

STRATEGIC PLAN ASSESSMENT

May 2016

INTRODUCTION

In the spring semester of 2016, the University's Strategic Planning Committee determined that the time had come for a close look at progress on the 2012 Strategic Plan. Earlier, annual assessments simply listed those Plan initiatives that had begun, were in progress, or had completed. Those assessments were sufficient for the first several years of the Plan, when monitoring the engagement of the institution, as well as the accountability of individuals and groups to whom initiatives had been assigned, was the primary focus. Four years in, however, the Committee recognized the need for a deeper, narrative assessment, and over the course of the spring semester, prepared this report. I hope that this frank assessment will be cause both for celebration and for inspiration; much has been accomplished, and much lies yet to do.

This report contains three parts. An Executive Summary provides an overview of the assessment. The Strategic Plan Assessment: Full Narrative describes the activities undertaken, the progress achieved, and the work yet remaining on each of the four strategic objectives, as well as on the collection of supporting strategies. Finally, the report presents as an appendix the strategic objectives and the numbered initiatives from the 2012 Strategic Plan. The parenthesized numbers in the full narrative assessment refer to the initiatives, under the corresponding strategic objective, listed in that appendix. In that way, the specific initiatives of the 2012 Plan become endnotes for the narrative.

John Swallow
Chair of the Strategic Planning Committee

EXECUTIVE SUMMARY

The 2012 Strategic Plan set out four programmatic directions by which the University would be a better, stronger, and truer version of itself: (1) to develop an ever more exemplary learning environment in which students, faculty, and staff engage in rich intellectual inquiry, insightful conversation, creative expression, and purposeful action; (2) to realize the potential of the Domain, developing the rich variety of opportunities it provides for historical, archaeological, and scientific student work as well as for physical and spiritual well-being; (3) to extend the University's local and global reach, engaging communities both local and international to assist students in comprehending the diversity of experience in the world and, by doing so, enable productive study, understanding, and action; and (4) to foster, among students, faculty, and staff, an ever more diverse community that is inclusive and cohesive, understanding that ethnic, racial, and socioeconomic diversity deserve particular focus. That plan also set out a variety of supporting strategies, in the areas of admissions, athletics, communication, physical resources, summer programs, and technology essential to the pursuit of the four directions. Four years in, an objective assessment reveals genuine success in a number of areas, while pointing to the need for additional focus in others.

The University has realized significant gains in developing an ever more exemplary learning environment, from strengthening the curriculum to expanding academic opportunities, from investing in faculty and staff to developing Sewanee's distinctions. Further accomplishments in this direction are likely, given the same rate of initiative activity and continued distribution and rotation of effort among faculty and staff. Moreover, the University is well on its way to a nationally recognized program of engagement with local communities. Finally, the University's efforts in admissions, communications, and technology are remarkable, most notably lowering the College acceptance rate by over 20 percentage points even while expanding the University.

More additional work is needed, however, on realizing the potential of the Domain. While a new place-based first-year program has begun, and several basic initiatives in infrastructure and organization for the Domain, as well as for sustainability on campus, have been accomplished, much remains to do. Significant work remains as well on extending the University's global reach, by institutionalizing a commitment to internationalizing the campus. And the University must make greater strides in diversity, inclusion, and cohesion. Finally, the University's substantial efforts in athletics, physical resources, and determining the best use of summer programming should be continued and expanded.

STRATEGIC PLAN ASSESSMENT: FULL NARRATIVE

I. AN EXEMPLARY LEARNING ENVIRONMENT

The first direction of the 2012 Strategic Plan is to develop an ever more exemplary learning environment in which students, faculty, and staff engage in rich intellectual inquiry, insightful conversation, creative expression, and purposeful action. The number and extent of accomplishments in this direction, from strengthening the curriculum to investing in a faculty of ongoing excellence, are already remarkable. Further accomplishments in this direction are likely, given the same rate of initiative activity and continued distribution and rotation of effort among faculty and staff.

INCREASING AND DEVELOPING ACADEMIC OFFERINGS FOR EXPLORATION

An exemplary learning environment offers a developed curriculum through which students may explore broadly in the liberal arts and theological studies. The College and School of Theology have broadened and deepened the curriculum in several ways. In 2012, thanks to an \$800,000 grant from the Mellon Foundation, the College hired post-doctoral fellows in Arabic and Swahili, and subsequently converted these two visiting assistant professor positions, one of which is no longer grant-funded. The College is evaluating whether to continue those languages at some level (6). In 2013 the School of Theology added concentrations in Theology and Literature and in Religion and the Environment. In 2014 the College added the first tenure-track position in dance. Supported by a seven-figure fundraising effort, the College also established in 2014 an office of pre-health programs, staffed by a faculty director, to prepare students more fully for careers in medicine, nursing, and allied fields. As expected funding is realized, the College will hire an assistant and support relevant courses in biology. In 2014 the School of Theology began a non-degree program to prepare priests who will not serve a church full-time (19). In 2015, recognizing the reorganization of the International and Global Studies program into a more focused major, strengthening its core courses and requirements, the College added two tenure-track faculty lines to the program (7). Finally, the School of Theology's lay education programs have also been significantly expanded under a new name, the Beecken Center. An associate dean/director and associate director were added to its staff, and the longstanding Education for Ministry program has been revitalized with new materials (21). Seven-figure funding has been received for program development and facilities.

