

UNIVERSITY OF MONTEVALLO

FIVE-YEAR STRATEGIC PLAN

for the period

Fall 2009--Spring 2014

Adopted

by the

Board of Trustees

November 7, 2008

TABLE OF CONTENTS

A.	History	Page	2
B.	Strategic Themes		19
C.	Relating Strategic Themes to Vision and Mission		33

EXHIBITS

1	Hoshin Planning Questions		36
2	President’s Message to <i>Montevallo Today</i>, Spring 2007		37
3	Roster: Strategic Planning Committee		39
4	SPC Meeting Minutes, Jan. 22, 2008		40
5	SPC Meeting Minutes, Feb. 26, 2008		43
6	SPC Meeting Minutes, Apr. 10, 2008		47
6A	“Ten Things Montevallo Should Do”—aligned with themes		51
7	“Ten Things Montevallo Should Do”—academic only		62
8	SPC Meeting Minutes, June 3, 2008		66
9	“Becoming” Initiative		71
10	Strategic Diversity Plan		74
10A	Roster: Strategic Diversity Task Force		82
11	Housing Facilities Master Plan (Draft)		83
12	Non-Residential Building Master Plan (Draft)		88
13	Facilities Condition Index		91
14	Technology Themes and Goals		92
15	Disposition of Technology Themes and Goals		93
16	Roster: Technology Planning Committee		94

A. HISTORY

1. Current Institutional Plan

The University of Montevallo is operating under a plan dated November 1, 2002, which was designed to cover academic years beginning with the Fall 2003 semester and ending with the Spring 2008 semester. Seven broad institutional goals were listed in that plan and can be summarized as follows:

- Enhance learning through teaching and curricula consistent with the University's mission
- Promote a strong sense of community among students, faculty, and staff
- Cultivate a highly qualified faculty and staff committed to the University's mission
- Cultivate a highly qualified student body
- Provide public and private funding to advance the University's mission
- Provide the technology, facilities, and physical infrastructure necessary to promote and support the University's mission
- Increase and promote awareness of the University and its unique statewide mission with effective public communications

Although representative examples were suggested, neither targets nor measurement indicators were included in the plan, nor were any timelines or responsible parties suggested. Since the fall of 2003, administrative units of the University of Montevallo have developed unit plans and have submitted annual and mid-year assessments of their performance.

2. Brainstorming Sessions

In his inaugural remarks on Founders Day in October 2006, Dr. Williams promised that “over the coming months, I will be scheduling town hall meetings, focus group sessions, and informal discussions. I will be seeking input from every segment of this amazing university community and from every stakeholder who holds an interest in our success.” Accordingly, a series of brainstorming sessions was scheduled during the spring and summer of 2007. Three brainstorming sessions were held on campus in April 2007 involving a total of approximately 200 participants. Additional sessions were held later that spring in Clanton, Hoover, Birmingham, Montgomery, Mobile, and Huntsville. Thirteen questions (see Exhibit 1) were addressed by participants at each session, and these questions remained posted on the University of Montevallo website through the summer of 2007 in a format that permitted constituents to participate online. In all, over 7,500 ideas were collected and posted for public review on the University's website.

Using a technique known as Hoshin Planning (see Exhibit 2), the Department of Institutional Research, Planning, and Assessment (IRPA) gave each brainstorming idea a unique identifying number. Aspects of the idea were then separated onto a Microsoft Excel spreadsheet according to the date the idea was recorded, the administrative area(s)

into which the idea would fall (e. g. Academic Affairs, Student Affairs, Physical Plant, Athletics, Admissions, University Advancement, Business Affairs, etc.), a key word that would facilitate rapid retrieval and subject area discussion, and the source of the idea (e. g. from a student, parent, faculty member, alumna/us, administrator, or other member of the community).

3. Adoption of Vision Statement

Based upon the key words, IRPA generated a list showing the ten most frequently mentioned answers of brainstorming participants to questions 8 (what is our greatest strength?) and 9 (what do you love most about U.M.?), as follows:

Love Most

1. Atmosphere
2. Beauty
3. Students
4. Quality of Faculty
5. Size
6. History
7. People
8. College Night
9. Location
10. Diversity

Greatest Strength

1. Size
2. Atmosphere
3. Quality of Faculty
4. Location
5. Liberal Arts
6. Students
7. Campus
8. History
9. College Night
10. Alumni

Dr. Williams used these concepts to construct drafts of a vision statement, the final text of which was recommended by Dr. Williams to the Board of Trustees at its November 2007 meeting.¹

The vision statement finally approved by the Board reads as follows:

For undergraduates, our vision is to offer academically capable students from all sociodemographic backgrounds an affordable, life-enriching, “honors college” experience stressing community service and global awareness, all within an atmosphere of national historic beauty and a tradition of innovative cultural expression. Our vision for graduate students builds on this undergraduate foundation, using traditional and innovative instructional methods to foster growth in specialized

¹ In his Winter 2008 President’s Message in *Montevallo Today*, Dr. Williams described how these key words and the general thrust of thousands of brainstorming ideas could be crafted into the following vision statement: “Notice that Atmosphere, Beauty (aka Campus), Students, Quality of Faculty, Size, History, Location, and College Night are all mentioned on both lists. Notice also that one could combine Atmosphere with Campus Beauty and History to produce a phrase like ‘atmosphere of national historic beauty.’ One could then view Atmosphere in a slightly different way, by combining notions of Size, Quality of Faculty, Students, Alumni, and Diversity to produce a phrase like ‘offering academically capable students from all sociodemographic backgrounds an affordable, life-enriching “honors college” experience.’ One could then distill the myriad of brainstorming references to College Night and History to come up with a phrase like ‘a tradition of innovative cultural expression.’ And one could combine additional references falling within the concepts of Diversity and People to come with a phrase like ‘community service and global awareness’ and to describe ‘a nurturing environment steeped in the unique Montevallo experience.’ Finally, one could realize that our growing population of graduate students deserves recognition.”

skills and knowledge required by practicing educators, counselors, speech-language clinicians, scholars in the humanities, and other professional leaders, within a nurturing environment steeped in the unique “Montevallo experience.”

According to Dr. Williams, reference to an “honors college” experience is based upon the work of Robert Rosenthal and Lenore Jacobson, whose observations proved the existence of a “Rosenthal Effect” (also known as the Pygmalion effect) in which students tended to increase their performance in line with the expectation of their respective teachers. By expecting honors work from all students at the University of Montevallo, we are more likely to find that our students improve their academic performance to meet our expectations. During their discussions at the November meeting, members of the Board of Trustees asked Dr. Williams to ensure that the Strategic Planning Committee also remained cognizant of the University’s statutory mission. Accordingly, the mission of the University as set forth in § 16-54-3 of the Code of Alabama 1975, as amended, was displayed at every meeting of the Committee, as follows:

The overriding mission of the University of Montevallo, unique in Alabama higher education, is to provide to students from throughout the state an affordable, geographically accessible, “small college” public higher educational experience of high quality with a strong emphasis on undergraduate liberal studies and with professional programs supported by a broad base of arts and sciences, designed for their intellectual and personal growth in pursuit of meaningful employment and responsible, informed citizenship.

As recommended by the Board of Trustees, both the vision and mission statements served as touchstones throughout the strategic planning process. At the first meeting of the Strategic Planning Committee, Dr. Williams stressed the importance of keeping the vision and mission in mind as goals and objectives were discussed.

4. The National and State Academic Environments

As the University of Montevallo began the strategic planning process, two important external stakeholders were engaged, or about to be engaged, in similar efforts. COPLAC—the Council of Public Liberal Arts Colleges—scheduled a series of planning during the spring and summer of 2008 involving presidents of the 24 member institutions, including the University of Montevallo. As a result of these meetings, COPLAC institutions adopted a plan focusing on the following four strategic directions:

- Direction 1 COPLAC will advance understanding of the value and purpose of the collective missions of COPLAC institutions, using a well-orchestrated strategy for advocacy and communication
- Direction 2 COPLAC will build on its successful networking capacity to create a stronger community of public liberal arts faculty and staff through programs within and across disciplinary boundaries.

Direction 3 COPLAC will develop a highly sophisticated interactive web presence that provides a portal for COPLAC member institutions, their faculty and staff, to communicate, network, and plan together.

Direction 4 COPLAC will strengthen its organization—both staff and volunteer—to build on current success and more appropriately align with its aspirations.

ACHE—the Alabama Commission on Higher Education—is the state agency whose mission involves the coordination of higher education among public institutions in the state of Alabama. The 2008-2009 academic year will mark the final year in the state five-year plan used by ACHE to assess annual performance of state institutions of higher education, including the University of Montevallo. Over the four previous years, the University's has been assessed annually with respect to the following five goals:

State Goal 1 - Access: Elevate the educational attainment levels of all citizens.

State Goal 2 – Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

State Goal 3 – Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

State Goal 4 – Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

State Goal 5 – Workforce Development: Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

While these goals are not precisely congruent with the internal goals set by the University of Montevallo in its own strategic plan, they are nevertheless relevant to University's planning process. Ultimately, the University of Montevallo must demonstrate to ACHE that, at worst, its goals do not conflict with the five state goals and, at best, that the University's goals dovetail with those of the State. As ACHE begins the process of revising its own goals for the next five years, the respective strategic plans of constituent universities, including the University of Montevallo, will constitute relevant background information in a collaborative process of revision.

The American Association of Colleges and Universities (AAC&U), which forms the broader umbrella organization to which COPLAC member institutions belong, issued a report during the spring of 2008 summarizing its survey findings with respect to the following question: "Should colleges focus more on personal and social responsibility?" A review of the survey findings led AAC&U to issue the following three findings:
Finding #1: Across all categories, students and campus professionals strongly agree that personal and social responsibility should be a major focus of a college education.

Finding #2: Across all groups surveyed, far fewer individuals agreed that personal and social responsibility was currently a major focus on their campus. There is a clear gap between what they perceive “should be” and what “is.”

Finding #3: Across all groups, significant numbers—but not a majority—of students and professionals alike think that students leave college having become stronger across various dimensions of personal and social responsibility during college.

These findings indicate that colleges and universities should be playing a greater role in areas relating to the personal and social development of our students.

As we design strategies to achieve the goals of higher education related to the unique experience we hope to create at the University of Montevallo, the essential question becomes, “Education for what purpose?” The missions of national organizations such as AAC&U and COPLAC, state organizations like ACHE, and our own university mission converge around a central theme of helping students become responsible and informed citizens. Although this goal transcends institutional type and discipline, educating citizens is particularly relevant for public institutions whose roots lie in the need to help create a populace with the knowledge and skills to participate in our modern democracy. It is also the ultimate application of an education based in the liberal arts and sciences which provides students with the habits of mind necessary to engage fully with the communities of which they are a part in order to make a difference in the world. This is our shared purpose as members of the University of Montevallo community as we undertake the implementation of our strategic plan.

Public universities in the state of Alabama also belong to the American Association of State Colleges and Universities (AASCU), which serves as the national advocacy organization for public higher education, especially for smaller-to-medium sized public institutions.² Since January of 2008, Dr. Williams has served as Alabama’s state representative to AASCU. The AASCU public policy agenda for 2008 includes the following primary categories³:

1. Affordability, with increasing participation being sought from state and federal government sources;

² While there are no formal size limits, larger public institutions have tended to gravitate toward membership in the National Association of State Universities and Land-Grant Colleges (NASULGC).

³ AASCU’s agenda was endorsed by the following national organizations:

- American Association of Colleges for Teacher Education
- Asian Pacific Americans in Higher Education
- Coalition of Urban and Metropolitan Universities
- Council for Opportunity in Education
- Hispanic Association of Colleges and Universities
- National Association of State Universities and Land-Grant Colleges

2. Access, with AASCU recommending that resources be increased for TRIO⁴ and other related programs;
3. Accountability, with AASCU taking the lead in the development of a Voluntary System of Accountability for all public universities; and
4. Competitiveness (in the sense of preparing our students for an increasingly competitive world market), with AASCU calling for an expanded federal role in the preparation of K-12 teachers, removal of unnecessary barriers to the issuance of international student visas, and expansion of workforce training initiatives.

5. Parallel Planning Efforts

As it became clear that numerous brainstorming ideas were focusing on needs relating to student development in the form of a freshman year experience, greater participation in community service, and life planning skills, a Study Group on the Freshman Experience and Other Related Courses was formed under the direction of Dr. Elaine Hughes. During the Spring 2008 semester, the Study Group debated and voted to endorse the general framework provided in the “Becoming” initiative drafted by Dr. Kimberly Barrett, Vice President for Student Affairs.⁵ (See Exhibit 9.) Other initiatives have been, and continue to be, under consideration by the Study Group.

In line with the University’s commitment to the internationalization and diversification of campus life, and pursuant to the settlement of the Knigh t v. Alabama lawsuit,⁶ a Diversity Task Force chaired by Mr. Jim Farris, Special Assistant to the President for Intercultural and Governmental Affairs, has been working on a track parallel to that of the SPC. (As the Diversity Task Force completes its work this summer, the work of this work will be presented to the SPC as recommendations for inclusion in the overall University plan and will be attached to this plan as Exhibit 10.)

Based upon the many brainstorming and SPC suggestions relating to the need to preserve the physical beauty of the National Historic District, address deferred maintenance in

⁴ The University of Montevallo currently participates in two TRIO programs: Upward Bound and the McNair Scholars Program

⁵ The “Becoming” initiative is named for the sculpture of two hands which serves as the centerpiece of the University of Montevallo campus.

⁶ In the case of John F. Knight, Jr. v. State of Alabama, plaintiffs alleged a pattern of discriminatory practices involving public universities throughout the state. Since entry of the federal district court’s 1985 and 1991 consent decrees, all defendants were required to end vestiges of *de jure* segregation. The September 2006 settlement dismissing the case against the University of Montevallo acknowledged that, “since 1985, substantial progress in conditions, policies and practices at defendant University has been achieved. The parties agree that this progress should continue. The parties further agree that continued progress does not depend on continued federal court supervision.” As part of the settlement, the University of Montevallo agreed to “develop and implement a Strategic Diversity Plan as an integral component of its overall university strategic plan. The timing of the development of the Strategic Diversity Plan shall be coordinated with the development of the overall university strategic plan. Implementation of the Strategic Diversity Plan shall begin no later than the date upon which University’s overall strategic plan is adopted by its Board of Trustees, a date which shall occur not later than December 31, 2008.”

residence halls and classroom buildings, and develop priorities for a capital campaign, the University's Physical Plant, led by Mr. David Pritchett, developed a five-year master plan. The plan for residence hall expansion and renovation is attached as Exhibit 11. The plan for non-residence hall space is attached as Exhibit 12. A description of the "Facilities Condition Index" developed by the Association of Physical Plant Administrators (APPA) for the assessment of deferred maintenance issues is attached as Exhibit 13.

In order to assure coordination of technology planning with overall university planning efforts, a Technology Planning Committee consisting of 19 faculty, staff, and administrative leaders was appointed by Dr. Terry Roberson to work in consultation with technology experts provided by SunGard Higher Education. The committee began meeting on June 17, 2008 and, on July 11, 2008, provided Dr. Williams with a list of technology themes and goals that could be incorporated with other suggestions made by the Strategic Planning Committee at its June 3rd meeting (see discussion, below). A listing of these themes and goals is attached as Exhibit 14. Disposition of these themes and goals within the overall Strategic Plan is described in a table attached as Exhibit 15. The roster of the membership of the Technology Planning Committee is attached as Exhibit 16.

6. Meetings of the Strategic Planning Committee

Based upon recommendations received from the Board of Trustees, Alumni Board, Foundation Board, Student Government Association, and members of the President's Staff, Dr. Williams appointed a Strategic Planning Committee (herein "SPC") consisting of 32 delegates, most of whom were already serving as members of the University Planning Committee. As shown in Exhibit 3, these delegates represented the broad spectrum of constituencies interested in the future of the University of Montevallo. Four *ex officio* members of the SPC—including Dr. Williams, Dr. Roberson, Dr. Johnston, and Dr. Rupp—served as a resource team to plan and organize sessions, collect input from SPC members, assemble documents, and synthesize data between meetings. After each meeting of the SPC, minutes were posted via email to the wider University community to encourage further input, comment, and discussion between meetings.

The first meeting of the SPC was held on January 22nd, 2008.⁷ After a brief orientation involving mission, vision, rules, and roles, the Committee began the analysis of University strengths, weaknesses, opportunities, and threats ("SWOT"). What became clear immediately was the Committee's affirmation of the University's core mission and the extent to which the Committee's opinions tracked with brainstorming data. The following strengths were identified by the Committee with total votes for each strength indicated in parentheses.⁸

Public liberal arts focus (including affordability and value) (21)

⁷ Minutes of the January 22nd meeting of the SPC are attached as Exhibit 4.

⁸ Total votes add to 105 because Committee members were allowed to vote for multiple strengths.

Quality of academic programs (20)
Quality of people (faculty, staff, administrators, students) (17)
Class size (12)
Forward looking administration (11)
Unique traditions (8)
Place (7)
Growing potential (5)
Alumni (2)
Location (2)

Note that the listed categories are not discrete. For example, votes for “location” and “place” could easily be combined, as could votes for “alumni,” “forward looking administration,” and “quality of people.” One could also argue that “quality of academic programs” is a function, in part, of “class size.” Nevertheless, when combined with the list identified by the brainstorming participants, several observations are warranted:

1. The University community places great value in the public liberal arts focus described in the University’s statutory mission statement.
2. The University community is proud of the quality of its people and programs.
3. The University community values its beautiful, historic campus.
4. The University community values its traditions, especially “College Night.”
5. The University community wishes to maintain its small college atmosphere.

After a discussion of strengths, the Committee turned to an identification of weaknesses. The following weaknesses were identified with votes for each weakness indicated in parentheses:

Deferred maintenance/aging facilities/residence halls/lighting/landscaping (22)
Salaries/funding (21)
Distinctiveness/self-image/identification with true liberal arts focus (16)
Campus life/student life/residence life (activities, facilities, etc.) (13)
Name recognition/awareness (9)
Inertia/resistance to change/lack of spirit of innovation (7)
Program development (graduate study, continuing and community ed) (7)
Student support services (internships, career services) (4)
Lack of corporate partnerships (2)
Teaching load/lack of support for research and service (2)
Outsourcing (2)
Lack of support for continuing education of professional staff (2)
Lack of faculty diversity (1)

Although not specifically discussed by the Committee, it is worth noting that each weakness tends to degrade or counteract one or more of the listed strengths. For example, deferred maintenance tends to degrade the beauty of the campus. Low salaries and funding tend to counteract the recruitment and retention of quality people.

Inertia/resistance to change/lack of spirit of innovation tends to counteract the aims of a “forward looking administration.”

Much discussion centered on the weaknesses labeled “distinctiveness/self-image/identification with true liberal arts focus” and “name recognition/awareness.” Committee members expressed a need for the University to come to grips with its own identity. Although Committee members agreed that the University was known for the quality of its faculty and the delivery of academic instruction, concern was voiced about a lack of coherence or a consistent theme in the learning environment experienced by students, faculty, and staff. More than one participant observed that many facets of the strategic plan might fall into place if we could just get a handle on the identity issue.

The Committee then identified a set of opportunities available to the University ranked according to Committee vote, as follows:

- Partnerships (corporate, civic, two-year colleges, Montevallo schools, international, dual enrollment, etc.) (20)
- External funding (grants, capital campaign, corporate partnerships, etc.) (20)
- Outreach (symphony, Elderhostel, continuing ed, museums, American Village, Ebenezer wetlands, observatory, national cemetery, AMSTI, etc.) (13)
- Expanded media coverage (10)
- Shelby County growth (non-traditional population) (8)
- Relationships/presence in Montgomery (8)
- Growing Hispanic population and other ethnic groups, Black Belt efforts (6)
- Engaged group of alumni advocates (5)
- Expansion of graduate programs (3)
- COPLAC/development of set of comparison schools (1)

Here again the categories were not discrete. For example, “partnerships” and “outreach” both involve the University interacting with external organizations. In fact, almost all of the opportunities listed by the Committee involve the University’s expanding partnerships and relationships with external entities and groups. The theme of “community engagement” is, to a greater or lesser extent, involved in every item on the list.

