



## **STRATEGIC PLAN FOR ACADEMIC AFFAIRS (2023-2026)**

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### **I. Executive Summary**

During the strategic planning process, the faculty developed a Mission Statement and Core Values Statement for Academic Affairs. In small groups, the faculty conducted an Environmental Scan and Internal Audit. At the end of the process, the faculty adopted five Goals to be achieved by the end of Academic Year 2025-2026. An Implementation Plan that included Strategies and Action Plans was developed later and published separately.

### **II. Planning Process Overview**

April 2021: Core Values Statement was adopted by the faculty.

May 2022: The faculty conducted an Environmental Scan and Internal Audit.

August 2022: Mission Statement was adopted by the faculty.

September 2022: The faculty developed a brainstorming list of Goals.

November 2022: The faculty adopted five Goals for Academic Affairs.

June 2024: The Provost updated the statistics in the Profile section so that the information is current.

### **III. Mission Statement**

Academic Affairs at Johnson University cultivates a Christ-centered community in which individuals can grow and thrive spiritually, intellectually, and professionally to extend the kingdom of God.

#### IV. Vision Statement

To be determined.

#### V. Core Values Statement

The faculty of Johnson University is committed to:

- Practicing and modeling Christlikeness.
- Equipping students for Kingdom work.
- Integrating faith and life.
- Promoting diversity and inclusion.
- Implementing best practices in higher education.
- Achieving excellence.
- Modeling servant leadership.

#### VI. Profile of Academic Affairs Department (Updated in Summer 2024)

*Academic Programs (2023-2024)*

<b>Programs</b>	<b>JUTN</b>	<b>JUFL</b>	<b>JUOL</b>	<b>JUEX</b>
Certificate	2	1	2	0
Associate	14	7	8	0
UG Majors	31	8	10	0
UG Minors	16	7	1	0
UG Minors	17	10	2	0
Graduate Certificate	0	0	6	0
Master's	7	0	4	2
Ed.S.	1	0	0	0
Doctoral	0	0	1	0

*Faculty (Fall 2023)*

<b>FACULTY STATUS</b>	<b>JUTN</b>	<b>JUFL</b>	<b>JUOL</b>	<b>TOTAL</b>
Full-Time	46	11	2	59
Part-Time	37	5	47	89
Staff Instructors	3	2	0	5
<b>GRAND TOTAL</b>	<b>86</b>	<b>18</b>	<b>49</b>	<b>153</b>

*Student to Faculty Ratio*

<b>Location</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
TN/OL	10:1	10:1	8:1	10:1	10:1
FL	10:1	8:1	8:1	8:1	10:1

