

18. Develop a MA in Religion and the Environment and a MA in Theology and Literature, as well as, in cooperation with the College, a 5-year BA/MA degree path and a 6-year BA/MDiv degree path.
19. Offer courses on the contemporary sociology and social psychology of religion with emphasis on the connection to Christianity, whether in the College or School of Theology, that can be taken by School of Theology students and College students.
20. Develop class and extra-curricular schedules, and physical facilities, to encourage greater interaction between students and faculty at the School of Theology and greater synergy with the College.

21. Renew the intellectual excellence of EfM to match its interactive and interpersonal strengths.

University

22. Design a University Center that addresses the social and health needs of students and faculty.
23. Establish a public art program and a funding mechanism, such as the dedication of 1% of monies raised for construction projects.
24. Establish teaching post-docs, visiting professorships, and short-term residencies to bring to campus new courses, new fields of study and practice, and innovative work happening outside the University.
25. Increase secretarial and technical support for faculty to a level consistent with peer institutions.
26. Provide competitive levels of funding for student participation in regional and national academic conferences.
27. Provide outside lecture series and fine arts series with additional funding to increase the attendance at, and quality of, events.
28. Raise faculty compensation to the mean of an appropriate peer group and at least to the mean by rank of the top 50 colleges as measured by *U.S. News*. Undertake a staff compensation study to classify positions based on updated job descriptions and appropriate recruitment markets (local, regional, national), establish appropriate pay ranges, and raise staff compensation to competitive levels.
29. Reorganize student employment in ways that will promote résumé development, professional experience, and meaningful teamwork, certifying particularly significant work-study experiences as internships.

II. Realizing the Potential of the Domain

College of Arts and Sciences

1. Enable faculty to make multi-year commitments to teach a certain number of courses per year in the Environmental Studies Program and other interdisciplinary programs.
2. Initiate first-year students to the Domain and the challenges surrounding it through a significant academic, experiential, and recreational program. A place-based course

would serve this purpose extremely well and an alternative would be a multi-day orientation experience, which might or might not be part of a PRE program.

School of Theology

3. Increase intellectual resources in the area of religion and the environment, e.g. to create and staff courses on theology and ethics of environment that can be taken by School of Theology and College students alike.

University

4. Adopt and promote sustainable living practices on campus and on the Domain and achieve competitive benchmarks such as appropriate LEED certification for new construction.
5. Build sustainability goals into all departments and into the work expectations of all employees.
6. Complete and affirm a Sustainability Master Plan.
7. Establish a Green Corps of student environmental leaders—not necessarily majors in environmentally-focused programs—as well as faculty, staff, and other community members. The Green Corps would assist in promoting environment across the curriculum as well as participate in some admission tours.
8. Expand opportunities for students to work with faculty and the community to study the domain both scientifically and culturally.
9. Model collaborative and educational decision-making not only in addressing questions of Domain management and questions of sustainability but in all aspects of University life.
10. Provide grants for course development and fieldwork expenses for interdisciplinary courses on the environment, both within and outside the Environmental Studies Program, including first-year courses.
11. Showcase the Domain, collaborative and educational decision-making, and partnerships with local agencies and institutions through communications and/or conferences.
12. Support the Center for Religion and the Environment as an incubator of innovation, providing academic and nonacademic opportunities and becoming nationally known as the place where the interactions between environment and religion are addressed.

13. Take a leadership position in conversations with other liberal arts colleges and seminaries with similar environmental commitments.