Finally, the Committee identified and ranked the following threats⁹:

- Competition (enrollment efforts at other schools who claim to do what we do) (20)
- Over-dependence on state funding (proration, cuts, scholarships, economy) (16)
- Off-campus activities/amenities (14)
- Outsourcing (12)
- Town/gown relationship (hostility toward students, misperception of value of

⁹ Items with zero votes indicate ideas that were nominated by one or more participants but which failed to receive votes after other ideas were identified as alternatives.

having students in town, poor roads, appearances, etc.) (11)
Costs of technology/associated changes (10)
State and federal mandates (ACHE, homeland security, ALSDE, accrediting agencies, workforce development definitions, etc.) (6)
Lack of perception that what students experience here is really unique (1)
Environmental degradation/global warming (1)
Economy (0)
Litigious climate/legal issues (0)

Four themes dominated the discussion of threats:

1. Competition from other universities and activities.
2. Money issues, including funding challenges and rising costs.
3. Threats to quality and identity caused by outsourcing of services.
4. Town/gown relationships.

Note that the list of threats is similar to the list of opportunities in that all four themes are arguably tied to the University's engagement (or lack thereof) with external entities and groups. Given the dominance of this theme in the discussion of opportunities and threats, it would seem obvious that the University's strategic plan would need to address the need to improve and realign its partnerships—strengthening those that benefit the University while limiting or detaching itself from those that tend to weaken the University.

The second meeting of the SPC was held on February 26th, 2008. Participants were asked to consider the strengths of five entities viewed as direct competitors with the University of Montevallo. These included the UAB, Auburn University, the University of Alabama (Tuscaloosa), the two-year college system, and neighboring private universities (including, but not limited to, Samford, Birmingham-Southern, Miles, Huntingdon, Spring Hill, and Sewanee). After listing the respective strengths of these institutions, participants identified six key factors that seemed to characterize the strengths exhibited by all five competitors:

- Funding (multiple sources, resources...)
- Identity (brand, drives decisions, know who they are...)
- Marketing (visibility)
- Options (degrees, scheduling, programs, delivery modes, customization...)
- Quality, or perception thereof (what people think, what people see...)
- Facilities (campus a resource in itself, not just a place to go, have meaning...)

When asked to prioritize these factors, the group experienced considerable difficulty, primarily because of the “unresolved tension” between funding and identity, two factors which appeared to be inextricably linked.

Using previously-identified strengths, weaknesses, opportunities, and threats, Dr. Rupp asked Committee members to “move strengths to opportunities” with a view toward exploiting the opportunities. The groups made connections between:

- Quality programs and external funding
- Expansion of honors program and external funding/partnerships
- Unique traditions and expanded media coverage
- Affordability/location and Shelby County growth
- Small class size and partnership with Shelby County government/underserved populations
- Forward-looking administration with partnerships/external funding/improved relationships in Montgomery
- Quality of people and outreach/expanded media coverage
- People/programs and connection with all other entities
- Unique traditions and external funding/partnerships

Note the recurring theme of the University's partnering with key external stakeholders.

When asked to "move strengths to threats" so that strengths could be used to defend against threats, the group made the following observations.

- Using liberal arts focus (the "UM experience") to defend against all threats
- Using quality people (with creative minds) to defend against state/federal mandates
- Using place, people, and forward-looking administration to defend against problems arising from "town and gown" issues
- Using liberal arts focus (and accrediting standards) to defend against seemingly "cheaper" programming of the competitors
- Using quality of programs (and staying on top of admission standards) to defend against competitor "creep" on admission standards
- Using quality of faculty and people to defend against costs of technology

It is interesting to note that in the discussion of "moving strengths to threats," less importance was placed on external partnerships while more importance was placed on strengthening the University's internal liberal arts focus and the quality of its people and programs.

The group had the following observations about "moving weaknesses into opportunities," creating important alliances.

- Connecting deferred maintenance with external funding to exploit historical status
- Connecting campus life issues with outreach to create "outward-looking" view and opportunities for service
- Connecting program development issues with Shelby County growth and Hispanic/Black Belt opportunities
- Connecting name recognition issues with Shelby County growth and expanded media coverage

- Connecting salary and funding issues with external funding to create endowed chair and other opportunities
- Connecting lack of distinctiveness with opportunities to “go green”

Note that when weaknesses were paired with opportunities, the importance of external partnerships returned.

Finally, Dr. Rupp asked Committee members to “move weaknesses into threats,” identifying more covert strategies for making change. The group identified the following connections.

- Campus life and local politics
- Alums and leveraging of UM interests
- Service learning projects and city of Montevallo
- Continuing education and off-campus concerns/needs
- Name recognition issues with promotion of town of Montevallo
- COPLAC affiliation and all threats

Here again the theme of external partnerships remained dominant.¹⁰

The third meeting of the SPC was held on April 10th, 2008. Dr. Johnston invited Committee members to suggest additional ways in which strengths could be used to seize new opportunities which were not included in the February meeting. The following were added:

- Tracking struggling first-year students and providing academic strength training programs in the subsequent summer (to perhaps strengthen retention)
- Including out-of-state students in recruitment and marketing program
- Promoting the UM honors program as a campus-wide experience, emphasizing climate and expectations
- Clarifying what it means to have a liberal arts mission and how it is possible to “live up” to that mission
- Integrating mission/vision with orientation of new students
- Contrasting ourselves more distinctly with competitors
- Investigation and emphasizing what is unique about UM
- Finding ways to become the BEST at the liberal arts focus/mission
- Using new assessments to benchmark ourselves and demonstrate uniqueness in achievement of the mission
- Remembering the importance of graduate study to our mission/vision
- Remembering that prospective students focus on place, majors, and finances
- Remembering that public school personnel, especially counselors, are our allies in recruitment

¹⁰ Minutes of the February 26th meeting of the SPC are attached as Exhibit 5.

When asked to suggest additional strengths could be used to address perceived threats, the following observations were offered.

- Communicating more clearly what advantages accreditation gives us in the marketplace
- Marketing where possible but taking care not to make education completely consumer-driven
- Emphasizing internship programs and other aspects of the curriculum which will make a huge difference as students anticipate leaving UM and taking up careers
- Finding better ways to communicate liberal arts as a strength (versus a threat)
- Remembering that many students have careers in mind and parents have jobs in mind –and being care not to assume that people know what “liberal arts” means
- Providing a “real world” definition for the liberal arts—what it will look like in five years—what it will do for the student—what its added value is
- Using what employers already say they want—which matches quite nicely with the mission of a liberal arts education
- Seizing opportunities to partner with entities which value liberal arts qualities
- Taking advantage of “bragging points”
- Improving career services
- Putting the spotlight on successful alums and getting them involved with students

The group had the following additional observations about the manner in which weaknesses could be addressed in a manner that would improve access to opportunities:

- Improving the residence halls
- Improving the quality of cafeteria food (especially on the weekends), perhaps creating a one-card system which will allow students to eat at other places in the community
- Enhancing student life activities, giving special attention to weekend concerns, building/space concerns, hours of availability, etc.
- Moving some intramural activities to the weekend
- Making it possible for vendors to actually serve us with available hours, services, etc. (food service, bookstore, etc.)
- Attending to the “dead zone” which occurs on the campus on weekends
- Partnering with Alabama Power, Alabama Gas, etc. in the construction of residence halls, etc. (new technologies, etc.)
- Establishing alumni relations before graduates ever leave campus
- Establishing partnerships and open communication lines internally

Committee members then suggested the following additional weaknesses that could be addressed in order to reduce the impact of perceived threats:

- Addressing the perception that there is an inordinate number of “radicals” and “crazies” at UM (“liberals”)
- Addressing the perception that UM is a fine arts school only

- Addressing significant technology needs with limited resources
- Assessing and addressing threats from distance learning and community college system (cost/value issue)
- Remembering the “time lag” between actual change and perceptual change
- Addressing the negative impact of ACHE policies on curriculum diversity (i.e., interiors, MIS)

Committee members concluded the April meeting with an initial discussion of “ten things the University ought to do.” Minutes of the April 10th meeting are attached as Exhibit 6. A listing of these ideas indexed by strategic theme is attached as Exhibit 6-A.

The fourth meeting of the SPC was held on June 3rd, 2008. Dr. Williams pointed out to Committee members that the five themes reflected in the draft were correlated directly with the original brainstorming process/data, and that they were aligned with members’ “top ten ideas” from the April session. He noted that all ideas would be channeled into all functional areas on campus for the development of specific objectives for achieving the goals of the final plan.

The next order of business was to “tag” items in one or more of three ways: identifying items included but unwanted, identifying items not included but wanted, and identifying items in need of editorial attention. *Item numbers refer to the discussion of Strategic Themes in Section B of this document, which begins on page 18, below.*

Item #1.a--Salaries – Mr. Strange indicated the need for a more specific target to make the salary goal (Item 1.a., below) clearer and stronger. It was decided that the goal would be revised to indicate movement from the 20th to the 35th percentile over the five-year term of the strategic plan. Mr. Farris shared a concern that mid-level staff members, including OSP, were more or less excluded from consideration in the benchmarking of salaries, a perspective shared by Ms. Arneson and Dr. Gilbert. After some discussion about possible standards and data sources for comparison, Dr. Williams agreed to revise the language to include mid-level staff. Ms. Jarrett suggested the use of exempt and non-exempt personnel as a basis for classification.

The Committee also agreed that timeframes and objective measures should be moved to Section B of the document, so that each timeframe and measure would be shown immediately after its respective goal or objective.

Item #1.b.4—Study Abroad. – While some suggestions were editorial in nature, two other points were made: that there be a more specific target (Strange, Hoefker, and Patton) and that national exchange be included (Johnston, Roberson). It was decided to include national exchange (per National Student Exchange membership) and to specify a goal of 10 percent of all undergraduate students participating at the end of five years.

Item #1.b.5—Foreign Languages. – Dr. Keller inquired as to whether the three new languages would be in addition to languages already taught. Dr. Williams indicated that these would be additions to currently offered languages (French, Spanish, German). Ms.

Jarrett asked about how the language options were selected and Dr. Williams indicated they were among the world's most common languages, not including a few, such as Cantonese, which were declining in importance. Dr. Williams agreed to clarify the language to indicate that the three languages would be added to languages already being offered.

Item #1.c.—Learning Commons. – Ms. Hoefker suggested that there be a clearer connection to Academic Affairs and Ms. Arneson, who drafted the language on this goal, indicated it was an oversight. Additionally, Dr. Patton thought the item lengthy and overly detailed. Dr. Williams agreed to rewrite the item in response to both suggestions, perhaps including bullet points. Dr. Gilbert suggested that the same be done with Item #1.d. and Dr. Williams agreed to do so.

Item #1.d.—University Archives. – In addition to the suggestion above, Dr. Patton inquired as to whether this item should be moved to Theme 3, a question echoed by Ms. Arneson. Dr. Williams asked if there was any objection to moving the item and there was none; it will be moved. Mr. Farris suggested that “the SPC recommends” be removed and Dr. Williams agreed to do that throughout the draft. Ms. Jarrett recommended that the digitization aspect of this goal be left where it was, with agreement from Ms. Arneson. Dr. Williams and the Committee agreed.

Item #2.a.—International Student Recruiting. – Mr. Strange inquired about the specific target and Dr. Patton suggested that we should have the same number of students here as we have abroad. In response to the suggestion that we have at least 150 students, Mr. Farris thought it a good goal, in spite of the fact that UM had only 50 international students on campus for the last two years. Ms. Richardson reminded the group that it had decided earlier to include national exchange. Mr. Strange suggested a goal of 5 percent, which would be 150 students on the basis of an undergraduate enrollment goal of 3000. He also inquired about the tuition rate for these students, to which Dr. Williams responded it would be out-of-state rates. Ms. Hoefker questioned whether the group was defining international student presence as students who would graduate from UM or merely students on campus. Mr. Farris indicated that any international student coming here on anything but a pre-determined exchange agreement would want a U.S. degree. Dr. Puleo suggested the use of FTEs and Dr. Williams posed the idea of 5 percent of the total hours taken each term. After some discussion regarding the priority being the cultural contributions of international students just being on campus, it was decided that 5 percent of students on campus in 5 years would be an acceptable goal.

Item #2.a.1—Administrative Office for International Services. – Some changes were simply editorial. The only other question concerned whether to include the new position in the plan since it was already opened with an ongoing search. It was decided that it should remain in the plan to help determine direction. Mr. Strange suggested a change from “establish” to “develop” to parallel the spirit of the discussion. Dr. Williams agreed to make the changes.

Item #2.a.2—English as a Second Language. – Some editorial changes were suggested. Additionally, there was considerable discussion regarding the nature and purpose of an ESL program (pre- and post-admission concerns, revenue requirement and generation, relationship to continuing education and general partnerships, the need for research on the issue, etc.). Only editorial changes were agreed to.

Item #2.b.1—Strategic Diversity Plan. – Dr. Keller indicated that the goal was unclear and Mr. Strange inquired as to whether we simply wanted an inclusive attitude. Dr. Williams directed the Committee to Exhibit 10 to the draft of the Diversity Plan, and he agreed to pick up more specific language from that plan for the Strategic Plan.

Item #3.a—Residence Hall Construction and Renovation. – Editorial changes were suggested. Mr. Norman suggested that the environmental impact language was needed in #3.b. as well. The group agreed.

Item #3.c—Deferred Maintenance Reduction. – Again, there was an expressed need for a specific target (Strange). Dr. Williams directed Committee members to the FCI on page 78 of the draft. Mr. Pritchett indicated that targets could be fairly subjective, to which Mr. Strange suggested a goal such as a 20% reduction in the dollar amount over 5 years. Dr. Johnston offered that FCI is banded in ranges and that the goal could combine one of those “bands” and a reduction in the dollar amount of deferred maintenance. Dr. Williams and the group agreed that selecting a “good” range from the FCI along with a specific reduction (in dollars) in 5 years would constitute an acceptable goal. Dr. Keller suggested that the institution keep the Olmstead plan in mind and that it remain faithful to it as much as possible. The group indicated agreement; Dr. Williams agreed to insert appropriate language in the description of Theme 3 (“consistent with the plan of the Olmstead brothers where possible”).

Item #5.b—Percentage of Alumni Giving. – Mr. Strange suggested a specific figure such as 20 percent. Ms. Banks indicated that 1 percent a year sounded reasonable to her, to which Dr. Williams responded that some institutions achieved levels in the 20 percent or more range and that these institutions were benchmark schools for UM. The group agreed on 1 percent a year, resulting in an 18 percent participation rate in 5 years.

Item #5.d—Relationship With Area Schools. – In response to questions about the Montevallo Connection (Strange), Dr. Williams explained that the program was designed to strength the relationship between UM and the community schools. Dr. Gilbert pointed out that the program really was a revitalization of the original Montevallo Compact, something Dr. Williams reported was initiated in 1984 or so. Mr. Strange also asked about UM’s relationship with area community colleges and about the possibility of including them in partnership considerations. In relation to the Montevallo Connection, Dr. Keller pointed out the importance of such relationships in Montevallo as a significant factor in the recruitment of faculty. Mr. Strange agreed and again indicated the importance of community colleges as well. Mr. Farris (as well as Ms. Hoefker) offered information about several agreements between Jefferson State Community College and

four-year institutions in the area and across the state. Dr. Keller suggested this might become a separate item and the Committee agreed to add it.

Additional Items of Discussion – 1. Mr. Strange asked about items/goals related to revenue generation on- and off-campus, in terms of evening and off-campus classes at both the undergraduate and graduate levels. Ms. Richardson suggested that perhaps the building rented in Pelham for the Inservice Center and its associated programs might be a suitable site for such activity, including Continuing Education. Mr. Strange stressed the need to look for alternative sources of revenue without changing the institution's mission and focus. Ms. Richardson indicated that such activities could be a real service to the community as well. Dr. Williams asked about the inclusion of language that UM would explore opportunities for alternative delivery of academic and continuing education programs on- and off-campus. Mr. Farris suggested the consideration of dual enrollment here as well. Dr. Williams indicated that it would technically be an expansion of dual enrollment since there are some students currently enrolled under that option, and he suggested two distinct bullet points: the exploration of alternative delivery of academic and continuing education programs on- and off-campus, and dual enrollment offerings (to include AP and IB linkages). Ms. Jarrett inquired as to whether the dual enrollment issue could be considered with Item #5.d. and the group agreed.

2. Ms. Jarrett asked if Item #5.8. should be placed with Theme 5, more specifically whether the primary purpose of the *Campus Continuum* partnership would be external relationships or revenue generation. Dr. Puleo suggested that most external partnerships would be revenue-generating. Dean Rupp related that the MESCOB was investigating the possibility of an MBA which would be primarily off-site, and that a primary consideration would be whether there was indeed a market for such a program in our area. It was agreed that the item should remain with Theme 5.

Dr. Williams asked Committee members whether they would prefer meeting again in July to review changes OR reviewing changes electronically—before voting. The group agreed that changes could be handled electronically without a July meeting.

Mr. Strange suggested that SPC members be included in the trustee work session in August and Dr. Keller agreed that was a good idea.

B. STRATEGIC THEMES

This strategic plan is designed to serve as the institution's initial roadmap to guide decision makers at all levels. Since this plan has been discussed and analyzed at the University level, it is anticipated that functional units will adopt their respective unit plans consistent with this template. These plans will necessarily include details neither mentioned nor contemplated by the SPC. Therefore, although this plan includes timelines and suggested measurement indicators, it does not include a detailed listing of individual unit objectives. For example, while the plan suggests that each academic department will be involved in the offering of at least one interdisciplinary course, it does not limit the number of interdisciplinary course offerings that might be available through

a given department, nor does it suggest how courses should be designed or how departments should choose their respective partners.

Given the timeline of approval of this strategic plan, the SPC is hopeful that academic departments and other administrative units can begin the process of constructing individual unit plans during the 2008-2009 academic year. The target date for all academic departments and other administrative units to have completed annual unit plans for the 2009-2010 academic year is therefore the end of February of 2009, so that budget requests can be reviewed and aligned well in advance of the August 2009 meeting of the Board of Trustees, during which the budget for the 2009-2010 academic year will be presented for approval. Given the heavy involvement of individual administrative units in the performance of this plan, no attempt has been made to name responsible parties at this point. Although not discussed, it should be assumed that the SPC would recommend that progress toward all goals and objectives described in this strategic plan be undertaken in a manner consistent with the fiscal health and the current academic accreditation status of the institution and its programs.¹¹

The SPC is also mindful of the difference between strategic planning and strategic management. After the final version of this plan has been adopted by the Board of Trustees, it is highly likely that opportunities and threats will arise that were not seriously considered or debated by the SPC. It is also highly likely that timelines will not be met with precision in all cases. For these reasons, implementation of the plan will be assessed and monitored at regular intervals—at least annually if not more often in some cases—and reports will be generated from the President to all relevant constituencies, including the Board of Trustees. These reports will explain discrepancies between plan expectations and actual operational results.

In the rare case that an opportunity or threat is of such magnitude that a major change in the strategic plan becomes necessary, the President may find it advisable to reconvene the SPC or a successor committee representing all relevant University constituencies. The purpose of such a meeting would be to consider recommending one or more contingency plans to the Board of Trustees. Such a meeting should not be undertaken lightly, however, because the University community should be expected to view the original strategic plan as a durable instrument upon which major decisions can be constructed with confidence.

When all of the ideas submitted during the brainstorming sessions and meetings of the SPC were reviewed, five strategic themes emerged, as follows: (1) initiatives that affect the University's academic identity and the learning environment; (2) initiatives that affect campus diversity and globalization; (3) initiatives that preserve and improve the physical

¹¹ With regard to the former, the president recommends that the University of Montevallo maintain a Composite Financial Index (CFI) rating at or above 4.5 as of the end of each fiscal year. The CFI was developed by the U. S. Department of Education as a composite of four financial ratios, including the institution's viability ratio, return on net assets, primary reserve ratio, and net income ratio. With regard to the latter, the University of Montevallo is regionally accredited by the SACS Commission on Colleges, with national accreditation of a dozen programs.

campus environment; (4) initiatives aimed at the development of financial resources; and (5) initiatives involving improved communication and engagement with key stakeholders. Each theme will be discussed in greater detail below.

Each of the five themes and respective subparts are designed to ensure the objectivity of performance measurement. Therefore, each subpart includes an assessment measure and timeframe that will be triangulated with the division and unit-level assessments to inform a comprehensive evaluation of our progress. In many cases, the institutional measure is a proxy selected to demonstrate university-wide efforts toward the stated goal but is not intended to capture every existing indicator. Undoubtedly, the heart and soul of our efforts reside at the operational level, and our progress will be evidenced most meaningfully through the annual planning and assessment activities of the divisions/units. Therefore, the following assessment measures will be combined with division and unit assessments to provide a comprehensive evaluation framework from which our progress will be monitored and charted.

As stated in the introductory comments to this section, this strategic plan is designed to serve as an initial roadmap. In some cases, measures for particular goals are based on initial procedures, with the measurement indicators for the actual performance or content of the goals being left for a later date. For example, the design of quality measurements surrounding the implementation of the “Becoming” program would best be accomplished after the program has been fully adopted; however the actual fact of the program’s being adopted could be measured right away. During the course of the 2008-2009 academic year, the Office of Institutional Research, Planning, and Assessment, under the direction of the President, will work to identify specific, meaningful quality targets as a means of increasing the value of our continuous improvement efforts.