Together, the Chapel, the College, and the School of Theology have committed to expanding musical offerings in Sewanee. The University completed two successful searches for an organist/choirmaster at All Saints' Chapel and a faculty member in church music in the School of Theology in 2016, and a search in 2016-2017 for a tenure-track College faculty position is approved. To maximize the musical potential, the University will need to make the most of this exceptional opportunity for focused teamwork. The University has also appointed a professor of classics and ancient Christianity to teach in both the College and the School of Theology, bringing the two units into a closer working relationship.

In support of additional opportunities for exploration, the College and School have removed several obstacles to accessing those opportunities. Beginning in 2013, the College now

recognizes Advanced Placement and International Baccalaureate credits toward distribution requirements, permitting students to access more courses than before (9), and in 2015 has organized the daily class schedule to enable students to pursue the arts, athletics, and other activities with a minimum of class conflicts (13). Fall Break in the College and Reading Week in the School have been aligned in future academic calendars, beginning in 2017-2018 (20). Work remains to handle dual-enrollment credits in a fashion similar to Advancement Placement credit.

In 2014 the University established a committee on the arts to review possibilities for joint development, and an arts weekend combining a gallery walk with other activities has been launched in 2012 (8). Moreover, the admissions office has sponsored a series of programs focused on particular visual and performing arts. Further progress will require a shared vision and clear leadership across the arts.

BUILDING ON STRENGTHS TOWARD DISTINCTION

An exemplary learning environment also offers programs of distinction. By integrating local and historic strengths, the University has developed several new such distinctions. In 2013 a new first-year College program, Finding Your Place, draws on the institution's deep commitment to place as part of the educational experience, and was featured in *Inside Higher Education*. The budget for the program is now fully integrated into College operations, and a six-figure gift has been received to support courses, like those of this program, with significant fieldwork components (5, 12). Work remains to integrate the program into the regular course offerings of the College. A program in Southern Appalachian Studies, pursued jointly with Yale University and funded in part by an \$800,000 Mellon Foundation grant in 2014, has generated significant activity, and its continuation requires additional visioning and financial support. The School of Theology's hiring of Bishop James Tengatenga, Distinguished Visiting Professor of Global Anglicanism, in the summer of 2014, has added to its academic strengths, and the publishing record of the faculty continues to rival that of any Episcopal seminary.

Work remains to realize the potential for exceptional, national academic distinction in the environment, building on the physical assets of the Domain and the significant number of faculty in allied fields. In 2015 a new major in Environment and Sustainability was created, and the Forestry and Geology department was later expanded into Earth and Environmental Systems. A study is underway in 2016, commissioned by the Dean of the College, to understand how to organize faculty and staff environmental work for greater coherence and distinction, and to resist the tendency to add programs without committing sufficient resources in teaching and research. Several staff positions have become open in 2016, presenting a significant opportunity. Additional significant funding for the environment is likely to be contingent on demonstrating the organization of faculty and staff work.

Similarly, work remains to realize the potential for exceptional, national academic distinction in creative writing. A strong array of academic-year and summer programs, as well as the *Sewanee Review*, provides an extraordinary foundation for such distinction, and ample funding is available through the Dakin Fund. Over time, organizing faculty and staff literary work for greater coherence and recognition will be needed.

STRENGTHENING GENERAL EDUCATION IN THE COLLEGE

An exemplary learning environment in the College must reach from the general education program toward the creation of knowledge and production of creative work; the foundation is vital. In 2013 the College faculty revised the general education program, articulating fundamental educational values in the liberal arts through learning objectives for each of the requirements. The new program enabled a wider variety of course offerings to fulfill the objectives. Moreover, the approval and assessment process for courses now gives greater attention to the need to meet the objectives at a high standard. Departments and programs reevaluated general education courses in light of the new requirements, reconsidering and strengthening them where needed. In 2013 faculty revised the interdisciplinary Humanities Program into a model for other liberal arts colleges. Work remains to ensure sufficient course offerings, and sufficient places in courses, for certain of the general education requirements, and to guide student expectations regarding the availability of courses meeting those requirements.

The College is currently focused on improving students' facility with oral communication through a program in speaking and listening. In 2016 the faculty's planning document received an extraordinarily positive review from a visiting team from the Southern Association of Colleges and Schools Commission on Colleges, and the College hired a full professor of rhetoric to lead this effort.

SUSTAINING AND INVESTING IN THE FACULTY

Recruiting and retaining a faculty of excellence requires ongoing investment in competitive compensation and teaching and research expectations. Since 2013-2014, budgetary priorities have included increasing continuing tenure-track faculty compensation, reducing the gap between the University's cost-of-living-adjusted faculty compensation and comparative (Centre, Denison, Dickinson, Furman, Gettysburg, Kenyon, Rhodes, and Whitman) and later aspirant (Bates, Carleton, Colby, Colgate, Davidson, Hamilton, Macalester, and Washington and Lee) peers. In 2015-2016, adjusted for cost of living, average full professor compensation reached the corresponding comparative peer averages, while average assistant professor compensation was nearly halfway between the comparative and aspirant peer averages (28). Moreover, in 2016 a significant number of faculty members, supported by an enhanced retirement offer, chose to retire, permitting a more competitive distribution of compensation dollars across the assistant, associate, and full professor ranks. Resources for faculty compensation have increased through the addition of over \$4 million of endowment, including two new endowed professorships. The University's financial Five-Year Model, developed in 2013 and updated annually, includes significant increases for faculty and staff compensation, subject to the assumptions on endowment, enrollment, and other drivers of revenue. Additional resources are nevertheless required, however, to bring employee compensation to a competitive level with peers.