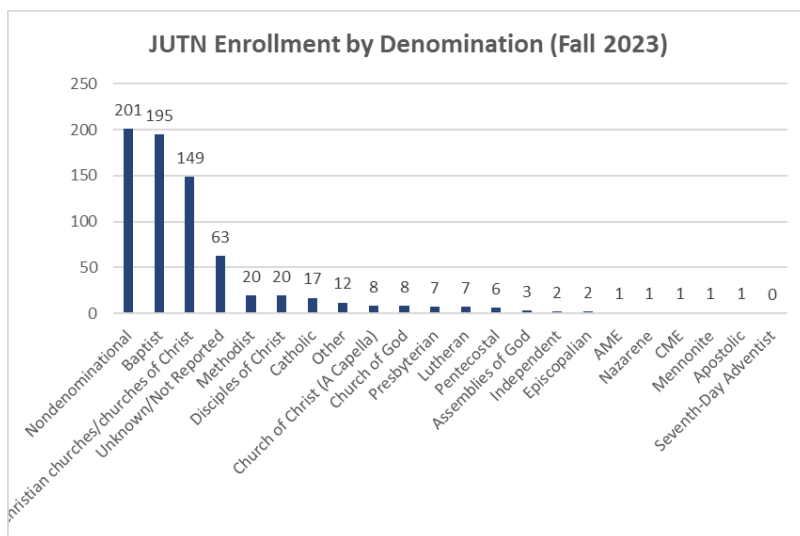
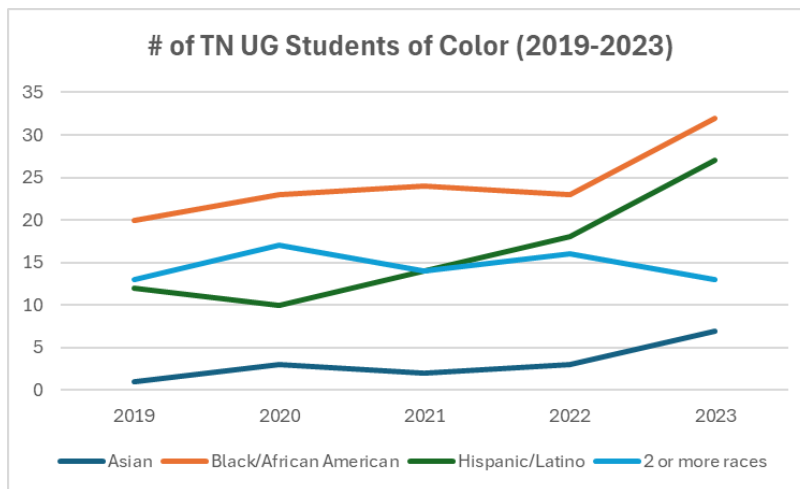
NOTE: # of FT students + (# of PT students x .33)/faculty FTE (#of FT faculty + [# of PT faculty x .33])

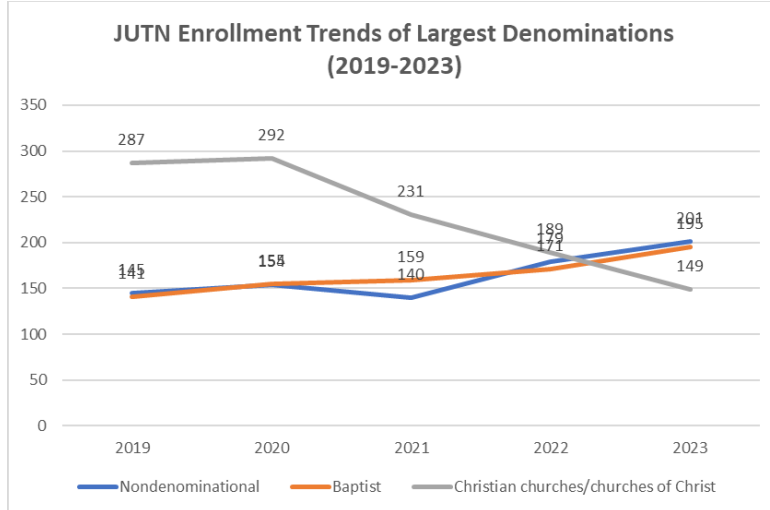
*Teaching Faculty Hires*

Academic Year	# of Full-Time Hires
2016-2017	5
2017-2018	4
2018-2019	3
2019-2020	6
2020-2021	5
2021-2022	2
2022-2023	2
2023-2024	3
2016-2022	30*

\*Eleven of these hires were replacements for faculty members who left the University for a net gain of 19 new full-time faculty members.

*Student Demographics*





## VII. List of Stakeholders

### *Beneficiaries*

Individuals, groups, and organizations for whom we provide programs and services (i.e., customers):

- Students
- Faculty
- Staff members
- Potential employers
- Alumni
- Knoxville and Kissimee/Orlando communities
- Prospective students and parents
- Graduate and professional schools