THEME #1: The University of Montevallo should promote the development of a learning environment directly supportive of its statutory mission as Alabama’s public liberal arts university.

The SPC heard numerous suggestions regarding ways in which the University should develop and enhance its identity as “an affordable, geographically accessible, ‘small college’ public higher educational experience of high quality with a strong emphasis on undergraduate liberal studies and with professional programs supported by a broad base of arts and science.”¹² Brainstorming and SPC participant suggestions focused on improvements in the delivery of instruction primarily through the ability to attract and retain excellent faculty. In nearly every brainstorming session, the need to increase faculty salaries was among the first suggestions offered to improve instruction. In the SPC, the need to increase staff salaries to attract and retain staff members was also discussed. The contribution of administrative and support staff to quality instruction was noted and confirmed by Dr. Williams.

¹² The quote is taken from the University’s statutory mission statement.

Since these suggestions elicited universal agreement, more time was usually spent on discussions of more complicated, and sometimes controversial, issues. For example, Exhibit 7 was formed by revising Exhibit 6-A (“Ten Things Montevallo Should Do”) to include only those ideas that relate directly to the theme of academic identity and the learning environment. These ideas echoed hundreds of similar ideas advanced during the University’s brainstorming sessions.

Note how many of the ideas in Exhibit 7 tend to focus on the following four sub-themes:

- strengthening of U. M.’s liberal arts identity (including study abroad and interdisciplinary options)
- adding a service learning component (including “going green”)
- connecting residence life (and student life generally) to the learning environment, and
- focusing more attention on the honors program.

Based upon the universal acceptance of the suggestion that faculty and staff salaries should be increased and the dominance of the four sub-themes listed above in brainstorming and SPC discussions, the SPC recommends that the University’s strategic plan for the next five years include the following.

GOALS RELATED TO THEME #1:

- a. **Increase faculty and staff salaries at a trajectory designed to move average salaries at all ranks upward from the current 20th percentile ranking among masters’ level institutions to no lower than the 35th percentile over the next five years.**
Measure(s): annual rankings posted by the *Chronicle of Higher Education*
Assessment Timeline: annually
- b. **Support faculty in the development of coursework related to service learning, interdisciplinary studies, a freshman experience, undergraduate research, study abroad, and the Honors Program.** (Original language adopted by the Board of Trustees on November 7, 2008.)
- b. **Support faculty and staff in the development of initiatives related to service learning, interdisciplinary studies, a freshman experience, undergraduate research, study abroad, the Honors Program, and information literacy efforts.** (Revision recommended by the University Planning Committee on October 15, 2009 and adopted by the Board of Trustees on November 6, 2009.)
 - 1) **Create an administrative unit designed to support the faculty’s development and implementation of these programs and courses.**

Measure(s): resource allocation to support operation

Timeline: 2009-2010 (after which time effectiveness is measured as prescribed in the unit plan)

- 2) **Support the faculty’s implementation of the “Becoming” program—including a Freshman Year Experience, a service learning component (that includes, among other offerings, environmental service opportunities), and an undergraduate research/internship component—as endorsed by the Study Group on the Freshman Experience and Other Related Courses. (See Exhibit 9.)**

Measure(s): courses offerings, course enrollments, course evaluations

Timeline: 2009-10 (all Freshmen enrolled in Becoming 101); 2010-11 (Becoming 201 added to curriculum); 2011-12 (Becoming 301 added) [program effectiveness in terms of learning outcomes will be measured as prescribed in the unit plan]

- 3) **Support each academic department in the teaching of at least one course that involves cooperation among faculty housed in two or more disciplines.**

Objective: By 2010-2011, 75% of the academic departments will be involved in at least one interdisciplinary course

Measure(s): audit of course offerings

Timeline: 2010-2011 academic year

Objective: By 2011-2012, 100% of the academic departments will be involved in at least one interdisciplinary course

Measure(s): audit of course offerings

Timeline: 2011-2012 academic year (annually monitored thereafter)

- 4) **Expand study abroad and National Student Exchange opportunities such that student participation in study abroad and NSE programs increases at the rate of two percent (2%) additional students annually.**

Measure(s): program participation levels

Timeline: annually beginning 2010-11

- 5) **Support the development of instruction in three of the following eight languages through the first and second year general education course sequence either on campus or via distance technology: Mandarin, Japanese, Portuguese, Arabic, Swahili, Russian, Hindi, and Farsi. These additional three languages would be in addition to the current offerings in French, German, and Spanish.**

Measure(s): course offerings sufficient to satisfy general education foreign language requirements

Timeline: annually beginning 2010-11

c. Transform Carmichael Library into a Learning Commons which will include the following:

- 1) a student-centered learning space;
- 2) traditional library resources and services;
- 3) information technology and emerging technologies;
- 4) academic support services;
- 5) expert help;
- 6) collaborative and individual study space;
- 7) a partnership with the Division of Academic Affairs, Division of Student Affairs, the Harbert Writing Center, and Computer Services;
- 8) a digitization program to make the archival collections described in Theme #3.e, below, more widely available.

Measure(s): progress report delivered by the Director of Carmichael Library

Timeline: 2010-2011 for initial assessment, after which time effectiveness will be measured as prescribed in the Library's unit plan

d. Organize a structure that will encourage and support faculty exploration of innovative and best practices in teaching and advising and that will encourage and support faculty in their research.

Objective: Offer at least 2 professional development opportunities for faculty that relate to innovation and best practices in teaching and/or research

Measure(s): number of professional development sessions offered and participation levels, with quality monitored by user survey

Timeline: annually

e. Explore the feasibility and advisability of adding intercollegiate softball, lacrosse, or other sports to current athletic offerings.

Measure(s): completion of feasibility studies and recommendation reports from the athletic director

Timeline: first feasibility study complete by 2010-2011; second study by 2013-14

THEME #2: The constituencies and programs of the University of Montevallo should reflect the international character and demographic diversity required of a modern liberal arts university.¹³

GOALS RELATED TO THEME #2:

a. Recruit academically qualified international students to the University of Montevallo at a rate that will increase the percentage of international students to five percent (5%) of total enrollment.

Measure(s): fall registration of students from foreign countries enrolled at U. M. compared with total number of students registered

Timeline: annual

¹³ The definition of the word 'diversity' in the Strategic Diversity Plan is defined broadly in Exhibit 10 as including 'all individuals.' At a minimum, that definition would include all groups protected under the University's Equal Opportunity/Affirmative Action Policy.

- 1) **Establish and develop an administrative office charged with the advancement of advance this goal and to increase the exposure of students to global events, people, and cultures.**

Measure(s): resource allocation to support operation

Timeline: 2009-2010 (after which time effectiveness is measured as prescribed in the unit plan)

- 2) **Develop a program in English as a Second Language to assist foreign students in addressing admissions requirements, or partner with one or more colleges or agencies able to provide such ESL services.**

Measure(s): progress report of exploration of partnerships for program delivery and/or resource allocation to support program operation

Timeline: 2009-10 to 2010-11

- b. **Adopt a Strategic Diversity Plan that will address each of the following goals and objectives:**

- 1) **Create an environment that values models of excellence for increasing diversity.**

Objective 1.1 – Create university infrastructure to support and oversee all diversity issues ranging from planning and plan updates, assessments, training, compliance, and funding.

Measure(s): Designation of Chief Diversity Officer, designation of diversity liaisons with functional units, review of policies and procedures by functional units, delivery of State of Diversity address by senior administrator, completion of scholarship funding report, establishment of grant writing office to support diversity initiatives, establishment of central calendar

Timeline: annually

Objective 1.2 – Promote cultural fluency to campus and community constituents.

Measure(s): Diversity training element included in freshman orientation and FYE coursework, biennial diversity training sessions for students and employees, number of speakers and other events highlighting UM's commitment to diversity, number of UM-sponsored written communications promoting diversity

Timeline: biannually

Objective 1.3 – Generate a climate and culture that is welcoming to diverse populations and supports an international perspective

Measure(s): Campus diversity climate and culture survey, tuition adjustments for international students, number of faculty

exchanges with external institutions, number of student exchanges with external institutions, evidence of recognition to faculty and staff for contributions to diversity, evidence of cross-disciplinary courses that include multicultural themes, events showcasing international students

Timeline: annually

Objective 1.4 – Allocate resources to appropriately fund diversity efforts.

Measure(s): Dollar amount of budget resources available to campus offices overseeing multicultural affairs; dollar amount of financial aid to students from diverse backgrounds

Timeline: annually

2) Diversify the student body of the University of Montevallo by implementing strategies to enhance recruitment, retention, and graduation numbers.

Objective 2.1: Strategically recruit an increasing number of students who are diverse in ethnicity, culture, ability, gender identity, and socio-economic background.

Measure(s): statistical reports of students' socio-demographic background characteristics; evidence of Admissions Counselor on staff to assist in the enrollment of minority students; number and dollar amount of scholarships targeting diverse populations

Timeline: annually

Objective 2.2: Strategically improve retention and graduation rates of students who are diverse in ethnicity, culture, ability, gender identity, and socio-economic background

Measure(s): Evidence of Coordinator of International Student Affairs and Director of International Services on staff; creation of advising and academic support systems addressing at-risk student populations; evidence of partnerships with community entities aimed at increasing professional development of students from diverse backgrounds

Timeline: annually

Objective 2.3: Strategically provide a campus environment that challenges and supports students in an effort to provide them with opportunities for growth and learning, personally and professionally.

Measure(s): in addition to the measures cited with respect to Objectives 1.2 and 1.3, above, evidence of employment and/or acceptance to graduate school of minority and international students

Timeline: annually, using the 2010 graduating class as a benchmark

Objective 2.4: Strategically expose potential students to the University of Montevallo experience.

Measure(s): delivery of written report by Chief Diversity Officer analyzing marketing and media strategies to reach potential students from diverse backgrounds; evidence of students from diverse backgrounds being used in marketing materials; evidence of alumni involvement in recruitment of diverse populations

Timeline: annually

3) Commit the University to a diverse workforce in support of a globally-focused liberal arts curriculum.

Objective 3.1: Commit to recruiting and hiring practices that will maintain a diverse community of faculty, staff, and administrators.

Measure(s): statistical socio-demographic profile of faculty, staff, and administration; evidence of advertising by search committees in publications designed to research diverse candidate pool; evidence of subscription to minority database programs to assist search committees

Timeline: annually

Objective 3.2: Retain faculty, staff, and administrators that are increasingly reflective of a national demographic profile of communities.

Measure(s): statistical socio-demographic profile of faculty, staff, and administration; evidence of improving retention of faculty, staff, and administrators from diverse socio-demographic backgrounds; evidence of creation of a mentoring program for new faculty and staff; evidence of continuation of the terminal degree assistance program currently in place for minority recruitment

Timeline: annually

Objective 3.3: Create a safe, positive, and nurturing environment that enhances faculty, staff, and administration's understanding and appreciation of other cultures, nations, and communities.

Measure(s): in addition to the measures described with respect to Objectives 1.1, 1.2, 1.3, and 2.2, above, assess dollar amount of budget allocated to Office of International Services for study abroad and international student programs and activities

Timeline: annually

4) Incorporate diverse values to cultivate and enrich community relationships.

Objective 4.1: Identify alumni that are now leaders in the professional arena and provide a platform for these Alumni to educate students and members of the community on the application of the principles of diversity they have seen produce success in the “real” world.

Measure(s): survey of alumni involvement in campus diversity initiatives

Timeline: annually

Objective 4.2: Promote the University of Montevallo as an institution that values diversity.

Measure(s): in addition to measures described in Objectives 2.1 and 3.1, evidence of establishment of course offerings in English as a Second Language (ESL); hosting of at least one diversity conference every three years; evidence of collaboration with regional and/or community agencies that promote diversity; evidence of university involvement in “sister city” relationships involving the City of Montevallo

Timeline: annually

THEME #3: The physical infrastructure of the University of Montevallo should enhance student learning; aid in recruitment and retention of students, faculty, and staff; and showcase our National Historic District and the original Olmsted plan.

GOALS RELATED TO THEME #3:

- a. Using construction methods designed to minimize environmental impact and conserve energy use, University residence halls should be renovated and new residence halls should be constructed in accordance with the schedule described in Exhibit 11.**

Measure(s): project progress reports and report of completion of projects prepared by the Physical Plant Director

Timeline: annually

- b. Using construction methods designed to minimize environmental impact and conserve energy use, University classroom, office, and other building space should be renovated according to the schedule described in Exhibit 12.**

Measure(s): project progress reports and report of completion of projects prepared by the Physical Plant Director

Timeline: annually

- c. The University should embark upon a program of deferred maintenance reduction such that the Facilities Condition Index for the University of**

Montevallo physical plant will decrease ten percent (10%) over the five-year term of this strategic plan.

Measure(s): progress reports and monitoring of the Facilities Condition Index developed by the Association of Physical Plant Administrators (APPA) as described in Exhibit 13 and applied by the Physical Plant Director

Example: if the current FCI, expressed as a decimal fraction, is 0.2, then the FCI should be reduced over the next five years so that the FCI at the end of that period is no greater than 0.18 (having been reduced by 0.02, which is 10% of 0.2).

Timeline: annually, using two percent FCI reduction per year as an annual target

d. The University should seek expert advice from a planning firm to determine optimal methods for maximizing the consistency of future construction with historical Olmsted planning documents.

Measure(s): evidence of contracting with a planning firm to provide expert advice; receipt of a written report from the planning firm; periodic progress reports received from the Physical Plant Director regarding congruence of construction with said report

Timeline: annually

e. Establish new space for the University Archives such that temperature, light, humidity, and security meet current archival standards. Include areas where researchers can consult archival collections and work areas for Archives staff.

Measure(s): designation of and provision for space that meets current archival standards and provides adequate space for research and staff operations

Timeline: 2009-2010 (after which time effectiveness is measured as prescribed in the unit plan)

f. Establish and implement a multi-year schedule for the replacement and upgrading of necessary technology, including reliable equipment, software platforms, and network systems.

Measure(s): Written schedule approved by the Vice President for Academic Affairs and Physical Plant Director; reports of schedule implementation

Timeline: schedule established prior to start of classes in Fall 2009; implementation monitored annually.

THEME #4: In addition to the traditional inflow of revenues from tuition, fees, government appropriations, and gifts made possible through the U. M. Foundation's annual fund drive, the SPC recommends that the University augment resources through the completion of a successful capital campaign and the establishment of complementary revenue streams.

GOALS RELATED TO THEME #4:

- a. Launch a major capital campaign targeting the following three areas:**
- 1) Increasing faculty salaries through the institution of at least two endowed faculty chairs per year following the academic year in which the capital campaign is announced.**
Measure(s): number and dollar value of new endowed faculty chairs established by donors as reported by the Vice President for Academic Affairs and the Vice President for University Advancement
Timeline: annually, beginning with the year following the academic year in which the capital campaign is publicly announced
 - 2) Increasing scholarship support for students meeting criteria designed to further the mission of the University of Montevallo.**
Measure(s): overall dollar value of new scholarships established by donors through the University of Montevallo Foundation as reported by the Office of Financial Aid and the Vice President for University Advancement
Timeline: annually, beginning with the year following the academic year in which the capital campaign is publicly announced
 - 3) Construction of needed facilities.**
Measure(s): overall dollar value of funds contributed by donors and earmarked for construction of facilities identified in the capital campaign announcement
Timeline: annually, beginning with the year following the academic year in which the capital campaign is publicly announced
- b. Hire a grants specialist to seek funding from government, private foundation, and corporate sources.**
Measure(s): resource allocation to support operation
Timeline: 2009-2010 (after which time effectiveness is measured as prescribed in the unit plan)
- c. Establish a new enrollment target of 3,000 undergraduate students with no cap on the growth of enrollment in graduate programs whose enrollment is primarily nonresidential.**
Measure(s): fall enrollment, both graduate and undergraduate
Timeline: track progress annually
- d. Toward the end of the five-year horizon of this strategic plan, establish an Enrollment Review Committee to include students, faculty, administrators, trustees, and alumni. The purpose of the Enrollment Review Committee should be to review enrollment levels and recommend to the Board of Trustees the optimal level of enrollment for the next five years, given the University's mission and vision at that time.**
Measure(s): submission of the committee's report to the Board of Trustees
Timeline: 2012-13 to 2013-14

- e. **Improve the rate of freshman-to-sophomore retention to at least 90% through a comprehensive program involving the creation of incentives and elimination of disincentives to remain enrolled at the University of Montevallo.**

Measure(s): monitor year-to-year retention rates using the 2009-10 rates as benchmarks

Timeline: annual measurement, using 3% retention rate improvement per year over 2009-2010 as annual target

- f. **In line with the retention program described above, the following practices should be instituted:**

- 1) **Develop a ONE CARD system that enables students to use a single ID card for all purchases of goods and services on campus, for entry into restricted facilities, for use of designated equipment, and for a choice of meal plans that includes off-campus restaurant options.**

Measure(s): evidence of implementation, then progress reports and student satisfaction responses

Timeline: annually

- 2) **Evaluate the operations of all external vendors on campus to determine which of the following choices best serves the needs of students and faculty:**

a) **Continue current operations pursuant to that vendor's contract;**

b) **Negotiate changes in the vendor's contract to improve services to students, faculty, and/or staff;**

c) **Select a different vendor to provide the services in question; or**

d) **Find the most prudent manner in which to cancel or terminate the contract and provide the services in-house.**

Measure(s): evaluation of vendor services administered by the Office of Institutional Research, Planning, and Assessment

Timeline: annually

THEME #5: The University should strengthen its identity with the external community and should strengthen current partnerships and establish new partnerships with key stakeholders. Innovative technologies should be used where appropriate.

GOALS RELATED TO THEME #5:

a. In addition to increasing the frequency of advertising in Alabama markets, advertising should be expanded to include media markets outside the state of Alabama.

Measure(s): number, size (or timelength), timing, and location of advertisements/media exposures as reported by the Director of Public Relations

Timeline: annually

b. Increase the percentage of alumni making financial contributions to the University of Montevallo Foundation with a target of 18% of alumni making contributions as of the 2013-2014 academic year.

Measure(s): alumni giving rates as reported by the Director of Alumni Relations

Timeline: track progress annually

c. Support and participate fully in the four directions adopted in COPLAC's 2008 strategic plan, including (1) its strategy for advocacy and communication; (2) interdisciplinary programs with other COPLAC member institutions; (3) its interactive web portal; and (4) financial support to fund the expansion of COPLAC administrative staff.

Measure(s): progress report prepared by the Office of the President, including statistical analysis of participation and financial support

Timeline: annually

d. Continue the support of cooperative programs involving local and regional two-year colleges, high schools, middle schools, and elementary schools, and increase support of the "Montevallo Connection" program.

Measure(s): resource allocation and number of cooperative engagements involving two-year colleges, high schools, middle schools, and elementary schools

Timeline: annually

Measure(s): increase the number of students transferring to the University of Montevallo from two-year colleges by a percentage equal to or exceeding the percentage increase in students enrolling directly from high school

Timeline: annually

Measure(s): increase the number of students enrolling from International Baccalaureate (IB), Advanced Placement (AP), and dual enrollment programs at the rate of at least five additional students per year from each previous year's enrollment, beginning with the 2009-2010 academic year

Timeline: annually

e. Continue funding the development of the Ebenezer Swamp Ecological Preserve, including the construction of an interpretive center, establishment of a docent program, and increased partnership activity with educational and non-profit groups.

Measure(s): resource allocation and report on external funding efforts

Timeline: annually

f. Support development and expanded use of the Shepherd Observatory, including the construction of an interpretative center, funding of instructional programs, and increased partnership activity with educational and non-profit groups.

Measure(s): resource allocation and report on external funding efforts

Timeline: annually

g. Increase involvement with activities at the American Village, especially those that may include student participation in American Village events and activities.

Measure(s): progress report that outlines partnership efforts

Timeline: annually

h. Continue membership in the Higher Education Partnership and increase the involvement of students, faculty, staff, and alumni in the STARS program by five percent per year.

Measure(s): participation rate of students and alumni in HEP events; number of faculty and staff choosing to pay membership dues to Higher Education Partnership, using the 2008-2009 academic year as a benchmark

Timeline: annually

i. Appoint a committee to determine the feasibility of partnering with *Campus Continuum* or a similar organization to design and construct a residential community on or near campus targeted to increase the participation of elderly populations in campus life.