In 2013 the College reduced the teaching expectation for tenure-track faculty, from six semester courses a year to five (16). This new expectation brings the College into line with peer institutions with a similar student-faculty ratio, and permits the College to establish expectations for teaching, research, and service that are similar to those of peers. Faculty have additional time, for instance, for the creation of knowledge in partnership with students. The reallocation of

teaching resources (courses offered, and course enrollment ceilings set, for instance), led by the faculty, has in most cases resulted in smooth registration for students. The College has hired additional faculty, maintaining the student-faculty ratio, in areas of significant need. Work remains to adjust to the new expectation in all departments, and to refine majors and minors offered, and student expectations of course availability, to achieve more fully a registration process as smooth as that of peer institutions with a similar student-faculty ratio.

Ensuring an excellent faculty also requires support for faculty development. In 2014 the University revitalized the Center for Teaching. Two co-directors were appointed, an advisory board was created, and a new space for the purpose was renovated in DuPont Library, following a review of similar centers at peer institutions. One of the directors has already attained distinction among the 16 peer institutions in the Associated Colleges of the South, being chosen in the fall of 2014 as the new director of the consortium's summer teaching and learning workshop.

Gifts exceeding \$500,000 have been received in support of College faculty development, most notably the McCrickard Fund in 2012, which has been allocated to projects consistent with the strategic plan and which will have wide impact for faculty and students (14). In support of faculty winning prestigious fellowships, the University committed in 2013 to providing additional resources to top up grants that do not provide for year-long benefits (15). Additional funding is needed to deepen these commitments.

Work remains to study faculty secretarial support and determine if additional resources are required to maintain a competitive level of support (25).

SUSTAINING AND INVESTING IN THE STAFF

An exemplary learning environment cannot occur without the assistance of a full and productive staff, and in this way all employees are educators. The University has increased the engagement of staff in governance and in the administration of staff-wide initiatives, and has also committed itself to competitive compensation for staff.

In order to engage staff in governance, beginning in October 2014, the Board of Trustees includes two positions elected by the staff. Moreover, the Employee Advisory Committee has increased its activity, in 2015-2016 facilitating greater staff involvement in the administration of staff-wide initiatives such as *Inside the University*, the provost's monthly employee email communication, as well as Open Staff, a periodic meeting of all staff. The Committee has considered how to allocate new compensation dollars toward staff groups.

Finally, a comprehensive salary study by position and recruitment market has been conducted for staff (28). The University has developed, and continues to update, a plan to ensure that all staff positions are brought to competitive levels as faculty salaries are brought to competitive levels. Portions of this study are being updated annually or every two years, depending on position classification.

BEYOND ACADEMIC PROGRAMS

An exemplary learning environment depends as well on educational relationships beyond those occurring through individual courses. In 2014 a new, tailored advising system for incoming first-year students in the College has invigorated faculty engagement in advising, and was featured in *Inside Higher Education* (2, 17). The new system makes very likely the opportunity for a first-year student to have, as his or her first-year faculty advisor, one of the student's instructors during the first year. Work remains to strengthen faculty engagement still further, recognizing advising more fully as an important part of a College faculty member's work.

A reorganized and expanded Office of Civic Engagement has added an associate director in 2014, and has incorporated outreach activities, as part of a unified curricular and co-curricular whole (3, 4, 11). Co-curricular education through engagement with clinics, foundations, governmental organizations, hospitals, and non-profit organizations is well facilitated through this expanded staff, and the connections to academic classes are stronger. The University takes seriously its responsibility to ensure that resources for the development of surrounding counties are used effectively and in line with local interests. Work remains to become recognized as a national leader in civic engagement. A gift of over \$1 million has been received to aid in these efforts.

The production and demonstration of undergraduate research has also increased. Scholarship Sewanee, the annual on-campus conference showcasing undergraduate research, has grown every year, integrating all disciplines into a formerly science-focused event, reaching 118 presentations in 2015. Moreover, endowed support has been received for this event. Through process improvements, student travel and summer support funds are now allocated optimally to permit as many students as possible to participate in research and to travel to conferences (26). Additional funding for undergraduate research, greater recognition for faculty engaged in this practice, and coordination of this activity with other high-impact practices remains needed.

Support for education through summer activities has also expanded. The College's Summer School, revamped in 2016, will now offer orientation for new students, and fuller advising and student life support, encouraging closer relationships as soon as the students arriving on campus. Summer student work, from internships to other forms of employment, is now assigned in a streamlined fashion on TigerNet, a software system. More generally, work is underway on work-study positions, creating job descriptions and developing significant supervisor relationships to create more meaningful experiences (29). Work remains to expand this effort to include all student employment at the University at any time.

Existing programs are being reconsidered to increase impact. The Lectures Committee in 2016 has determined to reallocate funds toward events of greater participation (27). Finally, the Brown Fellow program is being reconsidered to extend its impact on the College (24). Each of these programs should be strengthened with additional funding.