### *Collaborators*

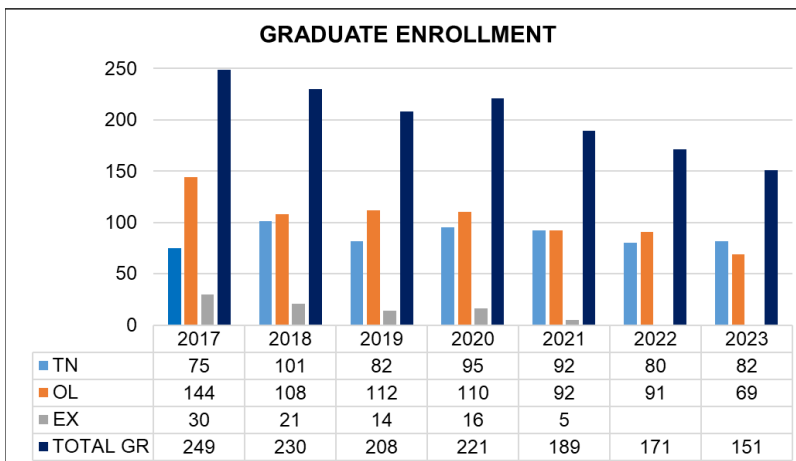
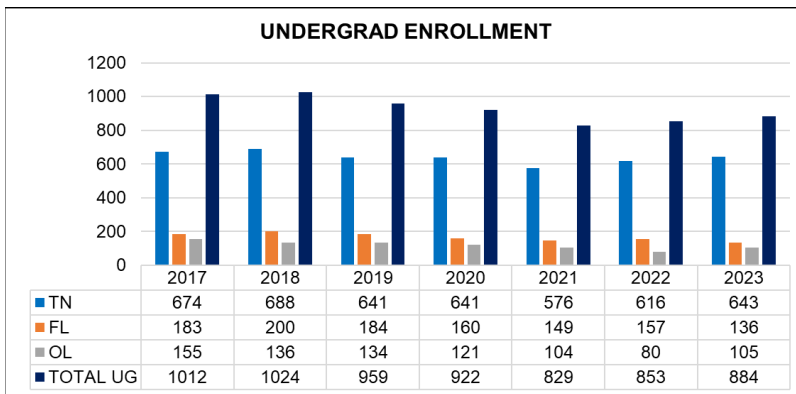
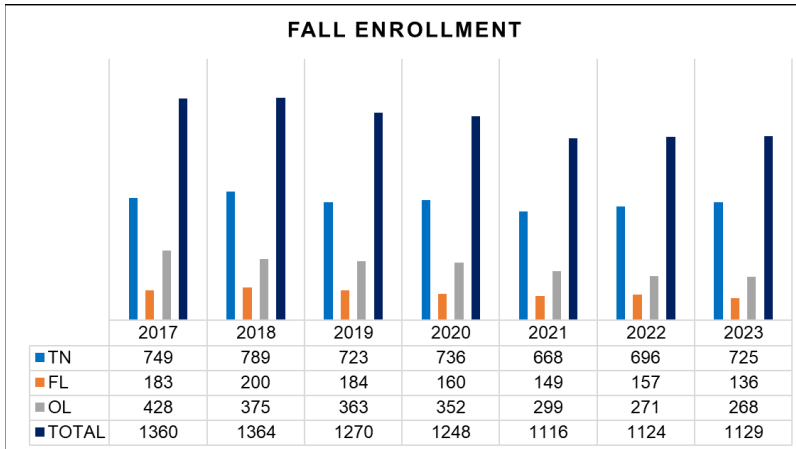
Groups with which Academic Affairs must coordinate to carry out its mission-critical work:

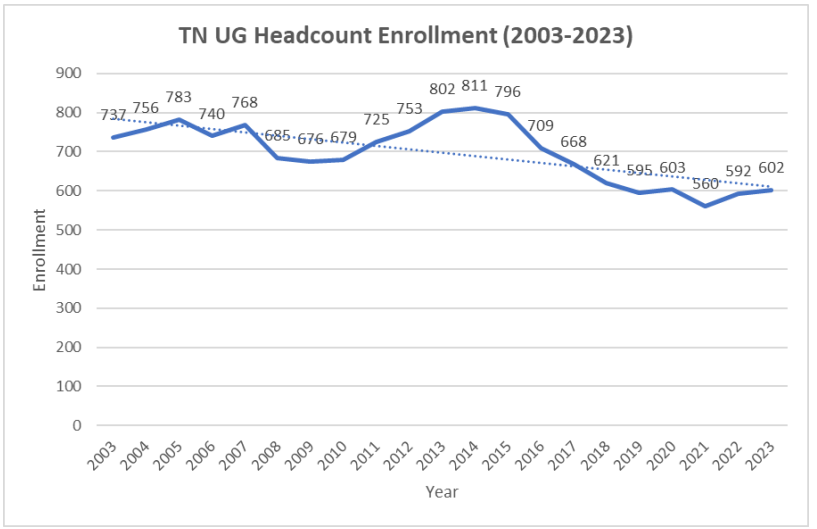
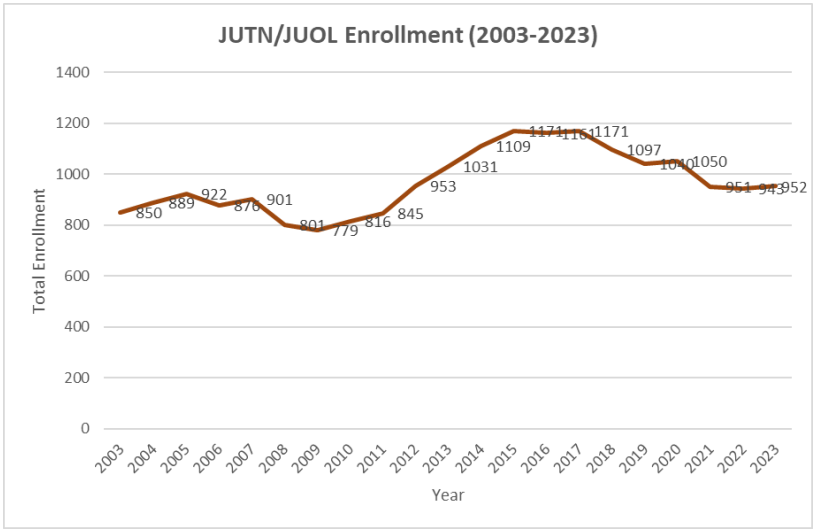
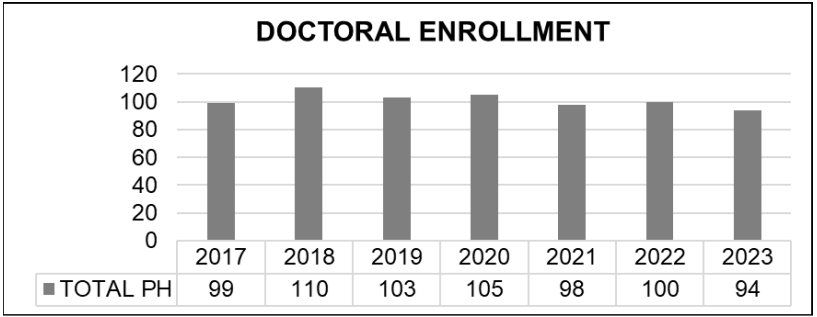
- Allies and coalitions: donors, alumni, supporting churches, TICUA, Appalachian College Association, Knox Fellows
- Feeder agencies: churches
- Placement agencies: churches
- Service agencies:
- State funding agencies: Tennessee Student Assistance Corporation (TSAC)
- Federal funding agencies:
- Advisory or governing boards: Trustees, Greater Knoxville Advisory Board