Measure(s): evidence of committee appointment and report of committee activities and findings

Timeline: 2009-2010 and continue until review and recommendations are completed

j. Expand the University's offerings of continuing education and in-service classes at the rate of five (5) new class offerings per academic year.

Measure(s): progress reports prepared by the Vice President for Academic Affairs, using the 2008-2009 academic year as a benchmark

Timeline: annually

k. Expand offerings of coursework offered at non-traditional times and locations, including evening and weekend course offerings and courses offered via online delivery methods or in locations outside the City of Montevallo, at the rate of five (5) additional courses offered at non-traditional times and/or locations per academic year.

Measure(s): progress reports prepared by the Vice President for Academic Affairs, using the 2008-2009 academic year as a benchmark

Timeline: annually

l. Expand the budget for revenues and expenses of College Night at the rate of ten percent (10%) per academic year over the next five years.

Measure(s): College Night budget for revenues and expenses

Timeline: annually

m. Explore partnerships with other entities likely to assist the University in furthering its statutory mission.

Measure(s): report of explorations and new/renewed partnerships prepared by the Office of the President

Timeline: annually

C. RELATING STRATEGIC THEMES TO VISION AND MISSION

As noted in section A.3., above, the Board of Trustees conditioned its adoption of the strategic vision upon its consistency with the University's statutory mission. A review of each of the strategic themes, and their respective subparts, should therefore confirm that achievement of the goals and objectives described within each of the major strategic themes will not only move the University closer to the attainment of its strategic vision but will do so in a manner consistent with the University's statutory mission. For the convenience of the reader the strategic vision and statutory mission statements are repeated below:

Strategic Vision

For undergraduates, our vision is to offer academically capable students from all sociodemographic backgrounds an affordable, life-enriching, "honors college" experience stressing community service and global awareness, all within an atmosphere of national historic beauty and a tradition of innovative cultural expression. Our vision for graduate students builds on this undergraduate foundation, using traditional and innovative instructional methods to foster growth in specialized skills and knowledge required by practicing educators, counselors, speech-language clinicians, scholars in the humanities, and other professional leaders, within a nurturing environment steeped in the unique "Montevallo experience."

Statutory Mission (§16-54-3 of the Code of Alabama 1975, as amended)

The overriding mission of the University of Montevallo, unique in Alabama higher education, is to provide to students from throughout the state an affordable, geographically accessible, "small college" public higher educational experience of high quality with a strong emphasis on undergraduate liberal studies and with professional programs supported by a broad base of arts and sciences, designed for their intellectual and personal growth in pursuit of meaningful employment and responsible, informed citizenship.

The chart on the following pages matches strategic themes and subparts against corresponding sections of the vision and mission statements. As you review the chart an overarching theme will emerge: our commitment to helping students engage with their learning in ways that translate into skills for everyday living and leadership. This

engagement involves -not only the skills necessary to be successful in a career but, more importantly, to be a successful human being. From the standpoint of the University of Montevallo, success in this endeavor means focusing on teaching techniques in and out of the classroom that spark intellectual curiosity and empower students to apply what they have learned in the service of the common good. This is the foundation for how we at the University of Montevallo help students become civically engaged, responsible and informed citizens.

Goal	Vision Phrase	Mission Phrase
1.a. faculty/staff salaries	“honors college experience”	“small college . . . experience” “educational experience of high quality”
1.b. interdisciplinary coursework, “Becoming” initiative, study abroad, etc.	“honors college experience” “life enriching” “global awareness” “community service” “innovative cultural expression”	“unique in Alabama” “broad base of arts and sciences” “intellectual and personal growth” “professional programs” (because of internship component) “responsible, informed citizenship”
1.c. Learning Commons	“honors college experience” “life enriching” “global awareness” “innovative cultural expression”	“educational experience of high quality” “unique in Alabama” “broad base of arts and sciences” “intellectual and personal growth” “responsible, informed citizenship”
1.d. Archives	“honors college experience” “life enriching” “community service” “innovative cultural expression”	“educational experience of high quality” “unique in Alabama” “broad base of arts and sciences” “intellectual and personal growth” “responsible, informed citizenship”
1.e. innovative practices in teaching	“honors college experience” “life enriching”	“educational experience of high quality” “unique in Alabama” “broad base of arts and sciences”

		“intellectual and personal growth” “responsible, informed citizenship”
1.f. new athletic programs	“life enriching”	“intellectual and personal growth”
2.a. international students	“all socio-demographic backgrounds” “global awareness” “life enriching”	“high quality” “liberal studies” “responsible, informed citizenship”
2.b. Strategic Diversity Plan	“all socio-demographic backgrounds” “global awareness” “life enriching”	“students from throughout the state” “geographically accessible” “responsible, informed citizenship”
3. Physical plant goals	“national historic beauty” “honors college experience” “innovative cultural expression”	“small college . . . experience”
4.a. Capital campaign	facilitates entire vision	facilitates entire mission
4.b. Grants coordinator	facilitates entire vision	facilitates entire mission
4.c. Enrollment	“honors college experience” “vision for graduate students . . .” “nurturing environment”	“small college”
4.d. Enrollment review	“honors college experience” “vision for graduate students . . .” “nurturing environment”	“small college”
4.e. Retention	“affordable” “nurturing environment” “Montevallo experience”	“geographically accessible” “high quality”
4.f. Retention programs	“affordable” “nurturing environment”	“geographically accessible” “small college . . . experience”
5. Partnerships with stakeholders	“community service” “honors college experience” (re COPLAC) “practicing educators” “professional leaders”	“geographically accessible” “responsible, informed citizenship” “liberal studies” (re COPLAC) “professional programs”

Exhibit 1

Hoshin Planning Questions

1. What could we do to attract, cultivate, and retain the highest quality student body?
2. What could we do to attract, cultivate, and retain the highest quality of faculty and staff at the University of Montevallo?
3. What could we do to improve the socio-demographic diversity of our faculty, staff, and student body?
4. What could we do to improve student learning at the University of Montevallo?
5. What could we do to enhance and maintain the University's facilities and infrastructure?
6. What should we be doing to enhance funding of University goals and objectives?
7. What ideas do you have about improving the University of Montevallo that have not already been mentioned?
8. What is the University of Montevallo's greatest strength?
9. What do you love most about the University of Montevallo?
10. If you could identify the one aspect of the University of Montevallo experience that "brands" us as distinct from other institutions, what would it be?
11. What should we be doing to increase and promote awareness of the University of Montevallo and its unique statewide mission?
12. If the University of Montevallo could engage in just one activity that would excite you into wanting to contribute more of your time and/or resources, what would that activity be?
13. What do you imagine and wish Montevallo could become in the next 5-10 years?

Exhibit 2

President's Message to *Montevallo Today*, Spring 2007:

What in the world is Hoshin Planning (and why are we using a variation of this approach)?

During my inaugural remarks, I promised that over the coming months we would be scheduling town hall meetings, focus group sessions, and informal discussions for the purpose of seeking input “from every segment of this amazing university community and from every stakeholder who holds an interest in our success. Together, we will be asking, and answering, questions that go to the very foundations of our approach to teaching, learning, and research.” We are now in the process of asking those questions and listening to your answers.

Since the process of asking and answering questions is as natural to us as breathing, why does it become necessary to follow a particular planning methodology, and a Japanese methodology at that? The answer lies in the complicated nature of academic planning.

The University of Montevallo is not a widget factory, where a single product or line of products is produced according to a standardized format that remains the same from day to day. Instead, we are an institution designed to interpret our rapidly changing culture to rapidly changing cohorts of students, each of whom expects customized, individual attention and each of whom possesses a unique set of personal skills, abilities, and weaknesses. Because individual student needs and expectations are so different, our highly educated faculty and technical staff must possess personality traits that include flexibility as well discipline, patience as well as energy and drive.

How, then, does an academic community ever succeed in planning anything? The answer lies in the evolution of management science and particularly the science of planning methodology. Hoshin Planning evolved in Japan during the two decades immediately following World War II. Ironically, it was the brainchild of an American academic by the name of Dr. Edwards Deming. Dr. Deming had failed in his attempt to interest American companies in his management ideas, but these same ideas were later embraced by Japanese organizations, which used the Deming approach to raise an economy in shambles to one of the world economic leaders in less than 25 years.

At a workshop sponsored by the Southern Association of Colleges and Schools at its annual conference in Orlando this past December, lecturers described how the same planning methods that had been employed so successfully by Japanese organizations during the 1950s and 60s could be adapted to fit the complexities of academic planning. Key features of this process include (a) the simplicity of the questions being asked; (b) the inclusion of all university constituents and stakeholders; and (c) a clever indexing method by which all answers and other input can be saved, synthesized, and processed, so that nothing is forgotten and nothing is lost.

Here's how the process works:

Imagine you are invited to a workshop during which you are asked to complete the following sentence: "The one thing we should do to improve student learning at the University of Montevallo is _____." How would you fill in the blank? Some of us might wish to discuss technology while others of us might want to talk about faculty salaries or the diversity of the student body. If there were thirty of us answering this question we might expect to hear thirty different answers. Using electronic word processing and data input technology, Hoshin Planning allows us to index each answer according to the date and time of the workshop, the functional category of the answer (e. g. academic affairs, student affairs, buildings and grounds, university development, etc.), and the subcategory of the answer (e. g., College of Fine Arts: Music Department, etc.), much the way books and periodicals are organized in a modern library.

The beauty of this organizational system is that it allows any participant to track the disposition of any idea that was expressed at a town hall meeting or focus group session. Since each idea is "tagged" electronically, we can also determine which management departments need to receive a particular idea how that idea is being addressed. Our goal, of course, is make maximum use of the many talents that exist across the entire spectrum of Montevallo alumni, faculty, staff, students, and friends.

Once ideas are organized and tagged, we return these same ideas to our community to ask for input regarding priorities. For example, if we receive two hundred answers to the above question regarding student learning, we organize these answers into a manageable list of perhaps twenty-five broad conceptual ideas, perhaps by merging duplicate suggestions and rephrasing narrow suggestions into slightly broader ones that include multiple answers. We then present this list of twenty-five ideas to the community and ask them to choose the three-to-five ideas they would rank highest. We will find, I believe, that while disagreement may occur with regard to our ranking preferences, certain unifying themes will emerge. These unifying themes will form the foundation for the articulation of a vision we can all embrace.

These are exciting times. So many of you have shared exciting ideas that are already resonating beyond the boundaries of our campus. As we continue this process of collective brainstorming, I want you to know how grateful I am for your patience. An inclusive planning process that includes the input of even the most geographically distant alumni is necessarily more time-consuming than a top-down process occurring entirely on campus. The wisdom of those of you who are reading these words from afar is too important for us to neglect.

Exhibit 3

Strategic Planning Committee Roster

Name	Title/Representing
Philip C. Williams	President, Chair
Terry Roberson	<i>Interim</i> V.P. for Academic Affairs, Convener
David Aiken	V.P. for University Advancement
Cynthia Jarrett	V.P. for Business Affairs & Treasurer
Rosemary Arneson	Director of Libraries
Kimberly Barrett	V.P. for Student Affairs
Jim Farris	Special Asst. to the Pres. For Intercultural and Gov't Affairs
Michael Chadwick	Head Athletic Trainer
Lynn Gurganus	Director of Admissions
Jim Herlihy	Director of Athletics
Patricia Hughes	Interim Director of Athletics
Kathy Hoefker	Registrar
David Pritchett	Physical Plant Director
Melanie Poole	President of Nat'l Alumni Assn
Wilson Fallin	Adviser to the President for Minority Affairs
Ken Procter	Deans' Council representative
Stephanie Puleo	President, Faculty Senate
Michael Patton	CAS representative
Alex Mechitov	COB representative
Charlotte Daughhete	COE representative
David Callaghan	CFA representative
Kristen Gilbert	General Education Committee representative
Scott Peterson	CDC Chair
Michelle Johnston	Director of IRPA, <i>ex-officio</i>
Karen Kelly	Alumni representative
Bill Rupp	Consultant, <i>ex-officio</i>
Anna Blair	Trustee
Jeanetta Keller	Trustee
Todd Strange	Trustee
Cedric Norman	Student Trustee
Rebecca Richardson	AMSTI Director
Robert Altman	Chair, UM Foundation Board
Daniel McBrayer	SGA President

Exhibit 4

Minutes
University Strategic Planning Committee
January 22, 2008

The University Strategic Planning Committee met January 22, at 12:00 noon, in the Master Classroom in Wills 200. In attendance were: Philip Williams, Terry Roberson, David Aiken, Cynthia Jarrett, Jim Farris, Michael Chadwick, Lynn Gurganus, Kathy Hoefker, David Pritchett, Melanie Poole, Ken Procter, Stephanie Puleo, Michael Patton, Alex Mechitov, Charlotte Daughhete, David Callaghan, Kristen Gilbert, Scott Peterson, Michelle Johnston, Karen Kelly, Bill Rupp, Jeanetta Keller, Cedric Norman, Rebecca Richardson, M. E. Spencer (representing Rebecca Richardson for a portion of the meeting), Robert Altman, and Daniel McBrayer. The meeting was called to order by Dr. Williams.

Approval of Minutes: There were no minutes of previous meetings.

Agenda Items:

I. Welcome and Introductions – Dr. Williams thanked those who had assisted the Resource Team in meeting preparation and announced that other members would be coming aboard later. He gave the group an overview of the strategic planning process, stressing the UM perspective, mission, and vision.

II. Video Presentation – Dr. Williams shared a seven-minute video recently developed as part of a *Today's Family* feature and followed the presentation with comments about the importance of strategic planning to achieving mission and vision.

III. Rules and Roles – Dr. Michelle Johnston pointed to materials made available to Committee members and stressed the importance of focus, time management, and creativity in the Committee's work. Additionally, she announced to the Committee that the resource team would serve as the writing team and invited others with interest to assist with that effort. She reminded members of the Blackboard resource site, that they should report Committee work and seek feedback in their roles as delegates, and that the focus of the planning would be more University-wide than unit-specific.

IV. Identification and Ranking of Strengths - Dr. Bill Rupp asked Committee members in pairs to share pre-work regarding internal strengths. After providing a quick overview of SWOT analysis, he asked Committee members to share openly their ideas. The following internal strengths were shared, ordered on the basis of each Committee member being accorded 5 votes.

- Public liberal arts focus (including affordability and value) (21)
- Quality of academic programs (20)
- Quality of people (faculty, staff, administrators, students) (17)
- Class size (12)

Forward looking administration (11)
Unique traditions (8)
Place (7)
Growing potential (5)
Alumni (2)
Location (2)

V. Identification and Ranking of Weaknesses – Dr. Rupp asked Committee members in pairs to share pre-work regarding internal weaknesses. After small group discussion, he asked members to their perceptions. They are listed below on the basis of votes.

Deferred maintenance/aging facilities/residence halls/lighting/landscaping (22)
Salaries/funding (21)
Distinctiveness/self-image/identification with true liberal arts focus (16)
Campus life/student life/residence life (activities, facilities, etc.) (13)
Name recognition/awareness (9)
Inertia/resistance to change/lack of spirit of innovation (7)
Program development (graduate study, continuing and community ed) (7)
Student support services (internships, career services) (4)
Lack of corporate partnerships (2)
Teaching load/lack of support for research and service (2)
Outsourcing (2)
Lack of support for continuing education of professional staff (2)
Lack of faculty diversity (1)

VI. Break/Group Task – Dr. Rupp asked members to share perceptions of external opportunities during their break.

VII. Identification and Ranking of Opportunities – Dr. Rupp asked members to share their work and the results are listed below on the basis of votes.

Partnerships (corporate, civic, two-year colleges, Montevallo schools,
International, dual enrollment, etc.) (20)
External funding (grants, capital campaign, corporate partnerships, etc.) (20)
Outreach (symphony, Elderhostel, continuing ed, museums, American Village,
Ebenezer wetlands, observatory, national cemetery, AMSTI, etc.) (13)
Expanded media coverage (10)
Shelby County growth (non-traditional population) (8)
Relationships/presence in Montgomery (8)
Growing Hispanic population and other ethnic groups, Black Belt efforts (6)
Engaged group of alumni advocates (5)
Expansion of graduate programs (3)
COPLAC/development of set of comparison schools

VIII. Identification and Ranking of Threats – Dr. Rupp invited the group to share their perceptions of external threats. A list based on votes follows.

- (20) Competition (enrollment efforts at other schools who claim to do what we do)
- Over-dependence on state funding (proration, cuts, scholarships, economy) (16)
 - Off-campus activities/amenities (14)
 - Outsourcing (12)
 - Town/gown relationship (hostility toward students, misperception of value of having students in town, poor roads, appearances, etc.) (11)
 - Costs of technology/associated changes (10)
 - State and federal mandates (ACHE, homeland security, ALSDE, accrediting agencies, workforce development definitions, etc.) (6)
 - Lack of perception that what students experience here is really unique (1)
 - Environmental degradation/global warming (1)
 - Economy (0)
 - Litigious climate/legal issues (0)

IX. Synthesis and Next Steps – Dr. Rupp thanked members for their participation and asked them to leave their data. He also asked them to complete the Competitor Strategic Planning form for the February meeting.

The meeting was adjourned at 3:20 p.m.

Exhibit 5

Minutes
University Strategic Planning Committee
February 26, 2008

The University Strategic Planning Committee met February 26, at 9:00 a.m., in the Master Classroom in Wills 200. In attendance were: Philip Williams, Terry Roberson, David Aiken, Robert Altman, Rosemary Arneson, Kimberly Barrett, David Callaghan, Michael Chadwick, Charlotte Daughhetee, Wilson Fallin, Kristen Gilbert, Lynn Gurganus, Jim Herlihy, Kathy Hoefker, Cynthia Jarrett, Michelle Johnston, Jeanetta Keller, Karen Kelly, Daniel McBrayer, Alex Mechitov, Cedric Norman, Michael Patton, Scott Peterson, Melanie Poole, David Pritchett, Ken Procter, Stephanie Puleo, Rebecca Richardson, and Bill Rupp. Sam Scoma attended as an observer. The meeting was called to order by Dr. Williams.

Approval of Minutes: Minutes of the January 22 meeting had been distributed electronically and posted on the website.

Agenda Items:

I. Welcome and Introductions – Dr. Williams expressed appreciation to members of the Committee for their participation and for their work in and out of formal sessions. After linking previous and current work to the vision statement, he commented on the number and quality of ideas submitted after the January session, many of which were omitted from discussion. Dr. Williams cautioned Committee members that the Resource Team was trusting them to bring all valuable ideas to the table. Finally, he summarized the accomplishments of the January session and linked them to the agenda for this session, reminding the group that its focus on was University-level planning.

II. Competitor Analysis – Dr. Rupp solicited the names of major competitors from Committee members' pre-work: UAB, UA, AU, Jeff State/Community Colleges, B'ham Southern/Samford/Private. Committee members explored major and minor strengths and weaknesses in groups by competitor, after which each group presented arguments for the success of its competitor. A summary of those reports follows.

UAB

- Number “2” when UM students submit ACT scores to both schools
- Connected to city of B’ham (activities, opportunities, connections)
- Visibility, presence (medical school, etc.)
- Resources, endowment (major research institution, takes pressure off)
- Facilities (makes statement with buildings)
- More degree options
- Corporate connections
- Lots of staff support (freeing faculty)

- Excellent honors college program (very selective)
- Website (updated daily)
- Total image makeover (raised admission standards, etc.)

UA

- Honors program with small college feel
- Blount Initiative (faculty member/mentor in residence halls)
- Corporate support
- Name recognition, statewide support
- Alumni support
- Multiple sources of funding
- Scope of academic programs
- Football/SEC
- Aggressive recruiting
- Nationally known alumni
- Number of scholarships
- Self-sustaining
- University housing and community housing
- Diversity of faculty and staff
- New College (student-constructed curriculum/degree programs)
- Good media coverage

AU

- Environment/town
- Affordability/selectivity image
- Career-oriented majors
- Progressive stature
- Visibility through athletics
- Resource “rich”

Jeff State/Community Colleges

- Cost
- Schedule flexibility
- Program diversity
- Location/access
- Aggressive marketing
- Dynamic expansion (looking ahead)
- Successful state funding (tied to P-12, infrastructure concerns low)

Birmingham Southern/Samford/Private

- Marketing and advertising to parents AND students
- Campus appearance, visual impact
- Location/city
- Fundraising, affluent alums

- Perceived quality/selectivity
- Individualized attention
- Residential campuses
- 24/7 life on campus (not suitcase)
- Religious connection in some cases (appealing to some parents)

Dr. Rupp asked Committee members then to identify key success factors across these five competitors. The group generated a list of six.

- Funding (multiple sources, resources...)
- Identity (brand, drives decisions, know who they are...)
- Marketing (visibility)
- Options (degrees, scheduling, programs, delivery modes, customization...)
- Quality, or perception thereof (what people think, what people see...)
- Facilities (campus a resource in itself, not just a place to go, have meaning...)