In 2016 a new focus on the proctor system and an orientation team will provide additional leadership training for students, but work remains to consider how to broaden co-curricular offerings to include a still wider variety of leadership programming (1). Since 2012, steady

attention to providing assistant coach support has enabled coaches in track and field and cross country, men's tennis, women's softball, women's tennis, women's volleyball, to focus more on coaching than recruiting. In 2016-2017 recruiting will improve in women's field hockey and women's lacrosse through the hiring of two separate coaches, rather than one shared coach, for those programs. Additional attention remains needed, particularly in the football program, which remains slightly understaffed compared to SAA competitors (10).

An exemplary learning environment also requires new and renovated facilities. Work is underway on planning for commons-type spaces to create meaningful opportunities for interaction among faculty, staff, and students, both at the bookstore site and through the new University Commons (22). The University moreover has (fall 2014) established Convocation Hall and the Regents' Room as museum-like spaces, and has curated within the spaces narratives of University history and planning. Work remains, however, in establishing public art on campus (23).

Finally, work remains to update the campus climate study and to determine how all experiences, from the classroom to social gatherings, can become as inclusive as possible (2).

II. THE POTENTIAL OF THE DOMAIN

The second direction of the 2012 Strategic Plan is to realize the potential of the Domain, developing the rich variety of opportunities it provides for historical, archaeological, and scientific student work as well as for physical and spiritual well-being. A new place-based first-year program has begun, and several basic initiatives in infrastructure and organization for the Domain, as well as for sustainability on campus, have been accomplished. Much remains to do, however. Concern about the lack of progress risks the prospect of further funding.

REGULATING AND INVESTING IN THE DOMAIN

In 2012 the University established an Environmental Stewardship and Sustainability office to administer the Domain as a shared institutional resource analogous to the library. In 2014 a director of environmental stewardship was hired, and the office began establishing policies and procedures for the use of the “outer Domain” outside the core campus. The office accepted University-wide responsibility for maintenance and safety of dams, property boundaries, trails, and other physical features, consulting others as necessary, and undertook a risk assessment (9). In 2015 the University hired a full-time Domain Ranger to secure the boundaries, and in 2016 the office began instituting a system of signed portals to the trail network that would explain policies and procedures to users from on and off campus. Further work in safety and maintenance is necessary. Several staff openings in 2016 offer an opportunity for reorganization as needed.

INCREASING ACADEMIC USE AND STUDY OF THE DOMAIN

Begun with a funding from the Arthur Vining Davis Foundations, a new place-based first-year College program, Finding Your Place, was launched in 2013 (2). Among other benefits, this program introduces first-year students to some distinctions of the Domain. The budget for the program is now fully integrated into College operations, and a six-figure gift has been received to support courses, like those of this program, with significant fieldwork components (10).

The School of Theology has increased academic offerings in the environment, hiring a post-doc in religion and the environment with the help of a grant from the Arthur Vining Davis Foundation in 2014 (3). Funding is required to make this position permanent.

Planning for a Spatial Analysis Center in DuPont Library began in spring 2015 in order to expand teaching and research in GIS (geographic information systems), particularly as regards the Domain. This facility would improve the former GIS laboratory in Spencer Hall.

Several projects have increased academic opportunities for faculty and students on the Domain (8). A constructed wetland project was initiated with the help of a six-figure donation from the Coca-Cola Foundation in 2014. This project should provide data for ongoing research. The Rebel’s Rest Site Research Project was conducted from 2014-2016 and will result in significant publication in history and archaeology. Finally, internships and summer VISTA efforts at the University Farm have expanded.

ADVANCING SUSTAINABILITY

In 2013 a detailed sustainability master plan was approved, envisioning advances in sustainability across the University (6). In 2012 a temperature policy was approved (4), and in 2013 a \$150,000 Green Revolving Fund was established through a matching grant from the Jessie Ball DuPont Foundation, focusing attention on capital improvements that will reduce energy use. In 2015 an Energy Specialist was hired in Physical Plant Services to assist in accounting for savings and administering the fund. Construction of Smith Hall and the townhomes on Georgia and Mississippi Avenues were built to LEED Silver equivalent standards, and Ayres Hall (2016) is slated to receive LEED Silver certification (4). These efforts led to the University's gaining and maintaining a rating of Silver in the most recent submission to STARS (Sustainability Tracking, Assessment, and Rating System) of the Association for the Advancement of Sustainability in Higher Education. Sewanee was also recognized among the top 20 small sustainable colleges, as determined by College Values Online. Additional funding as well as leadership in sustainability initiatives will be required for further progress.

In 2014-2015, the University evaluated the installation of a solar array. Due to TVA restrictions and the lack of project partners in particular tax situations, a solar array would not be financially advantageous, and so the project will not be realized.

ADDITIONAL FOCUS REQUIRED TO REALIZE THE POTENTIAL

These efforts, while significant, have not been sufficiently coordinated and targeted at realizing the full potential of the Domain and gaining national distinction for the University. While the University has established partnerships with the University of Georgia as well as some field sites, the research and teaching activity on the Domain, whether by Sewanee faculty or faculty from elsewhere, has not increased significantly enough to enable the University to showcase first-rate work and adopt a leadership position among other liberal arts colleges (11, 13).

The natural channel for nationally recognized activity on the Domain would be a nationally-recognized environmental studies program. In 2015 a new major in Environment and Sustainability was created, and the Forestry and Geology department was then expanded into Earth and Environmental Systems. Funding for a faculty fellowship in natural resources was received in 2011. The pace of progress in achieving a focused, recognized program has, however, been slow.