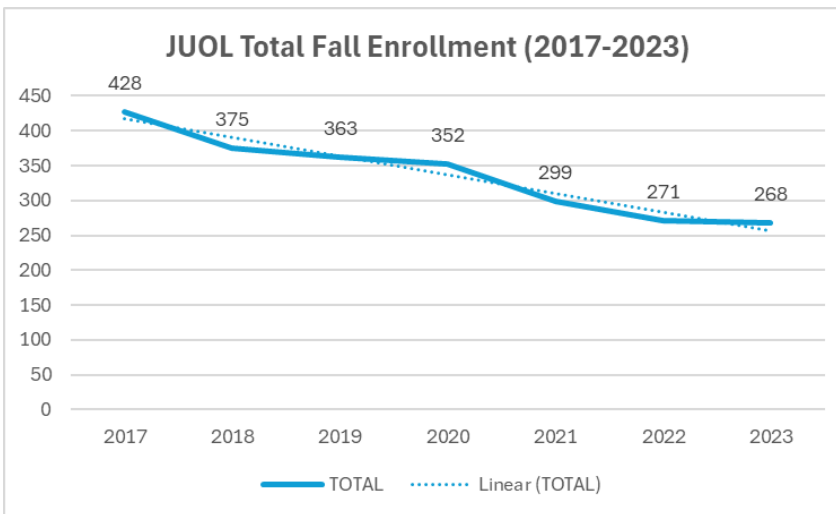
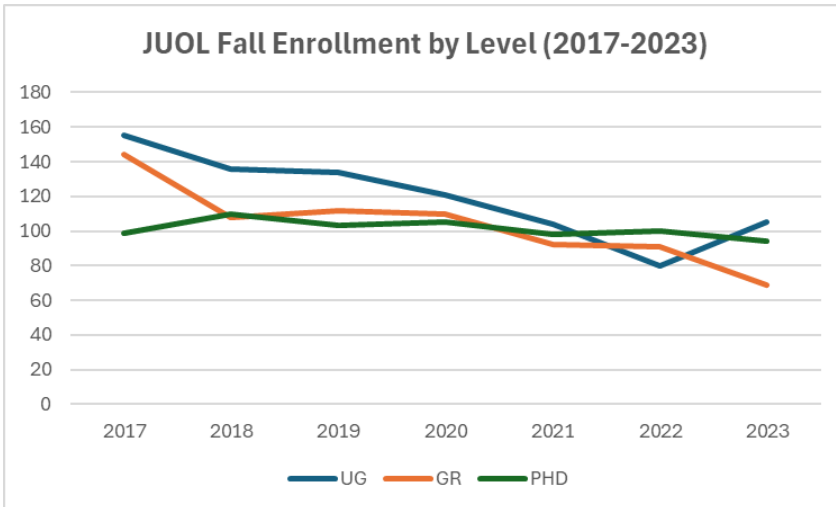
- Private foundations: Eli Lilly Foundation, Plaster Foundation
- Certification, authentication, and convening agencies: SACSCOC, ABHE, CACREP, NC-SARA, THEC, TICUA