When asked to prioritize these factors, the group experienced considerable difficulty, primarily because of the “unresolved tension” between funding and identity, two factors which appear to be inextricably linked.

III. SWOT Analysis – Using previously-identified strengths, weaknesses, opportunities, and threats, Dr. Rupp asked Committee members to “move strengths to opportunities” with a view toward exploiting the opportunities. The groups made connections between:

- Quality programs and external funding
- Expansion of honors program and external funding/partnerships
- Unique traditions and expanded media coverage
- Affordability/location and Shelby County growth
- Small class size and partnership with Shelby County government/underserved populations
- Forward-looking administration with partnerships/external funding/improved relationships in Montgomery
- Quality of people and outreach/expanded media coverage
- People/programs and connection with all other entities
- Unique traditions and external funding/partnerships

When asked “move strengths to threats” so that strengths could be used to defend against threats, the group made the following observations.

- Using liberal arts focus (the “UM experience”) to defend against all threats
- Using quality people (with creative minds) to defend against state/federal mandates
- Using place, people, and forward-looking administration to defend against problems arising from “town and gown” issues

- Using liberal arts focus (and accrediting standards) to defend against seemingly “cheaper” programming of the competitors
- Using quality of programs (and staying on top of admission standards) to defend against competitor “creep” on admission standards
- Using quality of faculty and people to defend against costs of technology

The group had the following observations about “moving weaknesses into opportunities,” creating important alliances.

- Connecting deferred maintenance with external funding to exploit historical status
- Connecting campus life issues with outreach to create “outward-looking” view and opportunities for service
- Connecting program development issues with Shelby County growth and Hispanic/Black Belt opportunities
- Connecting name recognition issues with Shelby County growth and expanded media coverage
- Connecting salary and funding issues with external funding to create endowed chair and other opportunities
- Connecting lack of distinctiveness with opportunities to “go green”

Finally, Dr. Rupp asked Committee members to “move weaknesses into threats,” identifying more covert strategies for making change. The group identified the following connections.

- Campus life and local politics
- Alums and leveraging of UM interests
- Service learning projects and city of Montevallo
- Continuing education and off-campus concerns/needs
- Name recognition issues with promotion of town of Montevallo
- COPLAC affiliation and all threats

IV. Final Remarks/Assignment - Dr. Williams thanked Committee members for their hard work during the session, emphasizing the importance of identified themes to “grand strategies.” He and Dr. Johnston explained pre-work regarding stakeholder analysis for the April 10 session.

The meeting was adjourned at 11:40 a.m. for lunch.

.....
Next Meeting: Thursday, April 10, 2008, 12 noon
.....

Exhibit 6

Minutes
University Strategic Planning Committee
April 10, 2008

The University Strategic Planning Committee met April 10, at 9:00 a.m., in the Master Classroom in Wills 200. In attendance were: Terry Roberson, Rachel Banks (for David Aiken), Robert Altman, Rosemary Arneson, Kimberly Barrett, David Callaghan, Charlotte Daughhetee, Wilson Fallin, Kristen Gilbert, Lynn Gurganus, Anna Blair, Kathy Hoefker, Michelle Johnston, Karen Kelly, Daniel McBrayer, Cedric Norman, Michael Patton, Scott Peterson, Melanie Poole, David Pritchett, Ken Procter, Stephanie Puleo, Rebecca Richardson, and Bill Rupp. Sam Scoma attended as an observer. The meeting was called to order by Dr. Roberson.

Approval of Minutes: Minutes of the February 26, 2008 meeting had been distributed electronically and posted on the website.

Agenda Items:

I. Welcome and Introductions – Dr. Roberson welcomed Committee members and expressed appreciation for their continued participation in the process. He read a letter from Dr. Williams, who was in China with a team from the Governor’s office, working on university exchange opportunities and other issues. Dr. Johnston briefly reviewed working packets with members.

II. Competitor Analysis Follow-Up – Dr. Rupp asked the group for additional thoughts after having identified and discussed major competitors at the February session. Members shared perhaps HBCUs and online schools should be considered as well. Dr. Rupp displayed and briefly reviewed with the group selected samples of Auburn University’s strategic planning work.

III. SWOT Analysis Follow-Up – Dr. Johnston invited Committee members to suggest strengths/opportunities perhaps not included in the February meeting. The following were added.

- Tracking struggling first-year students and providing academic strength training programs in the subsequent summer (to perhaps strengthen retention)
- Including out-of-state students in recruitment and marketing program
- Promoting the UM honors program as a campus-wide experience, emphasizing climate and expectations
- Clarifying what it means to have a liberal arts mission and how it is possible to “live up” to that mission
- Integrating mission/vision with orientation of new students
- Contrasting ourselves more distinctly with competitors

- Investigation and emphasizing what is unique about UM
- Finding ways to become the BEST at the liberal arts focus/mission
- Using new assessments to benchmark ourselves and demonstrate uniqueness in achievement of the mission
- Remembering the importance of graduate study to our mission/vision
- Remembering that prospective students focus on place, majors, and finances
- Remembering that public school personnel, especially counselors, are our allies in recruitment

When asked suggest additional strengths/threats, the following observations were offered.

- Communicating more clearly what advantages accreditation gives us in the marketplace
- Marketing where possible but taking care not to make education completely consumer-driven
- Emphasizing internship programs and other aspects of the curriculum which will make a huge difference as students anticipate leaving UM and taking up careers
- Finding better ways to communicate liberal arts as a strength (versus a threat)
- Remembering that many students have careers in mind and parents have jobs in mind –and being care not to assume that people know what “liberal arts” means
- Providing a “real world” definition for the liberal arts—what it will look like in five years—what it will do for the student—what its added value is
- Using what employers already say they want—which matches quite nicely with the mission of a liberal arts education
- Seizing opportunities to partner with entities which value liberal arts qualities
- Taking advantage of “bragging points”
- Improving career services
- Putting the spotlight on successful alums and getting them involved with students

The group had the following additional observations about weaknesses/opportunities.

- Improving the residence halls
- Improving the quality of cafeteria food (especially on the weekends), perhaps creating a one-card system which will allow students to eat at other places in the community
- Enhancing student life activities, giving special attention to weekend concerns, building/space concerns, hours of availability, etc.
- Moving some intramural activities to the weekend
- Making it possible for vendors to actually serve us with available hours, services, etc. (food service, bookstore, etc.)
- Attending to the “dead zone” which occurs on the campus on weekends
- Partnering with Alabama Power, Alabama Gas, etc. in the construction of residence halls, etc. (new technologies, etc.)
- Establishing alumni relations before graduates ever leave campus

- Establishing partnerships and open communication lines internally

Finally, Committee members suggested the following additional weaknesses/threats.

- Addressing the perception that there is an inordinate number of “radicals” and “crazies” at UM (“liberals”)
- Addressing the perception that UM is a fine arts school only
- Addressing significant technology needs with limited resources
- Assessing and addressing threats from distance learning and community college system (cost/value issue)
- Remembering the “time lag” between actual change and perceptual change
- Addressing the negative impact of ACHE policies on curriculum diversity (i.e., interiors, MIS)

IV. Stakeholder Analysis - Dr. Johnston asked members to share their ideas about UM stakeholders, beyond those identified in the homework for this session. The following stakeholders were identified and briefly discussed.

- Alumni
- Parents/family/friends
- SIM/AMSTI/ARI/Inservice Center
- Visiting scholars
- Potential corporate sponsors
- Granting foundations
- Other colleges via exchange agreements
- Prospective employers
- Graduate and professional schools
- The symphony and other arts organizations
- Outside organizations that use our facilities
- Vendors
- Citizens of Alabama and of Montevallo
- Student organizations
- Internal and external media
- TRIO programs
- Internship sites and non-profit organizations
- Schools and teachers
- COPLAC
- Gulf South Conference
- Accrediting agencies
- Consortia (NAAL, BACHE, etc.)
- External researchers who use library facilities

V. Ten Things UM Should Do - Dr. Johnston asked members to share a few of the items on their “list” and to leave the list at the end of the session. Only a few of the items shared are listed below.

- Establish/enhance University archives
- Seek service learning projects which will connect students to community
- Focus on what appeals to students and better use free resources
- Go “green” in curriculum and in practice
- Get high school students on campus more
- Implement a campus one-card system
- Develop with The American Village and the City of Montevallo a comprehensive plan to address housing, education, roads, etc.
- Get students involved in Leadership Shelby County
- Develop programs that generate income
- Schedule more events to draw alumni back
- Identify and fund projects that will effect savings...
- Redesign the website and assist departments with the webpage development
- Use Facebook and MySpace further...
- Establish a grants office and hire a grants officer

VI. Next Steps - Dr. Roberson announced that there would be no meeting in May. The next meeting would be June 3—but that there would be electronic review of drafts in the interim. Dr. Johnston explained the approach to writing goals and objectives and promised Committee members a draft by the middle of May.

The meeting was adjourned at 3:35 p.m. for lunch.

.....
Next Meeting: Tuesday, June 3, 2008, 9 a.m.
.....

Exhibit 6-A

“Ten Things Montevallo Should Do”--Suggestions received from 21 members of Strategic Planning Committee during meeting of April 10, 2008, aligned with strategic themes:

ID	Theme	Suggestion
1	T4	Pursue external funding to make #2-10 happen.
1	T1	Address lack of activities, food, etc. for students on weekend.
1	T1/5	Increase travel money for faculty working to bring UM into national spotlight.
1	T5	Form partnerships (Southern Living) and relationships with industry, community, and government.
1	T5	Increase marketing (Branding) of UM/Media coverage of faculty & student accomplishments.
1	T1	Improve technology, add voicemail system, one card system.
1	T1	Create creative major options and solid liberal arts curriculum.
1	T5	Course release for faculty who are engaged in research/publications or national service.
1	T5	Provide educational opportunities for individuals new to Shelby County, open up facilities to public, form relationship.
1	T4	Increased clerical support/money for graduate assistants.
1	T4	Grant writing support.
1	T5	Go Green.
2	T5	Work with the American Village and the City of Montevallo to develop a comprehensive plan to address housing, education, roads, etc.
2	T4	Seek capital funds for a new fine arts facility.
2	T4	Seek private funding to take the honors program to the next level.
2	T1/4	Establish an endowed chair program and fund it.
2	T1	Establish a service component in the curriculum.
2	T1/5	Establish a study abroad program and initiate partnerships with other institutions who already have well-established programs and who own property abroad.
2	T1	Go back to the Almstead plan with campus development.
2	T4	Establish a grants program and hire a grants officer.
2	T5	Embrace efforts to connect with Alumni and other potential donors.

3	T4	Develop and implement program to generate annual sources of income/funding from private donors (at the University level.)
3	T1/4	Train/educate each of the 4 colleges to do the same.
3	T5	Develop on-going PR/marketing program to educate parents, prospective students and businesses as to "why select UM."
3	T5	Strengthen relationships with community through cooperative programs or other form of outreach.
3	T1/4	Develop programs/activities that encourage and motivate students to remain on campus during weekends.
3	T5	Develop stronger relationships and alliances with "local" businesses, municipalities, civic organizations, churches, etc.
3	T4	Seek grants or other creative ways to raise money (in addition to #1 and #2.)
3	T5	Have each of the 4 colleges create programs, activities, etc. (as part of curriculum or for extra credit) that uses their expertise to "market UM." For example: a. Fine Arts(Mass Comm)-prepare video on what is going on at UM b. COB-Annual Job Fairs, internships etc.
4	T1	Engage undergrads in planning- strategic and otherwise.
4	T1	Engage non-managerial faculty and staff in quality design and problem solving.
4	T5	Required courses-at least 1 semester-in campus/community relationship.
4	T/5	Establish leadership Montevallo campus/ community effort for all students who want it.
4	T1	Coordinate campus events with tour events-activities council of reps. from all student organizations.
4	T1	Establish/ maintain activities calendar to offer opportunity to collaborate/coordinate and avoid fragmentation and overlapping.
4	T1/5	Establish student mentor/tutor program or UM and Montevallo high school/middle school, etc.
4	T1	Establish intense summer program for at risk freshmen.
4	T5	Gather in a group of alumni at least once a year to speak to students and to recruit graduating seniors for employment.
4	T1	Implement a Walk a Day in My Shoes.
4	T1	Conduct exit interviews with leaving faculty and students to assess if there are patterns.
4	T2	Invite visiting scholars from diverse backgrounds.
5	T1	Develop and advertise curriculum that includes a Philosophy major and General Education requirements that foster "portable" analytical and rhetorical skills.
5	T1/4	Capitalize on new demand for liberal arts content and decreasing admissions rates at elite liberal arts schools.
5	T1	Make on-campus residence more attractive. More fun on campus (Why is there never music blaring our of dorm window on the quad?)

5	T1	Increase the culture of high expectations and high levels of intellectual achievement both in and outside the classroom.
5	T1	De-emphasize utility and saleability of our degrees, offer more transgressive and critical courses.
5	T1	Increase campus and institutional pride-current student point to one or two events on campus as being "great" but there is no general sense that Montevallo is a good place to be- that others should be jealous. Increased visibility of sports, e.g., would help.
5	T5	Facilitate faculty efforts to integrate college initiatives and strengths with town and business interests. Reinvest in local community. Be prepared for requests from community and have plan to deal with them.
5	T5	Go green in curriculum and in practices. Compel cafeteria and other facilities to push towards this end. Increase recycling. Swamp and Observatory are doing this-all new construction should be LEED compliant. We will either be leaders starting now or hangers on in one or two years. Good for recruitment, public perception.
5	T5	Get high school students on campus more often. GRC program seems very effective. Offer free summer class in exchange for a day on campus-initial positive exposure + inertia can be very powerful.
5	T1/5	Get out message that liberal arts study can occur anywhere- no need for a research 1 institution. And that with that background, you can still get into med school. Perhaps an ad that starts with a voice over about how all the geniuses of the past were versed in all of what we call the academic disciplines today-even Adam Smith was David Hume's best pupil, and Hume was the philosopher of the Enlightenment. Newton was a religious scholar and a philosopher, Einstein knew metaphysics and theology-the examples are innumerable. At the end, we say this: "Montevallo--An Education from the Past-A Preparation for the Future."
	T5	
6	T5	Establish a University Archives that has adequate, secure, environmentally controlled space to house the collection, attractive space for use by researchers, facilities for processing and digitizing collections, and adequate staff to support operations.
6	T1	Expand the Honors Program by offering more courses in the majors, incentives for teaching Honors courses, incentives for students to pursue a degree with university Honors, and that also supports students who want to try for prestigious post-baccalaureate programs such as Fulbright Scholars and Rhodes Scholars.
6	T1	Develop a service learning program that engages students and faculty with (underserved populations) in our area.
6	T4	Hire a grants officer to help faculty and staff in identifying, applying for, and administering grants from government and private sources.
6	T1	Find a way to offer a customizable, design-your-own, interdisciplinary major within the constraints of the articulation agreement.
6	T3	Improve current dorms and build new ones.

6	T3	Build a performing arts center with a main stage, experimental theatre, and art gallery.
6	T5	Go green-tie increased environmental awareness to an environmental studies program. Look at ways the campus can be more sustainable, from "green" textbooks to growing some of our own food to solar power.
6	T1	Expand on the Montevallo Connection program and take it beyond the College of Education.
6	T1	Develop a Learning Commons that brings together support for all aspects of student learning-library, technical support, tutoring, writing center- and that encourages students to collaborate with each other and with faculty. A component of this effort should be a place where faculty can learn about new teaching technologies and how to integrate these into the classroom.
7	T5	Market, market, market with consistent message.
7	T5	Change UM's perception. Communicate new defined perception.
7	T1	Provide proper incentives for faculty/staff. Doesn't have to be money. (access to SAC, extended childcare for attracting young faculty/staff.)
7	T1	Make student life, student life.
7	T1	Freshman experience, sophomore, jr., senior experience.
7	T1	Structure staff to support campus. Not enough staff members (admissions, development, public relations, etc.) to highly achieve.
7	T1/5	Help students find jobs.
7	T3	Facilities need major improvement. Campus master plan.
7	T1	Encourage collaboration internally & externally.
7	T1	Make everyone take ownership for all aspects of campus culture.
8	T4	Target the Alabama Historical Commission for small enhancement grants.
8	T4	Funding is currently being sought at the Federal level for broad deferred maintenance issues. Narrow our request to specific issues and form a group of influential alums to spearhead effort.
8	T5	Shelby County Government may offer our best hope for partnering on smaller facility issues and events. Examples include: a new concession stand/bathroom facility that could be shared with the intramural field for county sponsored soccer or baseball events. be willing to allow the county to utilize the SAC for county sponsored events.
8	T5	Explore partnerships with county and state on continuing education issues. Facility enhancements and program assistance may be available.
8	T1	Develop and implement a strong marketing strategy to promote the "Honors College" concept and in general the University of Montevallo.
8	T4	Identify and fund projects that will provide operational money savings, i.e. Central Utility Plant upgrade and VOiP.

8	T5	Foster excellent town/gown relationships. One way may be to host monthly breakfast meetings with campus and city leaders.
8	T1	Identify key campus life enhancements that will likely keep students on campus during weekends.
8	T5	Go Green.
9	T4	Pursue/cultivate donors and partnerships (corporate, especially.)
9	T4	Provide budget support for department partnership pursuits.
9	T3	Address maintenance issues further.
9	T4	Budget support for departments to recruit beyond Alabama.
9	T1	Raise admission standards in tandem with aggressive recruiting.
9	T5	Redesign website and provide assistance to department WebPages.
9	T5	Utilize facebook and MySpace further and YouTube.
9	T5	Allow UM alumni to maintain a UM e-mail account.
9	T4	Help departments/programs cultivate donors in their area.
9	T1	Allow/support more room for "negotiations" with prospective faculty members.
10	T4	Establish a grant support office.
10	T1	Determine the primary areas of focus for UM. (3-5 areas)
10	T5	Fine tune our public image.
10	T5	Increase marketing.
10	T4	Develop a plan for establishing a significant endowment.
10	T4	Connect more with K-12 (go after C-K-12 and STEM grants.)
10	T1/5	Become the 21st century LA university in the southeast. (Go green, high-tech, innovative instruction, service learning.)
10	T1	Develop a top-notch Honors program (customizing degrees.)
10	T1	Increase staff support.
10	T5	Establish a strong link with K-12 and the community through professional development and community education facility.
11	T5	Image/Identity control-Are we selective, Honors type college or are we accessible? Currant image and professed values do not match.
11	T1	Reemphasize Liberal Arts.
11	T1	Expand degree offerings-currently shrinking-allow more latitude with required classes.
11	T5	Aggressive Marketing campaign- Communicating who and what we are.
11	T1	One card system.

11	T5	Expanded Intern/Career services opportunities.
11	T5	Transfer phone services to public relations.
12	T1/5	Seek service learning opportunities for our students with projects that will enhance UM's name recognition, take advantage of expanded media coverage and help answer the lack of student life in town.
12	T4/5	Create programs tailored to individual companies and continuing education needs. This will bring in additional funding and increase UM's name recognition.
12	T3/5	Start a parent's club for current students' families as a way of seeking new dorms. Opening lines of communication, and creating a domino effect - admission from siblings, etc.
12	T5	Seek partnerships and extend funding to enhance campus beauty and implement more of the Olmstead plan.
12	T4	Use funds from upcoming capital campaign for performing arts center-make Montevallo the center for the arts in Shelby County.
12	T1/5	Develop a new freshman experience course aimed at retaining freshmen and helping them feel more invested in the University.
12	T5	Develop a range of community education courses that would interest townspeople and alumni. It would raise money and increase connections.
12	T3	Build an Honors dorm and require freshmen to live on campus.
12	T1	Aggressively market to untapped underrepresented students. Strengths need to support our current TRIO and Upward Bound programs, and find external funding for that support.
12	T5	Use a board of multi-media to advertise and market UM.
13	T1	Develop our standing as a Liberal Arts University. This includes making sure that we include all programs/majors necessary for a truly unique liberal arts degree (such as a philosophy major), a general agreement across campus of what it means to us to be a liberal arts institution, the application of liberal arts in our professional degrees (e.g., I am told by business professors that there is no unique "liberal arts" added benefit for their students. Our business majors should be distinct from those at UAB), and excellent programs like interdisciplinary majors, build your own major and so on. Also, we need to be sure to align ourselves with COPLAC and take advantage of all opportunities that may arise. Finally, students need to be aware from their first minute on campus that they are receiving a liberal education and very quickly they should understand what that means at UM and what that means for their future.
13	T1	Reconsider Mega-departments. We need to revisit the general organization of colleges and departments for the sake of the entire university.
13	T1	International Programs. We need international campuses where students, faculty, and alums can visit. We need more study/travel abroad programs in general. No student should leave her without having ever left the country.