To address this need, a study is underway in 2016, commissioned by the Dean of the College, to understand how to organize faculty and staff environmental work for greater coherence and distinction, and to resist the tendencies to fund initiatives without long-term impact, as well as the tendency to add academic or other programs without committing sufficient resources in organization, in teaching, and in research. Several staff positions in the Environmental Stewardship and Sustainability Office have become open in 2016, presenting a significant opportunity. Additional significant funding for the environment is likely to be contingent on demonstrating the organization of faculty and staff work.

III. LOCAL AND GLOBAL REACH

The third direction of the 2012 Strategic Plan is to extend the University's local and global reach, engaging communities both local and international to assist students in comprehending the diversity of experience in the world and, by doing so, enable productive study, understanding, and action. The University is well on its way to a nationally recognized program of engagement with local communities. The University's global reach has expanded but will require additional, focused work to internationalize the campus.

A LOCAL REACH BOTH STRONGER AND TRUER

Building on a long tradition of programming through the Chapel Outreach program, including the Alternative Break Trip and the Canale Service internship programs, and an existing collection of courses in community-engaged learning, the University entered into a new partnership with the Bonner Foundation to recruit and prepare students with interests in community engagement. In 2012, local leaders founded the South Cumberland Community Fund, a nonprofit organization to promote community development in Sewanee and the area northward. Following a grant from the Corporation for National and Community Service to start the South Cumberland AmeriCorps VISTA Program, the University created a new staff position in 2014, an associate director of community engagement, shared with the Community Fund, a co-sponsor of the program. In 2014 an Office of Community Engagement was established to serve as the first point of contact between the University and the many clinics, governmental agencies, hospitals, nonprofits, and schools, to assess local needs in concert with the relevant communities, and to guide University activities with community partners toward those needs (11). Starting with twelve AmeriCorps VISTAs in 2014, the program will support eighteen VISTAs in 2016. Beginning with six Bonner Leaders in 2011, the program has increased to fifty this year. In 2016 this office fully incorporated the College's array of faith-based local activities, as well as some international service trips. It remains to incorporate seminary field-work activities within the same geographical scope and to ensure that all University activities in the local area are known to the community engagement office. In 2016 the University received a six-figure commitment for scholarships for local students.

The great potential of this developing program, and the commensurate University responsibility to ensure that it serves the greatest public good, is due in large part to the unusually outsized influence the University's faculty, staff, and students have on surrounding communities. Over time, the University's impact on those communities will be not only economic, but broadly societal (15). The program is on track to receive national recognition as a community engagement institution in 2020. The University has envisioned a broader program of student education in nonprofit organization, assessment of human development needs, and philanthropy, and has received a seven-figure gift to further that vision.

A dynamic and growing aspect of the community engagement program is the Collaborative for Southern Appalachian Studies. This interdisciplinary program brings Sewanee and Yale faculty and students together and serves as a model for education in which understanding of place drives an agenda of teaching, research, and community-engaged learning. Funded in part by an \$800,000 grant from the Mellon Foundation in 2014, the Collaborative supports the development

of academic courses and research projects in the region, as well as the application of these endeavors to community benefit. Moreover, additionally supported by a \$250,000 grant from the Kellogg Foundation as well as funding from Scholastic, the University has developed Discover Together, a community engagement program that proposes to increase child and family resilience and social and community connectedness through intentional activities and a literacy-based curriculum.

In 2016 the College is piloting a program in Beaufort, extending the University's local reach from the Cumberland Plateau to the coast of South Carolina. Residing alongside six faculty, including the University's Vice-Chancellor, students will immerse themselves in the rich historical landscape of the region, from the period of sixteenth-century European imperial conquest to the pioneering experiments that abolitionists enacted there to prepare emancipated peoples for their new lives in the Republic (2).

EXTENDING OPPORTUNITIES AND PARTNERSHIPS ABROAD

In 2014 the College implemented a "home fee" model for academic-year study abroad, increasing by over 25% the number of undergraduates on financial aid funded to go abroad for a semester (5). In addition, the College started two of its own programs. One, in the great lakes region of East Africa, provides summer study and research opportunities for students and faculty, including internships, in Uganda and Tanzania (4, 5). Another is a semester program in Paris, led by a member of the French department. The School of Theology has expanded its Education for Ministry program worldwide through online delivery of materials (9). Work remains to attract students from other schools to the programs run by the College.

The University has also pursued partnerships with other institutions (12). The Dean of the College has taken an active role on the board of CUAC, Colleges and Universities of the Anglican Communion, and the University has a memorandum of understanding with Westcott House, an Anglican theological college in Cambridge, England (8).

INTERNATIONALIZING THE HOME CAMPUS

In 2015 the University reestablished the Study Abroad Office as an Office of Global Education, expected to lead internationalization efforts in the years to come. The office is already staffed to assist international faculty with visas (16). The College admissions office has increased international recruitment, traveling with five liberal arts colleges in southeast Asia, and officers attend the Council for International Schools' Annual Forum. In 2016 the College is hosting counselor visits for international counselors attending the International Association for College Admissions Counseling through a program called *From Music City to the Mountain*, in partnership with Vanderbilt University. International applications to the College have nearly doubled since 2011, but work remains to enroll a significantly greater number of international students (13).