III. Extending the University's Reach Locally and Globally

College of Arts and Sciences

1. Develop cost-effective programs abroad in underserved or unique areas that will appeal both to Sewanee students and students from other schools.
2. Establish a Southern Studies program that actively engages questions of diversity – ethnic, racial, and otherwise – in a changing contemporary South and consider an Urban Affairs Center in Atlanta through which students in the College and from other institutions could have a multicultural urban experience for a semester.
3. Evaluate the feasibility of a summer foreign language institute that appeals both to Sewanee students and students from other schools.
4. Increase opportunities for internships and career employment locally and abroad.
5. Increase the number of students undertaking a significant experience abroad.
6. Offer courses in languages and cultures of contemporary significance, such as Arabic.
7. Promote the study of national and regional cultures, as is done for instance in International and Global Studies, and expand the map of faculty expertise to the Middle East and beyond.

School of Theology

8. Develop and maintain defined relationships with partner institutions in the United Kingdom and Africa.
9. Further develop on-line versions of EfM in order to engage a wider and more diverse range of participants.
10. Offer courses on missiology and world religions, whether in the College or School of Theology, that can be taken by School of Theology students.

University

11. Coordinate, through a single office, strong and continuing relationships with community partners in Franklin, Grundy, and Marion counties, including Saint Andrew's-Sewanee, whether for community engagement, outreach activities, seminary fieldwork, or other purposes.
12. Create and develop partnerships with other member educational institutions in the *Colleges and Universities of the Anglican Communion*.
13. Enroll a greater number of international students in the College and the School of Theology.
14. Increase the number of faculty with international expertise or interest in work in surrounding counties, whether through hiring or through opportunities for existing faculty.
15. Offer, and promote the unique benefits of, experiences that engage students with a socioeconomically broad range of residents of Sewanee and surrounding counties.
16. Provide greater assistance to international faculty to gain visas.

IV. Fostering a Diverse, Cohesive, and Inclusive Community

College of Arts and Sciences

1. Accommodate and support the religious needs of those of other faiths, recognizing that by having a deep, institutional tradition, the University's environment can best promote the development of each person's religious experience.
2. Appropriately resource a University Commons that provides space for meaningful social connections and features healthy activities, expanding efforts to address challenges and harms related to alcohol and drug use and abuse.
3. Consider expanding curricular offerings to include American Sign Language, expanding the University's commitment to differently abled students and improving the visibility of ASL at University events.
4. Develop curricular and co-curricular programs to address the psychological health and well-being of our students. Enhance mental health intervention strategies that improve students' academic performance and reduce unnecessary student attrition.

5. Employ opportunity-hiring to increase the number of faculty from diverse backgrounds.
6. Enable all admitted students to attend the College by meeting 100% of demonstrated financial need.
7. Enable all students, without regard to financial need, to participate in programs such as Beyond the Gates, Outreach trips, and the Sewanee Outing Program.
8. Evaluate the cost-effectiveness of a ZipCar or other means of transportation for those without cars.
9. Expand healthy social and cultural opportunities for all students, with special attention to engaging students without connections to Greek organizations.
10. Increase funding for academic awards, internships, and student research projects to reduce apparent inequities by field of study.
11. Provide funding for academic support services to meet the needs of a diverse student body.
12. Provide funding so all students, without regard to financial need, can own a gown.
13. Reduce the imbalance in gathering spaces between fraternities and sororities and between non-Greek and Greek organizations.
14. Strengthen the residential life program by centralizing first-year students in living and learning communities and enhancing connections to the natural environment, to their class cohort, to staff resources and to engaging opportunities within the Sewanee community.

School of Theology

15. Develop an alternative program of preparation for ordination, using two-and three-week intensive periods of residence, along with use of online/distance learning technology in a hybrid mode of delivery. In conjunction with the Episcopal Church's Office of Latino/Hispanic Ministries, include a Spanish language option.
16. Develop an expanded and varied program of contextual education, including Spanish language opportunities.
17. Develop programs to foster understanding and skills in cross-cultural and multi-cultural community leadership.

18. Include ecumenical perspectives and the voices of marginalized communities more fully in the curriculum.
19. Increase enrollment by becoming more attractive for younger students, with a goal of one-third of students under 35 by 2015.