13	T1/5	Progressive Thinking. We should promote progressive, ahead of the curve ideas in line with our liberal arts mission. We should be the trendsetter, so that we are the place to be and so that we are leaders not followers of trends. For example, our campus should continue to pursue environmentally progressive ideas (any new dorms should have alternate climate control, solar power should be our main source for all buildings, etc.), and we should promote socially beneficial ideas like supporting families (paternity/maternity leave above and beyond federal mandates), social outreach (e.g., Alabama Arise), and other progressive ideas.
13	T5	Aggressive Pursuit of Town/Gown Relationships. The local schools should really, really benefit from 3000 college students being next door, not to mention our talented education faculty. Local schools should be flagship schools. It makes no sense that we have such an outstanding education department but the local schools are not the best in the state, or even the county! Students should be clamoring to get into these schools rather than working hard to avoid them. What better way to attract and retain faculty and education majors? What better way to teach them? We need a full fledged community life and campus life merger (many students don't even know where main street is). This means not only students, but faculty and staff as well. We need to entice university people back into our community and our community needs to come to campus, often for a variety of things from as simple as recycling, all the way to theatre and continuing education.
13	T1	Improved campus/Residence Life. Of course, with the recent, major staff change, there is lots of hope here. Our facilities have to be improved, but beyond that, campus life needs to be real. Students need to be required to live on campus for their first year. There should be faculty families living in each dorm. There should be "major halls." The list goes on and on. We have to fix this broken part of our campus or just give up and become an online, commuter school. Campus life should be integral to academics and it should be done with an eye to a liberal education.
13	T4	Endowment. We should seek a record breaking endowment so that we don't care about Montgomery. The administration should fund raise, fund raise, fund raise.
13	T1	Honors Program. The Honors program needs to be stellar. There should be a full-time director, more funding, more classes, and it should be a selling point for recruitment. Again, the focus here should be on a liberal education.
13	T5	Shared Governance. We need a continued pursuit of this with open dialogue and less concern over turf and the power struggle issues of the past.
13	T5	Enhanced Recruitment.
14	T3	Build more adequate facilities, especially dorms.
14	T5	Greater corporate support.
14	T2	Greater diversity of faculty and staff.

14	T4	Increased corporate funding.
14	T5	Enhanced media coverage.
14	T5	Out of state recruiting.
14	T1	Enhanced weekend activities.
14	T1	More emphasis on continuing education.
14	T4	Increased faculty salaries.
14	T1	Better way to communicate liberal arts.
15	T5	Aggressive Marketing
15	T3	Improve facilities/housing
15	T5	Engage alumni in marketing, town/gown, external funding
15	T4	Establish grant-writing office
15	T4	Pursue external funding
15	T1	Continue to build Honors Program
15	T1	Incorporate Freshman Experience
15	T4	Pursue external funding
15	T5	Strengthen town/gown relationships
15	T5	Engage current students in marketing, recruiting, town/gown
16	T5	Corporate partnerships
16	T5	Civic partnership.
16	T5	Media coverage for campus events.
16	T5	Invite sponsorships (e.g. Southern Living, HGTV) for landscaping and building and maintenance projects
16	T5	Any "green" opportunities with APCO, SONAT (e.g. solar panels in new residence halls).
16	T1	Provide services for students/faculty after 5:00, especially graduate level.
16	T1	More server space on computer systems.
16	T5	Allow graduates to keep e-mail addresses and use to send electronic information.
16	T5	Partnerships w/ community for food/activities on weekends.
16	T5	Invite groups to use campus facilities for meetings/events.
16	T3	More lights on campus.
16	T3	Dedicated parking for faculty/staff who work after 5:00.
16	T4/5	Go green as much as possible-apply money saved towards deferred maintenance.

16	T4	Hire someone to help faculty write/secure grants.
17	T1	Focus on what appeals to students.
17	T4	Utilize free resources.
17	T5	Partner with more corporations.
17	T5	Recruit outside Alabama.
17	T5	Market our strengths aggressively.
17	T1	Make campus wireless.
17	T1	Incorporate one card system.
17	T5	Market sports programs more.
18	T3	Find ways to modernize facilities without losing the campus charm. Students are looking for modern housing, wireless internet access, etc.
18	T4	Hire a professional grant writer to pursue available grant funds. Get help from alumni volunteers (retirees) with expertise in writing grants and pursuing funding resources. (We have lots of retired social workers who had very successful careers.)
18	T4	Hold a capital campaign to fund some significant needs.
18	T5	Publicize opportunities and successes to potential students and their parents-undergraduate research opportunities, hands on learning, athletic success, leadership development opportunities (campus organizations, College Night,) etc. There is a feeling among some that "liberal arts" education is not an asset when looking for a job-we need to change that perception.
18	T1	Identify competitors and be sure our admission standards are commensurate. I recently talked to the mother (who is an alum) of a VHHS honor student, and she was concerned that Alabama, Auburn, UAB, Samford, and Birmingham Southern all appear to require higher test scores and grades than UM. To her this was an indication that quality of education at UM has deteriorated since she was in school, and that is just not so!
18	T1	Provide incoming freshman with a required "college experience" class.
18	T5	More advertising-explore reduced cost "remnant" advertising that can be purchased for cents on the dollar on short notice-left over ad pages/spots in magazines and newspapers, cable television, radio, etc.
18	T5	Use alumni to help students find jobs-we have job fairs that bring recruiters from corporations to campus. If we could include alumni with the corporate recruiters, we might get more businesses attending and ACTIVELY recruiting.
18	T5	Concerted effort to highlight successful graduates to provide an example for potential students (might engage some of those successful alumni who aren't currently involved.)

19	T1	Establish a plan and funding for equipment refreshment-3-4 year cycle (lease?)
19	T1	Strengthen the technology governance structure.
19	T1	Create instructional technology learning resource center.
19	T1	Implement a campus one-card system-upgrade campus infrastructure.
19	T3	Implement wireless access in all residence halls.
19	T1	Provide 24-7 computer lab access.
19	T1	Develop online course technology-offer online and hybrid courses.
19	T5	Enhance the image of UM with greater public relations and advancement.
19	T1	Improve campus communications-implement a voice mail system.
19	T1	Upgrade and support technology classrooms.
20	T3	Provide new/recently renovated housing for freshmen.
20	T1	Refine admission requirements to differentiate UM from others.
20	T5	Focused and continued marketing campaign.
20	T1	Creation of unique freshman-and-beyond- exploring course program.
20	T5	Target and fund out-of-state recruitment efforts in Georgia and Florida.
20	T5	Make use of parents and alumni as support resources.
20	T1	Implementation of one-card system.
20	T1	Dedication to engage students via student activities offices.
20	T3	Continue to refocus Johnson Control's efforts towards grounds/housekeeping.
20	T5	Establish major-specific partnerships in Birmingham area to offer internship, experimental learning, and employment opportunities for UM students. (Co-op opportunities)
21	T1	Have an annual opening of the academic year breakfast or lunch to which all UM employees are invited to celebrate our community's accomplishments, understand our challenges, and hear about priorities for the coming year. It would be an opportunity to welcome each other back for another year and point us all in the same directions.
21	T1	Identify a theme for the year for professional development, lectures and other activities that would take place on campus.
21	T1	Conduct an annual planning retreat for administrators.
21	T1	Provide an annual (2 days to a week) professional development opportunity for faculty and staff right before classes begin (at the beginning of the faculty contract period). It could be the catalyst for discussions and activities related to enhancing teaching and learning throughout the year.
21	T1	Implement the "Becoming..." proposal. (See attachment, FYE committee unanimously endorsed it as a framework for the course they are developing.)

21	T5	Develop a marketing plan for liberal education at UM. Start by developing everyday, accessible language for describing the advantages of getting an education based in the liberal arts tradition (both what it entails, goals & outcomes.)
21	T5	Create a program in which alumni mentor and provide internships for UM students.
21	T1	Create a learning enrichment center to coordinate tutoring for all students on campus.
21	T1	Create an advising center to coordinate advising of general studies/undeclared students and provide information and professional development to advisors across campus, possibly even providing some specialized advising for students considering but not yet accepted in professional program such as business or education.
21	T1	Have fun and remember its all about learning (students, our and everyone's!)
		Legend
T1		Theme 1: The University of Montevallo should promote the development of a learning environment directly supportive of its statutory mission as Alabama's public liberal arts university.
T2		Theme 2: The constituencies and programs of the University of Montevallo should reflect the international character and demographic diversity required of a modern liberal arts university.
T3		Theme 3: The physical infrastructure of the University of Montevallo should enhance student learning; aid in recruitment and retention of students, faculty, and staff; and showcase our National Historic District.
T4		Theme 4: In addition to the traditional inflow of revenues from tuition, fee, government appropriations, and gifts made possible through the U.M. Foundation's annual fund drive, the SPC recommends that the University augment resources through the completion of a successful capital campaign and the establishment of complementary revenue streams.
T5		Theme 5: The University should strengthen its identity with the external community and should strengthen current partnerships and establish new partnerships with key stakeholders.

Exhibit 7

“Ten Things Montevallo Should Do” as suggested by SPC participants, revised to include only ideas relating directly to UM’s academic identity and the learning environment:

- Create creative major options and solid liberal arts curriculum.
- Course release for faculty who are engaged in research/publications or national service.
- Establish a service component in the curriculum.
- Establish a study abroad program and initiate partnerships with other institutions who already have well-established programs and who own property abroad.
- Develop programs/activities that encourage and motivate students to remain on campus during weekends.
- Have each of the 4 colleges create programs, activities, etc. (as part of curriculum or for extra credit) that uses their expertise to "market UM." For example: a. Fine Arts(Mass Comm)-prepare video on what is going on at UM b. COB-Annual Job Fairs, internships etc.
- Required courses-at least 1 semester-in campus/community relationship.
- Establish leadership Montevallo campus/ community effort for all students who want it.
- Develop and advertise curriculum that includes a Philosophy major and General Education requirements that foster "portable" analytical and rhetorical skills.
- Capitalize on new demand for liberal arts content and decreasing admissions rates at elite liberal arts schools.
- Make on-campus residence more attractive. More fun on campus (Why is there never music blaring our of dorm window on the quad?)
- Increase the culture of high expectations and high levels of intellectual achievement both in and outside the classroom.
- De-emphasize utility and saleability of our degrees, offer more transgressive and critical courses.
- Increase campus and institutional pride-current student point to one or two events on campus as being "great" but there is no general sense that Montevallo is a good place to be- that others should be jealous. Increased visibility of sports, e.g., would help.
- Go green in curriculum and in practices. Compel cafeteria and other facilities to push towards this end. Increase recycling. Swamp and Observatory are doing this- all new construction should be LEED compliant. We will either be leaders starting now or hangers on in one or two years. Good for recruitment, public perception.
- Get out message that liberal arts study can occur anywhere- no need for a research 1 institution. And that with that background, you can still get into med school.
- Expand the Honors Program by offering more courses in the majors, incentives for teaching Honors courses, incentives for students to pursue a degree with

- university Honors, and that also supports students who want to try for prestigious post-baccalaureate programs such as Fulbright Scholars and Rhodes Scholars.
- Develop a service learning program that engages students and faculty with underserved populations) in our area.
 - Find a way to offer a customizable, design-your-own, interdisciplinary major within the constraints of the articulation agreement.
 - Go green-tie increased environmental awareness to an environmental studies program.
 - Develop a Learning Commons that brings together support for all aspects of student learning-library, technical support, tutoring, writing center- and that encourages students to collaborate with each other and with faculty. A component of this effort should be a place where faculty can learn about new teaching technologies and how to integrate these into the classroom.
 - Make student life, student life.
 - Freshman experience, sophomore, jr., senior experience.
 - Structure staff to support campus. Not enough staff members (admissions, development, public relations, etc.) to highly achieve.
 - Make everyone take ownership for all aspects of campus culture.
 - Identify key campus life enhancements that will likely keep students on campus during weekends.
 - Raise admission standards in tandem with aggressive recruiting.
 - Determine the primary areas of focus for UM. (3-5 areas)
 - Become the 21st century LA university in the southeast. (Go green, high-tech, innovative instruction, service learning.)
 - Develop a top-notch Honors program (customizing degrees.)
 - Increase staff support.
 - Image/Identity control-Are we selective, Honors type college or are we accessible? Current image and professed values do not match.
 - Reemphasize Liberal Arts.
 - Expand degree offerings-currently shrinking-allow more latitude with required classes.
 - Seek service learning opportunities for our students with projects that will enhance UM's name recognition, take advantage of expanded media coverage and help answer the lack of student life in town.
 - Develop a new freshman experience course aimed at retaining freshmen and helping them feel more invested in the University.
 - Build an Honors dorm and require freshmen to live on campus.
 - Develop our standing as a Liberal Arts University. This includes making sure that we include all programs/majors necessary for a truly unique liberal arts degree (such as a philosophy major), a general agreement across campus of what it means to us to be a liberal arts institution, the application of liberal arts in our professional degrees (e.g., I am told by business professors that there is no unique "liberal arts" added benefit for their students. Our business majors should be distinct from those at UAB), and excellent programs like interdisciplinary majors, build your own major and so on. Also, we need to be sure to align ourselves with COPLAC and take advantage of all opportunities that may arise. Finally, students

- need to be aware from their first minute on campus that they are receiving a liberal education and very quickly they should understand what that means at UM and what that means for their future.
- Reconsider Mega-departments. We need to revisit the general organization of colleges and departments for the sake of the entire university.
 - International Programs. We need international campuses where students, faculty, and alums can visit. We need more study/travel abroad programs in general. No student should leave her without having ever left the country.
 - Progressive Thinking. We should promote progressive, ahead of the curve ideas in line with our liberal arts mission. We should be the trendsetter, so that we are the place to be and so that we are leaders not followers of trends. For example, our campus should continue to pursue environmentally progressive ideas (any new dorms should have alternate climate control, solar power should be our main source for all buildings, etc.), and we should promote socially beneficial ideas like supporting families (paternity/maternity leave above and beyond federal mandates), social outreach (e.g., Alabama Arise), and other progressive ideas.
 - Improved campus/Residence Life. Of course, with the recent, major staff change, there is lots of hope here. Our facilities have to be improved, but beyond that, campus life needs to be real. Students need to be required to live on campus for their first year. There should be faculty families living in each dorm. There should be "major halls." The list goes on and on. We have to fix this broken part of our campus or just give up and become an online, commuter school. Campus life should be integral to academics and it should be done with an eye to a liberal education.
 - Honors Program. The Honors program needs to be stellar. There should be a full-time director, more funding, more classes, and it should be a selling point for recruitment. Again, the focus here should be on a liberal education.
 - Enhanced weekend activities.
 - Increased faculty salaries.
 - Continue to build Honors Program
 - Incorporate Freshman Experience
 - Provide services for students/faculty after 5:00, especially graduate level.
 - More server space on computer systems.
 - Focus on what appeals to students.
 - Make campus wireless.
 - Incorporate one card system.
 - There is a feeling among some that "liberal arts" education is not an asset when looking for a job-we need to change that perception.
 - Provide incoming freshman with a required "college experience" class.
 - Strengthen the technology governance structure.
 - Create instructional technology learning resource center.
 - Implement a campus one-card system-upgrade campus infrastructure.
 - Implement wireless access in all residence halls.
 - Provide 24-7 computer lab access.
 - Develop online course technology-offer online and hybrid courses.
 - Enhance the image of UM with greater public relations and advancement.

- Improve campus communications-implement a voice mail system.
- Upgrade and support technology classrooms.
- Provide new/recently renovated housing for freshmen.
- Refine admission requirements to differentiate UM from others.
- Creation of unique freshman-and-beyond- exploring course program.
- Dedication to engage students via student activities offices.
- Establish major-specific partnerships in Birmingham area to offer internship, experimental learning, and employment opportunities for UM students. (Co-op opportunities)
- Have an annual opening of the academic year breakfast or lunch to which all UM employees are invited to celebrate our community's accomplishments, understand our challenges, and hear about priorities for the coming year. It would be an opportunity to welcome each other back for another year and point us all in the same directions.
- Identify a theme for the year for professional development, lectures and other activities that would take place on campus.
- Conduct an annual planning retreat for administrators.
- Provide an annual (2 days to a week) professional development opportunity for faculty and staff right before classes begin (at the beginning of the faculty contract period). It could be the catalyst for discussions and activities related to enhancing teaching and learning throughout the year.
- Implement the "Becoming..." proposal.
- Develop a marketing plan for liberal education at UM. Start by developing everyday, accessible language for describing the advantages of getting an education based in the liberal arts tradition (both what it entails, goals & outcomes.)
- Create a program in which alumni mentor and provide internships for UM students.
- Create a learning enrichment center to coordinate tutoring for all students on campus.
- Create an advising center to coordinate advising of general studies/undeclared students and provide information and professional development to advisors across campus, possibly even providing some specialized advising for students considering but not yet accepted in professional program such as business or education.
- Have fun and remember its all about learning (students, our and everyone's!)

Exhibit 8

Minutes
University Strategic Planning Committee
June 3, 2008

The University Strategic Planning Committee met June 3, at 9:00 a.m., in the Master Classroom in Wills 200. In attendance were: Terry Roberson, Todd Strange, Rachel Banks (for David Aiken), Robert Altman, Rosemary Arneson, David Callaghan, Charlotte Daughhetee, De Anna Smith, Kristen Gilbert, Kathy Hoefker, Michelle Johnston, Karen Kelly, Meredith Prosser, Cedric Norman, Michael Patton, Alex Mechitov, Jim Herlihy, Michael Chadwick, Melanie Poole, David Pritchett, Stephanie Puleo, Rebecca Richardson, and Bill Rupp. Ricky Creel attended for Sam Scoma as an observer. The meeting was called to order by Dr. Williams.

Approval of Minutes: Minutes of the April 10, 2008 meeting had been distributed electronically and posted on the website.

Agenda Items:

I. Welcome and Introductions – Dr. Williams welcomed Committee members and expressed appreciation for their continued participation in the process. He thanked those who have driven a significant distance and introduced those who were attending the meeting for the first time. Additionally, he thanked Sarah Hogan, Marion Brown, Meredith Prosser, Mary Horton, and Wanda Gothard for their assistance with meeting preparations.

II. Document “Walkthrough” and Discussion – Dr. Williams pointed out to Committee members that the five themes reflected in the draft were corrected directly with the original brainstorming process/data, and that they were aligned with members’ “top ten ideas” from the April session. He noted that all ideas would be channeled into all functional areas on campus for the development of specific objectives for achieving the goals of the final plan.

A. The next order of business was to “tag” items in one or more of three ways: identifying items included but unwanted, identifying items not included but wanted, and identifying items in need of editorial attention.

There being no questions or comments on pages 1-13, the history of the planning process, the process of “tagging” began. The following items were tagged for later discussion.

1.a., 1.b.4., 1.b.5., 1.c., 1.d., 2.a., 2.a.1., 2.a.2., 2.b.1., 3.a., 3.c., 5.b., 5.d.

B. Discussion and attempts to reach consensus on tagged items began with Item #1.a. on page 16 of the draft.

Item #1.a. - Mr. Strange indicated the need for a more specific target to make the goal clearer and stronger. It was decided that the goal would be revised to indicate movement from the 20th to the 35th percentile. Mr. Farris shared a concern that mid-level staff members, including OSP, were more or less excluded from consideration in the benchmarking of salaries, a perspective shared by Ms. Arneson and Dr. Gilbert. After some discussion about possible standards and data sources for comparison, Dr. Williams agreed to revise the language to include mid-level staff. Ms. Jarrett suggested the use of exempt and non-exempt personnel as a basis for classification.

Item #1.b.4. – While some changes were editorial in nature, two other points were made: that there be a more specific target (Strange, Hoefker, and Patton) and that national exchange be included (Johnston, Roberson). It was decided to include national exchange (per National Student Exchange membership) and to specify a goal of 10 percent in five years.

Item #1.b.5. – Dr. Keller inquired as to whether the three new languages would be in addition to languages already taught. Dr. Williams indicated that they were additions to currently offered languages (French, Spanish, German). Ms. Jarrett asked about how the language options were selected and Dr. Williams indicated they were the most common at this point in time. Dr. Williams agreed to clarify the language to indicate the three languages would be added to already existing languages.

Item #1.c. – Ms. Hoefker suggested that there be a clearer connection to Academic Affairs and Ms. Arneson, who drafted the language on this goal, indicated it was an oversight. Additionally, Dr. Patton thought the item lengthy and overly detailed. Dr. Williams agreed to rewrite the item in response to both suggestions, perhaps including bullet points. Dr. Gilbert suggested that the same be done with Item #1.d. and Dr. Williams agreed to do so.