The University has broadened its curriculum in international and global directions. Two additional tenure-track faculty lines have been dedicated to International and Global Studies. The map of faculty expertise has expanded in Africa and the Middle East (7). Through the

McCrickard Faculty Development Fund, first deployed in 2012, more College faculty have gained international expertise (14). The College received an \$800,000 grant for globalization from the Mellon Foundation in 2014, thanks to which the College now offers courses in Arabic and Swahili (6). Work remains to evaluate whether to maintain these on a permanent basis. The School of Theology regularly offers courses on missiology and world religions (10).

Work remains to ensure that ongoing internationalization is coherent, including prioritizing regions and languages, whether for teaching, research, or recruitment, for maximum significance. This work may include evaluating a summer foreign language institute.

IV. A DIVERSE, INCLUSIVE, AND COHESIVE COMMUNITY

The fourth direction of the 2012 Strategic Plan is to foster, among students, faculty, and staff, an ever more diverse community that is inclusive and cohesive, understanding that ethnic, racial, and socioeconomic diversity deserve particular focus. The College has achieved national recognition for socioeconomic diversity in its student body, and both the College and the School of Theology have made opportunity hires, increasing the diversity of the respective faculties. Work to increase racial and ethnic diversity among faculty, staff, and students, and to achieve a greater degree of inclusion and cohesion on campus, remains in the early stages.

FOSTERING DIVERSITY

The University has taken several steps to foster diversity among faculty, staff, and students. Since 2012 the College has partnered with additional community-based organizations to assist with student recruitment, including Arkansas Commitment, Camp College, the Oasis Group, Say Yes to Education, and Yes Prep. Recruitment for socioeconomic diversity in the College student body is high among peer institutions, and in 2016 the College has received national recognition, alongside Amherst, Grinnell, and Stanford for enrolling a high proportion of Pell-eligible students at relatively low net price. The Pell-eligible College student population, approaching 20% of the student body, reflects the racial and ethnic makeup of the domestic 18-year-old college-going population. However, recruitment of College students of color, including international students, remains near the lowest among 100 institutions surveyed by *Forbes*, despite the College's having reached a previously established target of 16%. A fresh analysis of strategies and programs should be undertaken to establish new, higher targets. In 2015 the School of Theology's incoming class recorded the highest percentage ever, 22%, of students of color, although progress has not been consistent.

Recruitment of faculty in both the College and the School of Theology now includes target of opportunity hires, and the percentage of faculty of color in the College is now aligned with the percentage of students of color (5). The College appointed an associate dean for faculty development and inclusion and secured a six-figure grant from the DuPont Foundation for diversity programming.

To assist in recruitment of faculty, staff, and students, the University published a Campus Commitment to Diversity statement in 2015. As a whole, the diversity of the faculty and staff of the University in race, ethnicity, and sexual orientation is increasing. The division of Student Life in the College is particularly noteworthy. Work remains, however, to improve attention to recruiting diverse pools of applicants for faculty and staff, to explore and implement strategies for recruiting students, and overall to improve financial aid to meet the full need of all enrolled students, which remains a significant limiting factor.

The School of Theology has increased recruitment for younger seminarians, and the University has reconfigured two rental houses for shared living arrangements for single seminarians (19). The rental housing pool, however, is particularly challenged in 2016 to accommodate new faculty, staff, and seminarians.

PROMOTING INCLUSION

Sewanee stands out among peers for its remarkably high campus interest in issues of inclusion: in 2016, campus participation in the Posse Plus Retreat reached 225 people, making Sewanee's the largest such retreat among all Posse partner institutions with a single cohort of Posse students. Building on this growing interest, a number of initiatives have taken place since 2012.

Results from campus climate surveys are updated and used in faculty orientation, and in 2015 the Center for Teaching offered workshops in inclusive pedagogy. The College admissions office sponsors roundtable discussions with current students on a variety of topics from race to place, and the School of Theology offers Spanish as part of a contextual education program for seminarians, and offers intercultural training as part of orientation (16, 17). The School moreover offers a non-degree program as an alternative route to serving rural parishes (15). The University has increased resources for health and counseling, now unified into a Wellness Center that also coordinates accommodations for those with documented disabilities (4). A project to improve handicapped accessibility on campus began in 2015 and continues.

The University remains in the planning stages for a new University Commons, the programming for which will promote inclusion of all students, faculty, and staff (2). Work remains as well to establish an interfaith space.

STRENGTHENING COHESION

A number of initiatives have strengthened cohesion among faculty and staff and among students. In 2011 the University brought its food service operation in-house, recognizing many longtime Sewanee dining workers as University employees for the first time, and in the succeeding years more undergraduates are now joining the ranks of the operation. In 2012 the minimum full-time hourly wage was raised to \$9.15, and the University began tiered premiums for health care (20). In 2013 the University began sponsoring Cornerstone events, events designed to encourage healthy relationships among men, women, and the diverse cultural and ethnic groups among campus (9). The College's new first-year program was available to all students without any additional fee, and, alongside housing more first-year students near the center of campus, promoted first-year cohesion (7, 14). In 2014 a new social lodge, a new reservable space for events for faculty, staff, and students, opened on Georgia Avenue (13), and two staff positions were added to the Board of Trustees. In 2014 an internal e-newsletter, *Inside the University*, was launched for faculty and staff. In 2014 the University administered a faculty satisfaction survey, COACHE. In 2015 the Employee Advisory Committee conducted a staff survey, whose results have informed projects in communication and compensation, and the Committee now provides advice on Open Staff meetings and the *Inside the University* newsletter (23). In 2015 the College Student Senate began a gown rental project, raising money from the community to enable more students to wear the academic gown (12). Planning is underway in 2016 for the first stage of the University Commons project, to develop the bookstore area for fitness and certain student services (2).