## VIII. Key Performance Indicators

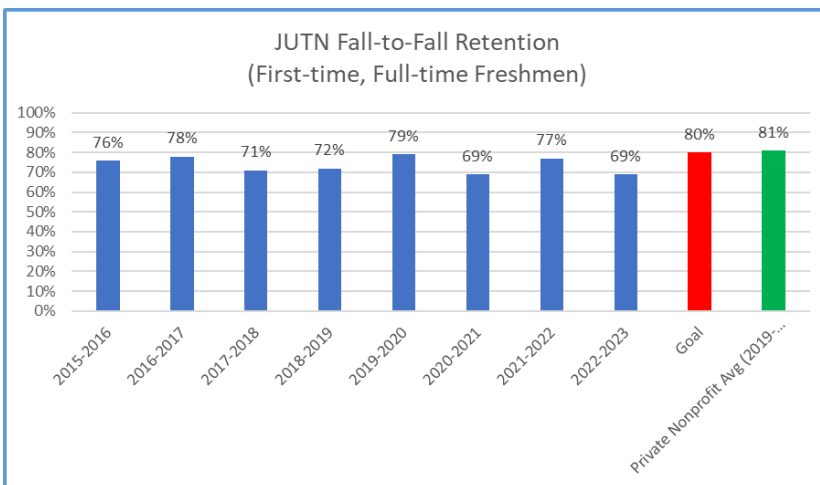
### Enrollment Trends

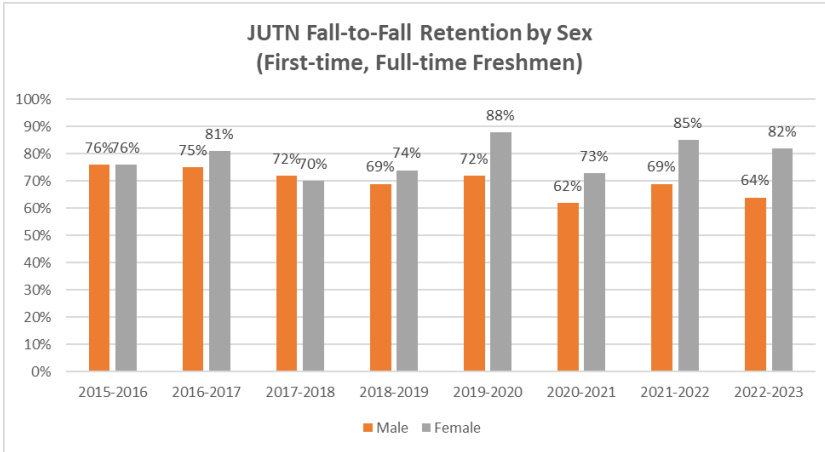




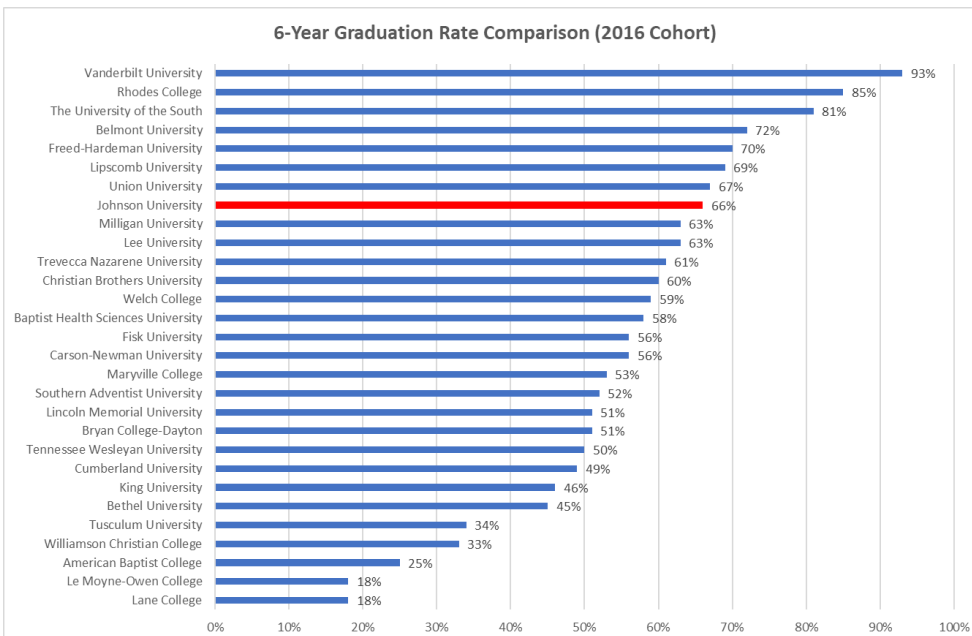
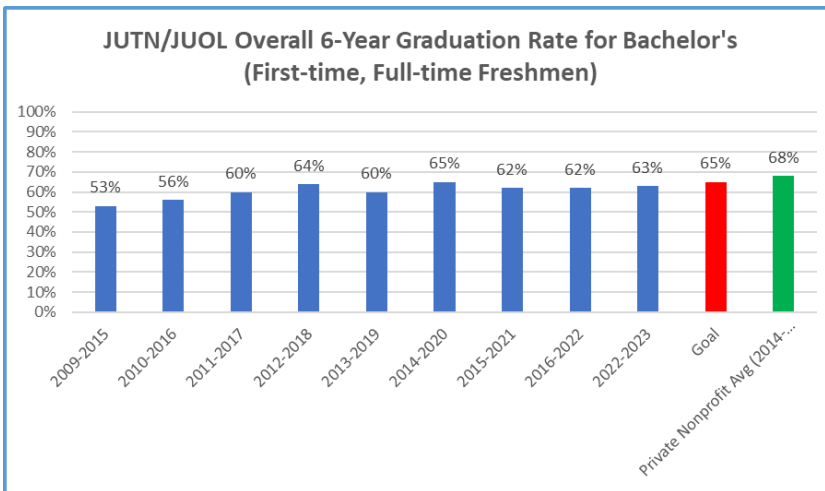