Item #1.d. – In addition to the suggestion above, Dr. Patton inquired as to whether this item should be moved to Theme 3, a question echoed by Ms. Arneson. Dr. Williams asked if there was any objection to moving the item and there was none; it will be moved. Mr. Farris suggested that “the SPC recommends” be removed and Dr. Williams agreed to do that throughout the draft. Ms. Jarrett recommended that the digitization aspect of this goal be left where it was, with agreement from Ms. Arneson. Dr. Williams and the Committee agreed.

Item #2.a. – Mr. Strange inquired about the specific target and Dr. Patton suggested that we should have the same number of students here as we have abroad. In response to the suggestion that we have at least 150 students, Mr. Farris thought it a good goal, in spite of the fact that UM had only 50 international students on campus for the last two years. Ms. Richardson reminded the group that it had decided earlier to include national exchange. Mr. Strange suggested a goal of 5 percent, which would be 150 students on the basis of an undergraduate enrollment goal of 3000. He also inquired about the tuition rate for these students, to which Dr. Williams responded it would be out-of-state rates. Ms. Hoefker questioned whether the group was defining international student presence as

students who would graduate from UM or merely students on campus. Mr. Farris indicated that any international student coming here on anything but a pre-determined exchange agreement would want a U.S. degree. Dr. Puleo suggested the use of FTEs and Dr. Williams posed the idea of 5 percent of the total hours taken each term. After some discussion regarding the priority being the cultural contributions of international students just being on campus, it was decided that 5 percent of students on campus in 5 years would be an acceptable goal.

Item #2.a.1. – Some changes were simply editorial. The only other question concerned whether to include the new position in the plan since it was already opened with an ongoing search. It was decided that it should remain in the plan to help determine direction. Mr. Strange suggested a change from “establish” to “develop” to parallel the spirit of the discussion. Dr. Williams agreed to make the changes.

Item #2.a.2. – Some editorial changes were suggested. Additionally, there was considerable discussion regarding the nature and purpose of an ESL program (pre- and post-admission concerns, revenue requirement and generation, relationship to continuing education and general partnerships, the need for research on the issue, etc.). Only editorial changes were agreed to.

Item #2.b.1. – Dr. Keller indicated that the goal was unclear and Mr. Strange inquired as to whether we simply wanted an inclusive attitude. Dr. Williams directed the Committee to Exhibit 10 to the draft of the Diversity Plan, and he agreed to pick up more specific language from that plan for the Strategic Plan.

BREAK – 10:28 a.m. – 10:45 a.m.

Item #3.a. – Editorial changes were suggested. Mr. Norman suggested that the environmental impact language was needed in #3.b. as well. The group agreed.

Item #3.c. – Again, there was an expressed need for a specific target (Strange). Dr. Williams directed Committee members to the FCI on page 78 of the draft. Mr. Pritchett indicated that targets could be fairly subjective, to which Mr. Strange suggested a goal such as a 20% reduction in the dollar amount over 5 years. Dr. Johnston offered that FCI is banded in ranges and that the goal could combine one of those “bands” and a reduction in the dollar amount of deferred maintenance. Dr. Williams and the group agreed that selecting a “good” range from the FCI along with a specific reduction (in dollars) in 5 years would constitute an acceptable goal. Dr. Keller suggested that the institution keep the Olmstead plan in mind and that it remain faithful to it as much as possible. The group indicated agreement; Dr. Williams agreed to insert appropriate language in the description of Theme 3 (“consistent with the plan of the Olmstead brothers where possible”).

Item #5.b. – Mr. Strange suggested a specific figure such as 20 percent. Ms. Banks indicated that 1 percent a year sounded reasonable to her, to which Dr. Williams responded that some institutions achieved levels in the 20 percent or more range and that

these institutions were benchmark schools for UM. The group agreed on 1 percent a year, resulting in an 18 percent participation rate in 5 years.

Item #5.d. – In response to questions about the Montevallo Connection (Strange), Dr. Williams explained that the program was designed to strength the relationship between UM and the community schools. Dr. Gilbert pointed out that the program really was a revitalization of the original Montevallo Compact, something Dr. Williams reported was initiated in 1984 or so. Mr. Strange also asked about UM’s relationship with area community colleges and about the possibility of including them in partnership considerations. In relation to the Montevallo Connection, Dr. Keller pointed out the importance of such relationships in Montevallo as a significant factor in the recruitment of faculty. Mr. Strange agreed and again indicated the importance of community colleges as well. Mr. Farris (as well as Ms. Hoefker) offered information about several agreements between Jefferson State Community College and four-year institutions in the area and across the state. Dr. Keller suggested this might become a separate item and the Committee agreed to add it.

Additional Items of Discussion – 1. Mr. Strange asked about items/goals related to revenue generation on- and off-campus, in terms of evening and off-campus classes at both the undergraduate and graduate levels. Ms. Richardson suggested that perhaps the building rented in Pelham for the Inservice Center and its associated programs might be a suitable site for such activity, including Continuing Education. Mr. Strange stressed the need to look for alternative sources of revenue without changing the institution’s mission and focus. Ms. Richardson indicated that such activities could be a real service to the community as well. Dr. Williams asked about the inclusion of language that UM would explore opportunities for alternative delivery of academic and continuing education programs on- and off-campus. Mr. Farris suggested the consideration of dual enrollment here as well. Dr. Williams indicated that it would technically be an expansion of dual enrollment since there are some students currently enrolled under that option, and he suggested two distinct bullet points: the exploration of alternative delivery of academic and continuing education programs on- and off-campus, and dual enrollment offerings (to include AP and IB linkages). Ms. Jarrett inquired as to whether the dual enrollment issue could be considered with Item #5.d. and the group agreed.

2. Ms. Jarrett asked if Item #5.8. should be placed with Theme 5, more specifically whether the primary purpose of the *Campus Continuum* partnership would be external relationships or revenue generation. Dr. Puleo suggested that most external partnerships would be revenue-generating. Dean Rupp related that the MESCOB was investigating the possibility of an MBA which would be primarily off-site, and that a primary consideration would be whether there was indeed a market for such a program in our area. It was agreed that the item should remain with Theme 5.

III. Implementation Exercise – This item was delayed until after consideration of next steps.

IV. Schedule of Planning and Community Discussions – Dr. Williams asked Committee members whether they would prefer meeting again in July to review changes OR reviewing and community about changes electronically—before voting. The group agreed that changes could be handled electronically without a July meeting.

Mr. Strange suggested that SPC members be included in the trustee work session in August and Dr. Keller agreed that was a good idea.

IV. Implementation Exercise – In the time remaining, Dr. Williams returned to Agenda Item #III for some informal discussion of connections members might be making between the plan and their functional areas—some ideas about how they might make the plan work in their respective units.

The meeting was adjourned at 11:55 a.m. for lunch.

Exhibit 9

Becoming...

(Some food for thought on how we might approach student transitions to promote an integrative educational experience at the University of Montevallo)

Becoming 101, 201, and 301 would be a series of courses designed to help students at the University of Montevallo make a successful transition to the university experience, understand the nature of an education based in the liberal arts tradition, and integrate their learning across years and disciplines. The title of the series is taken from a sculpture found on the University of Montevallo campus. The piece captures the essence of the UM experience using bronze hands to illustrate the mentoring relationship between students and faculty in pursuit of the keys to knowledge to promote continuous growth and development.

Understanding (Becoming 101): The first course in the series focuses on helping students make a successful transition to the university setting by helping them develop skills to understand themselves and others better. Intercultural competence will be a key component of this. It also introduces students to the unique history of UM as well as the tradition of liberal education. Students will also have the opportunity to learn about a variety of academic success skills. It is the most content intensive of the three courses.

Examples of instructional strategies for Becoming 101: emotional intelligence inventories, a distributed cultural credits requirement in which students receive points/credit for attending a variety of programming outside of class, lectures, field trips/outings, workshops. (All of these could occur in the context of a common reading or interdisciplinary theme such as social justice, sustainable living or the arts as catalyst for social change.)

Examples of desired learning outcomes: ability to define social and emotional intelligence, demonstrated understanding of (a) personal characteristics that might influence success/failure in college and (b) strategies to use and improve these characteristics, ability to explain and demonstrate skills necessary to communicate effectively across differences, ability to name several traditions unique to the UM, demonstrated knowledge of the meaning of a liberal arts based education, increased inter- and intra-personal skills and cultural competence.

Other goals: increased 1st to 2nd year retention, greater involvement in campus life, increased sense of affiliation with UM,

Engaging (Becoming 201): The second course in the series focuses on career development and experiential learning. It helps students identify a calling and develop strategies to attain their career goals. It also introduces students to structured opportunities to reinforce and gain a greater depth of understanding to what they are learning in class through participating in structured out of class programs such as internships and service learning opportunities. This course focuses on process and helps

students develop a plan to take advantage of experiential learning opportunities as they progress through their academic program.

Examples of instructional strategies for Becoming 201: career interest inventories, electronic personal and career development portfolios, service learning projects, lectures.

Examples of desired learning outcomes: ability to list a number of possible (a) career goals and (b) the academic path to each, ability to identify the benefits of study abroad, development of a plan to participate in at least one university-wide experiential learning opportunity in the process of completing their university degree, demonstrated knowledge of the difference between volunteering and service learning, development of a system to document experiences that illustrate liberal arts skills applicable to the workplace.

Other goals: increase in students participating in internships across disciplines, increase in students participating in service learning projects (and faculty using this pedagogy), increase in retention beyond 2nd year and graduation, increased sense of social responsibility and civic engagement

Creating (Becoming 301): The third course in series will focus on helping students explore opportunities for collaborating with faculty and staff on projects that result in scholarly activity such as original research, art or service projects. It will help students develop ideas for projects that reflect their personal and career interest and help to synthesize what they have learned over their academic careers at the University of Montevallo. Major approaches to research and academic creative activity will be explored. This course will focus on process and assignments that relate what is being discussed to courses being taken within the student's major.

Examples of instructional strategies for Becoming 301: lectures on various approaches to research topics such as the philosophy of science, feminist science, creativity in problem solving and similar topics related to the arts, mentoring program matching undergraduate students with faculty and staff based on similar research interests, group mini-creative projects involving original research or creative activity, guest lectures by experts explaining their personal creative process

Examples of learning outcomes: ability to explain the significance that higher education's role in the creation of new knowledge plays in society, ability to define creativity, knowledge of multiple perspectives on how to approach/do science, knowledge of multiple perspectives on how to do art, selection of a topic and approach for their own original academic creative project (research or art), increased self reports that students understand how what they are doing in one class relates to the other

Other goals: increased participation in undergraduate faculty/student research projects (by both students and faculty), increased retention and graduation, increased faculty/student engagement outside of class, increased sense of academic motivation for

students, increased reports that what students are studying is relevant (on part of students).

Exhibit 10



UNIVERSITY OF MONTEVALLO
Alabama's Public Liberal Arts University®

University of Montevallo Strategic Diversity Plan November 7, 2008

Definition of Diversity: The University of Montevallo is committed to creating an open environment that is welcoming to all individuals.

Goal One – Institutional Viability and Vitality

Create an environment that values models of excellence for increasing diversity.

Goal Two – Student Access and Success

Diversify the student body of the University of Montevallo by implementing strategies to enhance recruitment, retention, and graduation numbers.

Goal Three – Faculty/Staff/Administrators

The University of Montevallo is committed to a diverse workforce in support of a globally-focused liberal arts curriculum.

Goal Four – Community Relations

Incorporate diverse values to cultivate and enrich community relationships.

NOTE: The University of Montevallo Strategic Diversity Plan is embedded in Theme Two of the University's 2009-2014 Strategic Plan.

Goal One – Institutional Viability and Vitality

Create an environment that values models of excellence for increasing diversity.

Objective 1.1 – Create university infrastructure to support and oversee all diversity issues ranging from planning and plan updates, assessments, training, compliance, and funding.

Strategic Initiatives and Assessment Measures

- a. Designate a Chief Diversity Officer (CDO).
- b. Designate a Diversity Liaison in each major function of the university (division, college, Graduate Studies, and Physical Plant).
- c. Monitor the progress made on each of the goals contained in this plan through biannual written assessments.
- d. As a precursor the biannual Diversity Plan Assessment, review all university policies and procedures to determine a level of support for current diversity initiatives. Diversity Liaisons would be responsible for reporting to the CDO.
- e. The Faculty Senate, Academic Deans, and CDO will annually review the variance between colleges for minority retention and graduation rates and make recommendations for changes in policies and/or procedures to improve retention and graduation rates.
- f. The CDO and Human Resources office will annually review the Diversity Status Report and make recommendations for changes in policies and/or procedures to make the application process more accessible to more diverse population.
- g. A senior administrative leader will give an annual State of Diversity Address that will also be available via the UM website.
- h. Establish a scholarship office/officer to monitor progress of all scholarship funding.
- i. Establish a grant writing function to support diversity initiatives.
- j. Coordinate ALL campus events on a central calendar.

Objective 1.2 – Promote cultural fluency to campus and community constituents.

Strategic Objectives and Assessment Initiatives

- a. Provide a diversity element of training in freshman orientation and in the “freshman experience” group of classes.
- b. Following the initial climate and culture survey, hold diversity-oriented training sessions for students and employees. Thereafter, alternate major training programs/efforts yearly between students and employees.
- c. Promote student and community involvement with programming, a speaker series and celebratory events highlighting UM’s commitment to diversity.
- d. Foster and promote diversity through all forms of communication including print materials, website, etc.

Objective 1.3 – Generate a climate and culture that is welcoming and supports an international perspective

Strategic Objectives and Assessment Initiatives

- a. Perform a diversity climate and culture survey of the Montevallo campus.

- b. Pursue legal changes to allow the University Board of Trustees to set tuition for out-of-state students, including international students, at a rate below double the in-state tuition rate.
- c. Pursue faculty exchanges through the Fulbright program, other COPLAC schools, BACHE, and the university's existing exchange agreements.
- d. Pursue student exchanges through the Fulbright Program, NSE, other COPLAC schools, existing exchange agreements, BACHE, and active recruitment of international students.
- e. Recognize and reward Montevallo faculty and staff for outstanding contributions to diversity initiatives.
- f. Offer cross-disciplinary courses in multiculturalism.
- g. Highlight international students that are part of the campus community (i.e. involve them in classes, fly their country's flag on the flagpole, showcase food in the Caf from different cultures).

Objective 1.4 – Allocate resources to appropriately fund diversity efforts.

Strategic Objectives and Assessment Initiatives

- a. University Advancement and the CDO will jointly explore external funding sources, especially corporate sponsors, and establish strategies to fund priorities.
- b. Partner with community and philanthropic organizations to establish new forms of scholarship funding focused on diversity.
- c. Encourage internal fundraising efforts and events within the Montevallo campus and community (i.e. Chili Cook-off).

Goal Two – Student Access and Success

Diversify the student body of the University of Montevallo by implementing strategies to enhance recruitment, retention, and graduation numbers.

Objective 2.1: Strategically recruit an increasing number of students who are diverse in ethnicity, culture, ability, gender identity, and socio-economic background.

Strategic Objectives and Assessment Initiatives

- a. Increase the out-of state and international student enrollment through regional, national and global recruitment efforts as part of an overall recruitment plan
- b. Expose students to the Montevallo Experience earlier (as early as middle school).
- c. Recruit in areas with highly diverse populations.
- d. Offer incentives for adult returning and other non-traditional students to enroll full/part-time.
- e. Maintain comparable ACT/SAT scores of incoming freshman classes so as not to fall below current University policies concerning admissions requirements.
- f. Continue to provide an Admissions Counselor whose concentration is on recruitment of minority students.
- g. Increase the number and amount of academic, leadership, departmental and need-based scholarships available for minority students.
- h. Increase the targeted recruitment of qualified students with disabilities.
- i. Improve resources for recruitment of qualified minority students.

Objective 2.2: Strategically improve retention and graduation rates of students who are diverse in ethnicity, culture, ability, gender identity, and socio-economic background

Strategic Objectives and Assessment Initiatives

- a. Continue to support the position of Coordinator of Multicultural Student Affairs.
- b. Create the position Director of International Services.
- c. Develop and implement an on-going University Experience sequence that addresses the needs of all students, with sensitivity to the issues specific to minority students, international students, first generation college students, students with disabilities, etc.
- d. Develop and implement a comprehensive system for securing financial aid.
- e. Develop an Advising and Academic Support Center.
 - Will serve to meet the advising needs of general studies students
 - Will provide faculty advisor training particularly those relating to the individual needs of minority students, international students and students with disabilities
 - Will provide tutoring across core curriculum classes and overall study skills workshops
 - Develop a comprehensive program through the Harbert Writing Center to address the written language skills of minority students.
- f. Create a culture within the community that in some ways reflect the student's home.
- g. Partner with community leaders and companies throughout the community to offer career building opportunities to increase professional development and community relations.

Objective 2.3: Strategically provide a campus environment that challenges and supports students in an effort to provide them with opportunities for growth and learning, personally and professionally.

Strategic Objectives and Assessment Initiatives

- a. Encourage University-funded experiences that will enhance students' academic, professional, social, and political growth to becoming sound and informed citizens in a global economy.
- b. Involve students in all aspects of planning, implementing, and facilitating the Diversity initiatives to foster their personal and professional development.
- c. Encourage service learning, internships, study abroad, etc in an effort to increase the opportunities for diverse experiences for students
- d. Develop a series of workshops/in-service programs/materials for faculty that will make faculty aware of the needs of minority students in the classroom setting.
- e. Develop a comprehensive program of workshops in sensitivity training to be offered to the university community.
- f. Provide leadership-training initiatives to enhance students' professional development.

Objective 2.4: Strategically expose potential students to the University of Montevallo experience.

Strategic Objectives and Assessment Initiatives

- a. Incorporate marketing strategies specifically designed to attract a diverse student body, including but not limited to:
 - Non-traditional college students
 - Minority students
 - International students
 - Students with Disabilities
- b. Utilize media packages to inform potential students of safety efforts in place at the University of Montevallo.
- c. Continue to market student highlights in various media outlets to present our student scholars on local, national, and international levels. Admissions and Public Relations will need to work closely together to coordinate student information that will allow PR to maximize the use of our press releases to target areas.
- d. Conduct campaigns to attract students with a high possibility of success through programs provided by UM utilizing current students, student organizations, alumni, faculty, staff, along with appointed UM media specialists and high school counselors.
- e. Incorporate unique and aggressive strategies to attract and educate the 21st century technology-savvy student.
 - You Tube
 - MySpace
 - Facebook
 - Cell phones
 - Ipods
 - The UM website.
- f. Use public service announcements to promote university events and campaigns on local, radio, televisions, and newspapers by partnering with community organizations that share common interests expressed in the Strategic Diversity Plan and Initiative.
- g. Establish relationships with minority alumni to support and facilitate university campaigns for recruiting, retaining, graduating a diverse student population within their influence.

Goal Three – Faculty/Staff/Administrators

Commit the university to a diverse workforce in support of a globally-focused liberal arts curriculum.

Objective 3.1: Commit to recruiting and hiring practices that will maintain a diverse community of faculty, staff, and administrators.

Strategic Objectives and Assessment Initiatives

- a. Create a checklist of appropriate and diverse venues to advertise open positions in an effort to assist search committees in making informed decisions. Additionally,

- have available an on-line tutorial to assist committees and administrators in the search process.
- b. Subscribe to minority database programs in an effort to assist search committees.
 - c. Expand advertisement of open positions to diverse venues and communities including mediums specifically designed to target diverse populations.
 - d. Advertise and recruit in regions of the country and at institutions with large populations that are diversely different from the university's population.
 - e. Conduct aggressive national and international searches appropriate to developing pools that include qualified candidates specific to the department's diverse needs and hire those applicants as appropriate.
 - f. Develop long-term recruiting plan that reflects demographic profile of state and/or nation.
 - g. Ensure that sufficient funds are available to departments in attracting and hiring a diverse population of faculty and staff of all ranks.
 - h. Increase the number of international faculty hired to assist in enhancing diversity.
 - i. Hold Deans accountable for development and execution of action plans for increasing representation of diverse populations.

Objective 3.2: Retain faculty, staff, and administrators that are increasingly reflective of a national demographic profile of communities.