The University has also taken part in several initiatives promoting cohesion with the community. In 2012, local leaders founded the Community Fund of the South Cumberland Plateau, a

nonprofit organization to promote human development in Sewanee and the area northward. The University created a new staff position, an associate director of community engagement, shared with the Community Fund. The University also partnered with the Sewanee Civic Association to reestablish a community email distribution list under the Civic Association's administration. In 2013, again through a partnership with the SCA, the Phil White Dog Park was built and placed under the umbrella of the SCA for ongoing funding and maintenance. In 2014 the University supported the Community Council's request to raise additional funds through the University-billed municipal fee and, with the help of a citizen Project Funding Committee, accept responsibility for spending those funds on civic improvements. In 2015 the University and the SCA joined forces to share in the renovation of Elliott Park, the SCA raising funds for the equipment and the University handling drainage and hardscape improvements.

Additional work in cohesion is required to address perceptions of gender inequity among faculty and staff; to prepare faculty and staff to deliver and receive constructive criticism; and to continue to address the minimum wage and health care costs.

V. SUPPORTING INITIATIVES

The 2012 Strategic Plan made clear that in order to make sustained progress along the four strategic, programmatic objectives, a number of supporting strategies were required as well, in the areas of admissions, athletics, communication, physical resources, summer programs, and technology. The University has made substantial progress on admissions, communications, and technology, as well as sustained progress on athletics, physical resources, and summer programs. In all cases, momentum is present to encourage ongoing development in all of these areas.

ADMISSIONS

The College has steadily increased enrollment from 1401 full-time students in 2010 to over 1680 in 2016, buoyed by growth in attractiveness to prospective students and families. Thanks to hospitality facilities in a newly constructed Sewanee Inn, new marketing materials in print and online, a revamped campus tour, and increasing visits by admission counselors, not to mention the national attention generated from the 10% cut in tuition and fees in 2011, applications to the College increased 63% over the same period; selectivity improved from 62% to 40%; and yield rose 1.5% to 25.6%. Affinity and fit have strengthened, and the diversity goals set previously have been achieved, while growth in the academic profile has been relatively limited (1). The goal remains to reach 1750 on-campus undergraduates in the next several years.

The School of Theology has increased its academic-year enrollment from 66 full-time students in 2010 to 80 in 2014 before experiencing a decrease to 74 in 2015 (2), and its summer Advanced Degree Program enrollment from 50 in 2010 to 62 in 2013, though enrollment has since declined (3). The goal remains to reach 105 full-time academic-year students in the seminary.

The University has begun fundraising for students with specific talents, most notably receiving a seven-figure gift to endow a scholarship for students in art and art history (4).

More broadly, admission to both the Sewanee Writers' Conference and the Sewanee Young Writers' Conference have become among the most competitive nationally, adding to the perceived quality of the University.

ATHLETIC PROGRAM

The varsity athletic program has improved, achieving, in certain sports, a demonstration of excellence. Since 2012 men's basketball, equestrian, men's and women's golf, men's and women's lacrosse, women's soccer, and men's and women's tennis have posted very successful seasons. In each year since 2013, at least one sport in this group has won a conference championship (5). Attention is needed in baseball, football, softball, and volleyball. In addition, the University has developed concussion protocols and other requirements for relevant sports, and has brought club sports under the supervision of the athletic department.

Work remains to understand what further improvements in the athletic program, particularly in certain sports, are needed and to develop a resource plan to achieve those improvements.

COMMUNICATION

The University has made significant strides toward improving the content and form of many communications, particularly those for external audiences (8). Beginning in early 2014, the College implemented new procedures for distributing information by email to all undergraduates, developing topical email distribution lists and eliminating messages meant for small subsets of students. For fall 2014, the College streamlined the entire enrollment process, from making a deposit to turning in health forms, from taking language placement exams to registering for classes, with consistent and targeted communications. In late 2014, a new, best-in-class web content management system, TerminalFour, replaced ExpressionEngine, and the migration of web sites into a standard format is nearly complete, lacking only the sites of the Sewanee Summer Music Festival and the Sewanee Young Writers' Conference. In 2015, following a strategic review, the communications office added resources toward the development of feature articles and replaced E-News, an e-newsletter distributed to alumni and friends, by Sewanee Features, increasing by over 40% click-throughs by recipients. Studies of click-throughs from the homepage, from Sewanee Features messages, and on Facebook posts inform the creation and release of communications through these channels. In 2015 the Registrar's office completed an e-catalog project, whereby the University catalog is maintained and updated through the Registrar's office, ensuring up-to-date information across the website. As of early 2016, average daily views of Facebook posts reached 19,000, with a one-day maximum of 112,810, and an Instagram audience has grown to over 5,000 users. In 2015-2016 the new *Right Here* admission materials, reflecting a clearer brand for high school students, reached the full set of prospective students – sophomores through seniors – and was supported by five separate websites for those students. In 2016 the University received a CASE Region III Special Merit Award for the annual fund video "Why Make a Recurring Gift to the Annual Fund." Further, the University has prepared a playbill advertisement for use in productions of Tennessee Williams' plays in major markets.