*Retention Rates*



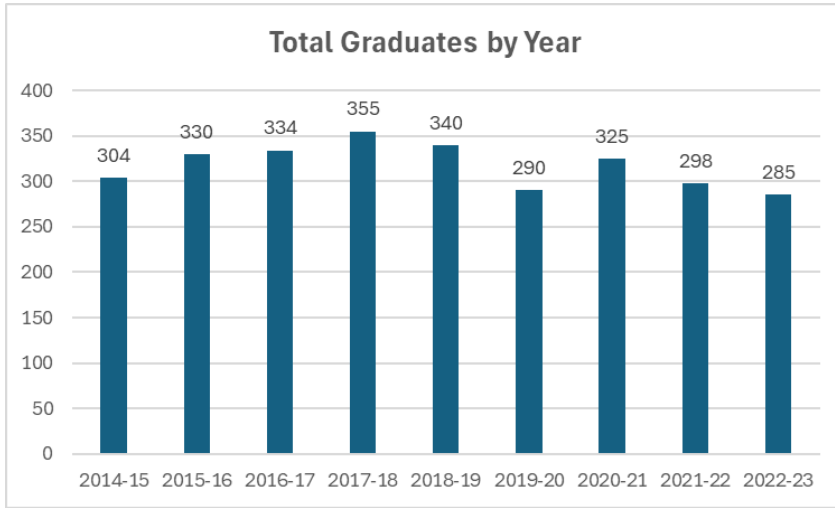


### Graduation Rates

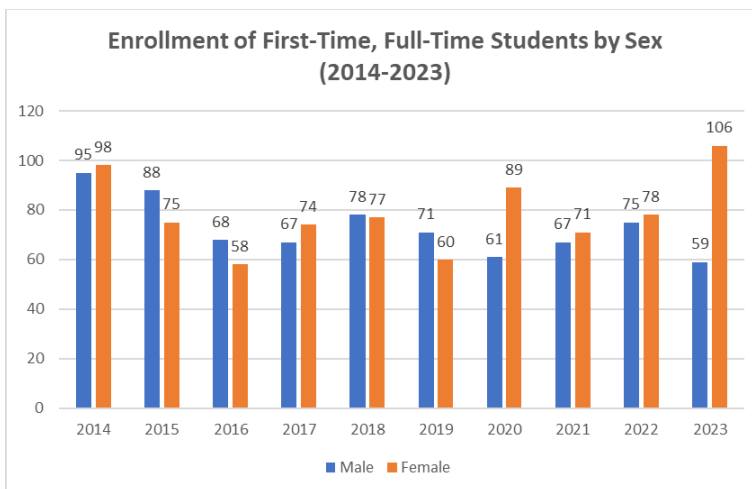
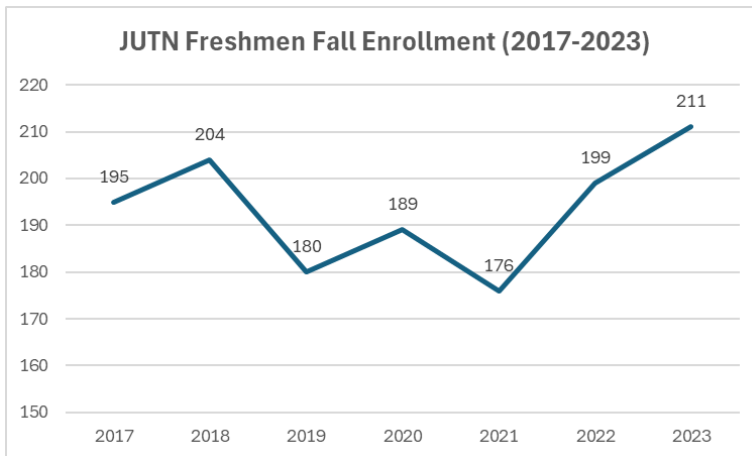