Strategic Objectives and Assessment Initiatives

- a. Evaluate existing departmental demographics and determine effectiveness in meeting the university's diversity policy and programs. Discuss appropriate initiatives and programs to adjust and meet the university's diversity goals. Regularly monitor demographic profile of department to ensure consistency with plan.
- b. Provide competitive salaries and benefits such as flexible work schedules, housing options, and reduced teaching load, which will be attractive to a diverse population. Extend the current UM policies to the extent possible allowed by Federal and state policies and laws.
- c. Increase opportunities and activities that promote interaction and communication among all faculty, staff, and administration.
- d. Create and promote a mentoring program for minority faculty and staff.
- e. Provide opportunities and financial support for professional growth and participation in international conferences, exchanges, and education.
- f. Identify community groups in close proximity to the university that reflect various diverse demographic groups and encourage collaborative efforts such as use of facilities, sponsorship of events, opportunities for consultation, community service, and exchange of ideas and services.
- g. Aid minority faculty and staff in earning an advanced/terminal degree in return for the pledge to work an agreed upon number of years for UM.
- h. Provide an on-line orientation for current and prospective employees to provide information on the processes that are in place to foster and maintain a diverse atmosphere.
- i. Ensure an environment of fairness for professional advancement.

Objective 3.3: Create a safe, positive, and nurturing environment that enhances faculty, staff, and administration’s understanding and appreciation of other cultures, nations, and communities.

Strategic Objectives and Assessment Initiatives

- a. Create an Office of International Student Services in order to increase activities designed to promote diversity, such as exchange programs, study abroad, and those designed to support understanding and communication with other cultures and communities.
- b. Develop, support, and promote model programs and activities that celebrate and promote diversity.
- c. Encourage international enrollment and study abroad options for students.
- d. Increase number of international faculty and exchange programs for faculty and staff.
- e. Promote quality events (both academic and artistic) that respectfully showcase specific cultures. Also, increase international performances and events held on campus.
- f. Provide support and academic research rewards to diverse and underrepresented groups. Also, provide opportunities for faculty and staff to attend or host regional diversity recruitment/retention meetings, seminars, and conferences
- g. Encourage faculty and staff to participate in activities that support diversity such as seminars and courses that emphasize cultural awareness, programs that enhance understanding and appreciation of other cultures, and collaboration with BACHE institutions.

Goal Four – Community Relations

Incorporate diverse values to cultivate and enrich community relationships.

Objective 4.1: Identify alumni that are now leaders in the professional arena and provide a platform for these Alumni to educate students and members of the community on the application of the principles of diversity they have seen produce success in the “real” world.

Strategic Objectives and Assessment Initiatives

- a. Poll alumni and begin dialogues to understand how the University of Montevallo prepared them to function with ease in a diverse world and community. Generate a potential list of initiatives that would enhance the preparation of students for a diverse professional world.
- b. Invite outstanding minority Alumni to established university events and asked them to speak about their lives, customs and accomplishments. Honors day and commencement should include an address by a former graduate that can inspire and inform the students and community.
- c. Invite alumni to participate on campus diversity committees designed to mentor efforts to celebrate diversity and to bond the local, state, national and international communities.

Objective 4.2: Promote the University of Montevallo as an institution that values diversity.

Strategic Objectives and Assessment Initiatives

- a. Offer ESL courses as continuing education to the multilingual community of Shelby County.
- b. Encourage and enable students of color to recruit for UM within their communities.
- c. Formalize service learning through the “freshman experience” range of courses as an outreach to local communities.
- d. Increase the awareness of the influence of UM’s Trio Upward Bound, McNair Scholars, and Student Support Services programs on campus diversity.
- e. Target advertising to groups and areas of diverse socioeconomic means.
- f. Host an academic Diversity Conference to inform faculty and students of opportunities for employment and education in the local, national, and international fields of diversity.
- g. Collaborate with other community agencies as a means to promote diversity.
 - Embrace local initiatives and offer recognition on campus for such initiatives as: the sister city project in Japan, the Montevallo Connection, Habitat for Humanity, and other efforts that build strong understanding of diversity
 - Provide free consulting services for diversity planning.
 - Conduct free diversity seminars and workshops.
 - Open and advertise campus events that celebrate diversity to the public.
- h. Unify events on campus and seek to plan events that have both relevance for the topic of diversity and are mindful of the work/family values within the community.

Exhibit 10A

ROSTER: DIVERSITY STRATEGIC PLANNING TASK FORCE 2008

Admissions	Mr. Monte Perkins	
Alumni	Ms. Racheal Banks	
Athletics	Mr. Michael Chadwick	Trainer
Business Affairs	Ms. Barbara Forrest	Human Resources
CAS	Dr. Sally Smith	Communication Science and
Disorders		
	Dr. Rosa Stoops	Foreign Language
COB	Dr. Nancy Bell	Management
	Dr. Brian Motii	Economics
COE	Ms. Rebecca Hartley	Graduate Admissions/ Records
	Dr. Janie Hubbard	Curriculum & Instruction
CFA	Dr. Karen Graffeo	Art
	Dr. Tony Pattin	Music
Facilities	Ms. Denise Wilson	
IGA	Ms. Elaine Booth	
	Mr. Jim Farris	
Library	Ms. Patsy Sears	
Montevallo Community	Ms. Amy Feger	Mayor's Office
	Ms. Brenda Frias	Alabama Power/Chamber of
Commerce		
	Mr. Johnny McClain	Retired Educator
Public Relations	Ms. Diane Kennedy-Jackson	
Records	Ms. Cathy Cannady	
SGA	Ms. Laura Morgan	
	Mr. Cedric Norman	
	Ms Jahzmin Young	
Student Affairs	Ms. Eleanor Davis	Health Services
	Ms. Deborah McCune	Disability Support Services
	Dr. Tracy Payne	McNair Scholars
	Mr. Robert Robinson	Coordinator of Intercultural SA

Exhibit 11

University of Montevallo
Housing Facilities Master Plan
Working Draft
January 2008

Background

The immediate need for new student housing has been identified by numerous UM stakeholders as a top priority. UM's Board of Trustees recently authorized Dr. Williams to proceed with an investigation of a new residence hall. With the university's strategic planning process just beginning we are faced with making decisions regarding the construction of the new residence hall without the benefit of the strategic planning guidance.

It has become apparent that an attempt should be made to develop a student housing master plan that will assist decision makers as they develop the new residence hall that is currently being planned. This plan will address future use of all existing and planned residence halls. The plan is driven by the goal of providing housing for half of our projected student enrollment. For planning purposes a total enrollment of 3300 students for the year 2013 was selected; a 10% increase over today's total enrollment of 3000. The ratio of 50% of total enrollment in residential students was last achieved at UM in 1985. Since that year the ratio has declined to a low of 31%.

The plan is broken into two sections. Section I addresses proposed upgrades and usage changes to existing Residence Halls. New construction is also included in this section. Section II provides a timeline for accomplishing construction and renovation work in order to achieve the overall goal of 50% of total enrollment in residential students.

This is a planning document and should be viewed and studied in that light. No financial commitments have been made to any of these proposals other than the '09 Res Hall and Hanson Hall renovation.

Section I.

Napier Hall becomes a Men's freshman experience Res Hall
Planning budget – \$2 M

- New toilet and shower rooms
- New doors and hardware
- Chapter rooms become floor lounges
- New HVAC units
- New furniture
- Elevator

- New floor coverings, paint, and other cosmetic treatments
- Energy efficient lighting
- Renovated director's apartment
- Renovation of common areas into freshman experience living/learning space
- Wireless internet

Main Hall becomes a Women's freshman experience Res Hall

Planning budget - \$2.5M

- Central Main gets new toilet and shower rooms
- New floor coverings, paint, and other cosmetic treatments
- Renovation of common areas freshman experience living/learning space
- Renovated director's apartment
- Wireless internet
- New furniture
- New plumbing fixtures in rooms and E & W bathrooms

Hanson Hall becomes a Women's sophomore experience Res Hall

Planning budget - \$1.25M

- New larger toilet and shower rooms
- New furniture
- New floor coverings, paint, and other cosmetic treatments
- New plumbing fixtures in rooms
- Elevator
- Renovated director's apartment
- Renovated common space
- Wireless internet

Tutwiler Hall becomes a Women's sophomore experience Res Hall

Planning budget - \$1.25M

- Renovated toilet and shower rooms
- New furniture
- New floor coverings, paint, and other cosmetic treatments
- New plumbing fixtures in rooms
- Elevator
- Renovated director's apartment
- Renovated common space
- Wireless internet

Brooke Hall becomes an upper classman co-ed, by floor Res Hall

Planning budget – \$1.25M

- New furniture
- New floor coverings, paint, and other cosmetic treatments
- Renovated director's apartment

- Renovated common space
- Wireless internet
- Renovated bathrooms
- New HVAC units

Peck Hall remains co-ed by apartment Res Hall
Renovated in 2007

Wallace Hall remains women's upperclassman Res Hall

Fuller Hall is taken out of service and decommissioned

Lund Hall is taken out of service and decommissioned

Greek Housing a growing trend among campuses our size is to provide Greek Housing that is in close proximity to other student housing. A portion of Phase II Res Hall could be devoted to providing distinct housing for these students within the general foot print of the Phase II Res Hall. Alternatively, a Greek Village could be developed on adjacent property. More study is needed for an appropriate funding and business model for Greek Housing.

New Res Hall 2009 (Phase I) will be a co-ed by suite upperclassman building
Planning budget - \$7M

Assumptions:

- 150 beds
- Typical super-suite: 4 bedrooms, kitchenette, 2 bathrooms, common living space
- Four same gender students per super-suite
- Common spaces: full laundry, full kitchen, lobby/front desk, elevator, small study rooms on each floor
- Opens August 2009

2 Additional New Res Halls (Phase II and III)

Planning Budget – \$12M

Assumptions:

- 250 - 300 beds
-
- One hall opens August 2011
- Last hall opens August 2013

Section II.

University of Montevallo Student Housing Master Plan Timeline
Goal – 50% of Total Enrollment in UM Housing
1650 Beds

Calendar Year	Buildings Renovated (summer)	New Buildings Opened	Buildings taken out of service	Net Beds per Year		Total Net Beds
				F	M	
2007	Peck	none	none	826	417	1243
2008	Hanson	none	none	826	417	1243
2009	Napier	New Res (+156) Men-78 F-78 Opens fall term	Fuller (-136)	836*	427*	1263*
2010	Main	New Men's Greek Housing (+72)		836	499	1335
2011	Brooke	New Res (+156) Men-78 F-78 Opens fall term		914	577	1491
2012	Tutwiler		Lund (-95)	914	482	1396
2013		New Res (+254)		1014	636	1650
2014						

*** Beginning Fall 2009 part of Brooke Hall may need to be made available for male students to offset the temporary shortage of rooms for men.**

**Existing Residence Halls (Fall 2006)
 Total Capacity and % occupancy**

Women	Beds	%Occupancy	Men	Beds	%Occupancy
Main	283	86%	Lund	95	96%
Brooke	196	93%	Napier	138	76%
Tutwiler	120	95%	Fuller	136	72%
Hanson	166	77%	Peck*	48	100%*
Peck*	51	100%*			
Wallace*	10	33%*			
Total Women Beds - 826			Total Men Beds - 417		
Average % Occupancy – 88%			Average % Occupancy – 81%		
* not included in average					

Note: Consideration should be given to convert numerous private rooms back to double occupancy. This would provide additional rooms during periods of building decommissioning.

Exhibit 12

University of Montevallo Non-residential Building Master Plan Working Draft

Background

This document identifies several facility needs for UM academic and administrative units and attempts to offer solutions for meeting these needs. Student Housing facility issues are addressed in another document. This assessment is made by the Physical Plant Director over a one year period based on numerous formal and informal meetings and discussions with the President, members of the President's Staff, Deans, Department Heads and Faculty Members.

This is a planning document and should be viewed and studied in that light. No official approval or financial commitments have been made to any of these proposals.

Department of Art

The Art Department is housed in the 1st and 3rd floor of Bloch Hall, the 3-D Art Complex, and the Sims House. The recent NSAD accreditation visit of this unit revealed several facility related concerns. The most pressing concerns involve ventilation for most of the existing facilities.

Solutions to consider:

- Renovate Peterson Hall for Drawing/Painting instructional use. Planning budget: \$1.2M.
- Upgrade ventilation in existing 3-D Complex and Bloch Hall to meet current standards. Planning budget: \$250,000. This estimate includes a high voltage electrical upgrade required at the 3-D complex.
- Incorporate classroom and lab space for all Art functions into a new "Fine Arts Building". This building would also accommodate Division of Theatre functions. Planning budget: \$5.5M added to cost of the "Fine Arts Building".
- Construct a stand alone building to accommodate the Art Department's facility needs. Planning budget: \$6.5M.

Division of Theatre/Music

The need for a new "Performing Arts Center" or "Fine Arts Center" has been discussed for many years. Reynolds Hall is currently used by the Theatre Department. There are numerous limitations and problems with the existing classroom, office, rehearsal, and performance space in this building. The Music Department is housed in Davis Hall. This facility appears to meet most of the instructional and rehearsal needs of the department however; a new performance space would greatly benefit the department when staging opera, wind ensemble and choral events.

Solutions to consider:

- Construct a new Performing Arts Center with theater seating for 600 – 700 to be used by the Theatre and Music Departments. Space for classrooms (Theatre), set construction, rehearsal, Black Box Theater, orchestra pit, lobby and gallery. Planning budget: \$16M.

Department of Behavioral and Social Sciences

Jeter Hall houses most of the degree granting units of this department including History, Sociology, Political Science, Social Work, and Social Science. Psychology occupies the third floor of Comer. Jeter Hall is inaccessible to persons in wheelchairs and persons with mobility issues. This building is also in need of a new heating and cooling system. The existing system has caused significant damage over the past several years due to leaks.

Solutions to consider:

- Install an elevator and address other accessibility issues in the building. Planning Budget: \$200,000.
- Install a new HVAC system. Planning Budget: \$150,000.
- Cosmetic work related to HVAC system leaks and other general work. Planning budget: \$50,000.

In-Service Regional Service Education Center and AMSTI

The state funded Alabama Math and Science Initiative has a presence on many Alabama higher education campuses. Currently UM does not have space available on campus to house the Regional In-Service Education Center, AMSTI and other associated functions. AMSTI is now renting space off campus in order to meet their facility needs. There are many benefits associated with an on-campus presence for AMSTI including a closer working relationship with the College of Education.

Solutions to consider:

- Construct a new facility to house AMSTI, Science in Motion, Technology in Motion, Alabama Reading Initiative and the Regional In-Service Education Center. Planning budget: \$5.5M

Restoration of the Amphitheater at Flowerhill

During the 1930's an outdoor theatre was constructed near the entrance of Flowerhill Drive. An outline of the original bricks that made up the perimeter of the theatre is still present. The restoration of this historic feature would benefit many constituencies on campus and the local community.

Solutions to consider:

- Restoration planning budget: \$100,000.

Palmer Hall Upgrades

Palmer Hall Auditorium continues to be a premier location for many campus events. The recently restored auditorium is in overall good condition. The most pressing needs for the building include expanded bathrooms and an elevator.

Solutions to consider:

- Construct an adjoining bathroom facility or restructure existing space and install an elevator. Planning budget: \$850,000.

Child Study Center

The existing child study center is very limited in space. The facility does not lend itself well to expansion. Furthermore the removal of this building and the vacant McCall Pool would free-up a prime building location option for the proposed Fine Arts Center.

Solutions to consider:

- Construct a new Child Study Center or move Center to another facility. Planning budget: \$1.5M.

Bibb Graves Hall

This facility is currently being used by the department of Kinesiology. The historic building was originally built, utilizing WPA funds as an airplane hangar prior to WWII. It was never used for that purpose and has always been used for recreation or physical education instruction. Its close proximity to student housing makes it an ideal candidate for renovation into some type of student leisure building.

Solutions to consider:

- Renovate Bibb Graves for use as a student leisure facility. Planning budget: \$825,000.

Old Parnell Library

This building was recently purchased from the city of Montevallo. It is currently being considered for use by the Legislative Liaison and International-Intercultural office.

Solutions to consider:

- Renovate to meet programming needs of unit. Planning budget: \$35,000.

Reynolds Hall Accessibility

This antebellum building has undergone many renovations and use changes since its construction in 1851. Many areas of the building remain inaccessible to people with mobility limitations.

Solutions to consider:

- Install an elevator and address other accessibility issues throughout the building. Planning budget: \$375,000

Exhibit 13

Association of Physical Plant Administrators (APPA) Facilities Condition Index

[Source: <http://www.appa.org/Research/SAM/facilitiesconditionindex.cfm>]

Performance Indicator:

Facility Condition Index

Strategy for Selection:

The Facilities Condition Index (FCI) is a comparative indicator of the relative condition of facilities. The F.C.I. is expressed as a ratio of the cost of remedying maintenance deficiencies to the current replacement value. The F.C.I. provides the facilities professional a method of measurement to determine the relative condition index of a single building, group of buildings, or the total facility (physical plant). This calculation also provides the facility professional a corresponding rule of thumb for the annual reinvestment rate (funding percentage) to prevent further accumulation of deferred maintenance deficiencies.

Deferred Maintenance Deficiencies Defined:

The total dollar amount of existing major maintenance repairs and replacements, identified by a comprehensive facilities condition audit of buildings, grounds, fixed equipment, and infrastructure needs. It does not include projected maintenance and replacements or other types of work, such as program improvements or new construction; these items are viewed, as separate capital needs.

Current Replacement Value Defined:

Current Replacement Value (CRV) is defined as the total amount of expenditure in current dollars required to replace the institution's educational and general facilities to its optimal condition (excluding auxiliary facilities). It should include the full replacement cost for all buildings, grounds, utility systems, and generating plants. Furthermore, it would meet the current acceptable standards of construction, and comply with regulatory requirements. It is recommended that the average total project cost per square foot, multiplied by the gross square footage of educational and general buildings be used for the building portion of current replacement value. The cost to replace grounds, utilities and generating plant should also be include to the extent they support general educational facilities. There will likely require an apportionment of total replacement cost for these components that is consistent with the educational and general facilities they service and should exclude the auxiliary portion. Insurance replacement values or book values should not be used.

Equation:

Deferred Maintenance Deficiencies (\$)

Current Replacement Value (\$)

Exhibit 14

Themes and Goals Identified by the Technology Planning Committee

THEME: CREATIVE TEACHING, LEARNING, AND WORKING

- Goal 1: Enhance learning opportunities to better prepare students for the world of work and lifelong learning opportunities.
- Goal 2: Empower faculty to explore innovative teaching strategies using technology.
- Goal 3: Empower staff to employ technology in order to improve offerings and services.

THEME: TRAINING & SUPPORT

- Goal 4: Facilitate a campus-wide embrace of technology to improve productivity.
- Goal 5: Provide the university community with appropriate counsel regarding the changing technology landscape.

THEME: CORE UNIVERSITY TECHNICAL SYSTEMS

- Goal 6: Provide robust core systems which benefit the entire campus community.
- Goal 7: Obtain and maintain appropriate and reliable equipment.
- Goal 8: Obtain and maintain robust and appropriate software platforms.
- Goal 9: Continually enhance network systems to provide appropriate access for all UM users.

THEME: TECHNOLOGY LEADERSHIP AND DECISION MAKING

- Goal 10: Establish university-wide technology priorities.

THEME: COMUNICATION

- Goal 11: Employ technology to support and expand relationships within the UM community.
- Goal 12: Employ technology to further connections with external communities.

Exhibit 15

Disposition of Technology Goals within Overall Plan

Technology Goal	Strategic Plan Placement
Goal 1: Enhance learning opportunities	Theme/Goals 1.c. and 1.d.
Goal 2: Empower faculty	Theme/Goals 1.c. and 1.d.
Goal 3: Empower staff	Theme/Goal 1.c.
Goal 4: Facilitate campus-wide embrace of technology	Theme/Goals 1.c. and 1.d.
Goal 5: Provide counsel to university regarding technology	Theme/Goals 1.c. and 1.d.
Goal 6: Provide robust core systems	Theme/Goal 3.f.
Goal 7: Maintain reliable equipment	Theme/Goal 3.f.
Goal 8: Maintain software platforms	Theme/Goal 3.f.
Goal 9: Enhance network systems	Theme/Goal 3.f.
Goal 10: Establish technology priorities	Theme/Goal 3.f.
Goal 11: Use technology to expand internal relationships	Theme 5
Goal 12: Use technology to expand external relationships	Theme 5

Exhibit 16

Technology Planning Committee Membership Roster

Rosemary Arneson

Rachael Banks

Kimberly Barrett

Jason Cooper

Lynn Gurganus

Jim Herlihy

Kathy Hoefker

Cynthia Jarrett

Alfred Kojima

Alan May

Kristine Mascetti

Alex Mechitov

Cedric Norman

David Pritchett

Bill Rupp

Sam Scoma

Cynthia Shackelford

Terry Roberson

Joe Walsh