The University has also improved internal communications (9). In 2014 the University launched *Inside the University*, a monthly e-newsletter for faculty and staff, and the newsletter continues to evolve to meet the needs of faculty and staff, with Employee Advisory Committee assistance. In 2015 Open Staff meetings have increased to three a year, and in 2016 will be shaped with the assistance from the Employee Advisory Committee. In 2015 the provost began a tour of offices across campus, in part to improve internal communications, and this tour continues in 2016. Implementation of a new campus scheduling system, begun in 2015, will be complete in 2016.

Work remains to improve event promotion, scheduling, and ticketing on campus.

PHYSICAL RESOURCES BEYOND THE 2011 MASTER PLAN

Since 2012 several new College residential facilities have been constructed: Smith Hall (opened fall 2013; \$10M), the Georgia Avenue Townhouses (opened fall 2014; \$4.6 M including lodge), the Mississippi Avenue Townhouses (opened fall 2014; \$3.3M). Ayres Hall (\$12M) will be completed in 2016. The University has also added houses and apartments to the rental pool for faculty, staff, and seminarians.

Athletic facility improvements, including installing two turf fields, lighting the football stadium, renovating the baseball stadium, and replacing the outdoor tennis complex have aided in recruitment and development of student-athletes in those sports. Short-term needs remaining include improvements to the indoor scoreboard, to fitness equipment and locker rooms, to softball facilities, and to tracks both indoor and outdoor, while longer-term needs include improvements to facilities in baseball, football, and soccer ([11](#)).

The motor pool was reorganized in 2013, increasing service standards, raising expectations for users, and pricing use to allow for regular renewal of the fleet ([12](#)).

From 2014 to 2016, the University is addressing \$14.1 million in deferred maintenance projects. In addition, the University has completed renovations in Cleveland Annex (2014), replaced the HVAC system in DuPont Library (\$1.5M, 2015-2016), and renovated a new space for the Center for Teaching (2015).

Work remains to renovate Carnegie and the first floor of Walsh-Ellett Hall for academic and other offices that activate the Quad, following the master plan, and to create a physical center for the College's environmental studies program.

SUMMER PROGRAMS

The University has taken several steps toward coordinating and increasing the value of summer program offerings in preparation for a more strategic look at all summer programs. Since 2012, College Summer School tuition has risen toward alignment with College academic-year tuition. Beginning in 2014, the annual budget process incorporated all regular University summer programs, and tuition and fees for all regular summer programs are determined centrally in parallel to the tuition and fees at the College and School of Theology. In 2015 the College hired a coordinator of pre-collegiate programs, and now that communications are consistent and integrated with College programs, recruitment information flows through central database systems, and policies are uniformly applied. In 2016 the College Summer School registration and program oversight is integrated into existing information technology, student life, and academic systems. Work remains to determine tuition and fees appropriately for all summer programs at the University.

The College hired an assistant director of marketing and development specifically for the arts, serving both the Sewanee Summer Music Festival and College arts departments, and staff transition in the Sewanee Summer Music Festival presents an opportunity to reconceive a number of possibilities for summer programs in the arts ([13](#)). Work remains to determine whether, through scheduling and promotion and partnerships with SAS, as well as greater organization among College arts departments, Sewanee can develop expanded summer programming.

TECHNOLOGY

The University has made significant strides in implementing software to improve efficiency and ensure timely, accurate, uniform data. All information technology projects now flow through

ITS, and since 2012, new software has been installed to serve the following functions: accreditation and goal monitoring (CampusLabs), admissions and enrollment (Slate), advancement (Reeher), athletics recruiting including an integration with the admission system (FrontRush), campus space scheduling (EMS), catalog maintenance and publication (Courseleaf), College conduct (Maxient), College student organizations (OrgSync), health and counseling (Point and Click), human resources applicant tracking (PeopleAdmin), School of Theology admissions (Ascend), student account management and payment portals (Tuition Management Systems), tenure and promotion (ByCommittee), and web hosting (TerminalFour). A secure student directory provides student life staff with direct access to important information. Moreover, faculty and staff are using Google Apps for greater functionality, especially Google Calendar and Google Forms. A software implementation for the Beecken Center, however, did not meet requirements and required renewed attention.

Just as importantly, the University received a study of its effectiveness of using its central enterprise resource system (Banner/Ellucian) (18). In response, the University has increased staff capability, through training and focused hiring, in Human Resources and Finance. Moreover, Information Technology Services has reconfigured programming positions into business analyst positions, in support first of advancement, finance, and human resources. Work remains to gain the greatest value and service from the Banner system.

Renovations in the library have allowed for new, adaptable spaces, including the Center for Teaching for exploration of new pedagogies and the Video Conferencing Center for collaborations of groups of faculty, staff, or students at disparate locations (17). Planning is underway for a Spatial Analysis Center that extends the College's ability to teach and research using geographic information systems. Planning for a Learning Commons in the main floor of duPont Library is underway, supported by a seven-figure commitment.

Work is now underway, following a reorganization of the library and information technology services, for a new strategic plan for information technology services.

APPENDIX: STRATEGIC INITIATIVES FROM THE 2012 STRATEGIC PLAN

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.