University

20. Ensure a living wage and affordable health care for all employees.
21. Implement and further develop the recently completed Strategic Plan for Diversity.
22. Make provisions for multicultural student needs, such as barbers and beauticians.
23. Reduce the social distance between employees by hosting events such as Coffee on the Quad, engaging employees in University-wide service projects, holding all-employee gatherings, thanking individuals for their contributions; and evaluating whether bodies such as the Joint Faculties and Senate are necessary for legislative action.
24. Require all faculty search committees to have a member trained in methods for increasing the pool of multicultural candidates.

V. Supporting strategies

Admissions

1. Raise the College academic-year enrollment to 1750 and improve academic profile of the student body, emphasizing affinity and fit.
2. Raise the School of Theology academic -year enrollment to a total of 125, including 105 M.Div. students.
3. Raise the School of Theology summer enrollment in the Advanced Degree Program to 70.
4. Recognize the contributions to the community of, and find scholarship money for, students with specific and special talents.

Athletics

5. Acknowledging the importance of athletics to students and prospective students, as well as for institutional advancement, enhance the Sewanee student-athlete experience by embracing a culture of excellence.
6. Develop a separate strategic plan for athletics to improve recruitment and to foster greater competitive advantages for Sewanee athletes.

Communication

7. Feature the name of Tennessee Williams in all programs funded by the Dakin Endowment and consider new programs that support the aims of the endowment.
8. Embrace a user-centric content approach for the University web presence.
9. Improve campus communications, event promotion, and event scheduling.

Physical Resources beyond the 2011 Master Plan

10. Designate or build appropriate spaces for the College's Environmental Studies Program and the University-wide effort in environmental stewardship and sustainability.
11. Enhance or upgrade athletic facilities to ensure that Sewanee is not at a competitive disadvantage with our peers.
12. Study usage of the motor pool and adjust purchasing and policies to ensure sufficient availability for programs in community engagement, the environment, internships, and undergraduate research.

Summer Programs

13. Coordinate, through scheduling and promotion and partnerships with SAS, summer programs in the arts to establish Sewanee as a mecca for the arts, enabling visitors from Chattanooga, Huntsville, and Nashville to come for art-filled weekends in spaces from Guerry to our galleries to the Tennessee Williams Center.
14. Ensure that summer programs cover all costs, including administrative costs, borne by the University, either through tuition or designated endowment, and price credit hours at levels similar to those during the year.

15. Manage summer programs to prioritize those that demonstrate either significant undergraduate or seminary recruitment value or significant regional or national recognition.

Technology

16. Develop a strategic plan for information technology services, including internal communications, in support of the growing need for timely, expert, personalized and technologically rich services and spaces, the increasing demand for more and faster network connections, both wired and wireless, and the impact of digital and mobile access on learning, teaching, scholarship, and service.
17. Ensure adaptable, flexible spaces in renovations or construction of the library and other technology facilities.
18. Implement as fully as possible, train and support staff in, and increase the overall use of the University's Banner enterprise management system in order to manage data and streamline processes.

Implementation

The success of this plan will depend on a focused project management process that establishes timelines, monitors progress, and reports regularly to the community on progress. Success will depend as well on continued attention to strategic thinking as the implementation gets underway, in order to adapt the plan as necessary to changing realities.

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2004 Strategic Plan: Quality and Distinction: Preparing Outstanding Students for Leadership and Service

2005 Report of the Library Planning Task Force

2008 Strategic Plan Addendum for Environmental Education and Sustainable Living

2008 Strategic Plan Addendum for Marketing and Undergraduate Recruiting and Retention

2009 Strategic Plan Addendum for DuPont Library and Information Resources

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2011 School of Theology Strategic Plan;

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Higher Education Data Sharing Consortium Senior Class Surveys

Higher Education Research Institute Surveys of Faculty and Students

Entering Class Profiles

Faculty Survey of Student Engagement (FSSE)

National Survey of Student Engagement (NSSE).