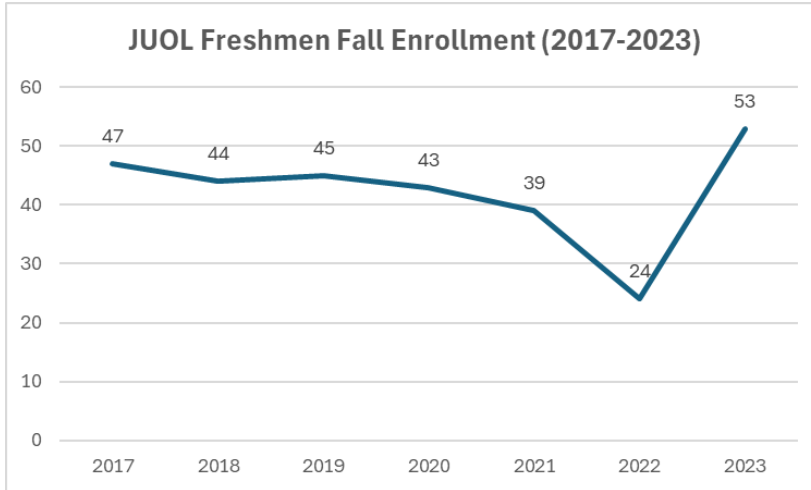


*Graduates by Year*



*Freshman Fall Enrollment*





### IX. Environmental Scan

An environmental scan (or situation analysis) inventories external factors (present or future) that can affect the activities and performance of an organization. These are factors that can impinge on potential plans or the planning process, either positively or negatively. In SWOT analysis, these are identified as “opportunities,” which the organization should exploit, and “threats,” which the organization should defend against. We used the [STEEPLED](#) process to identify Socio-cultural, Technological, Economic, Environmental, Political, Legal, Ethical, and Demographic factors. The faculty developed these in ten discussion groups. The faculty as a whole did not discuss these or adopt them, so an individual statement may not necessarily reflect the opinion of the majority of the faculty.

Factors	Opportunities	Threats
<i>Socio-cultural</i>	<p>Enrollment of JUTN students who identify as Baptist has increased 43% from 2017 to 2021, which indicates a potential growing source of students.</p> <p>Recruit more out of the Baptist/nondenominational Christian traditions.</p> <p>Target Latino and African American populations</p> <p>Target refugee resettlement communities. Connections to Muslim seminary?</p> <p>JUFL (currently untapped) connection to Hispanic Churches. This is an area of potential growth. Families want a Christian education and want to stay close to home.</p>	<p>Enrollment of JUTN students affiliated with the Christian churches/churches of Christ has dropped 31% from 2017 to 2021, which suggests a weakening of Johnson’s historical source of students.</p> <p>Enrollment of JUFL students affiliated with the Christian churches/churches of Christ declined from 65 in 2019 to 44 in 2021.</p> <p>Try to figure out why enrollment from Christian Churches/Churches of Christ have dropped.</p> <p>Less cultural emphasis on you have to go to a 4-year college after high school.</p> <p>Parental worries about students being hired/having a marketable skill after graduation.</p>

	<p>Lean into the “unity” ideal of the Stone-Campbell heritage (re: increasing denominational diversity)</p> <p>Opportunities enrollment and advancement to partner in reaching out to churches.</p> <p>Reaching out to under-resourced populations.</p> <p>Desire to overcome polarization</p> <p>Desire for careers that make a difference, not just money (alumni from TN universities express a desire for an education that contributes to the world); opportunity to position ourselves as a place that trains people to make a difference</p>	<p>Conflation of political views with religious views.</p> <p>Gen Z perspectives – extremely accepting</p> <p>Changing religious landscape in US. Less denominational affiliation. Rise of the Nones</p> <p>Students are not as prepared academically and are not as mature</p> <p>Times are changing we need to change from a knowledge-based model to a skills-based model</p> <p>General lack of agreement among Christians regarding what “Great Commission” means (i.e. converting the lost, bringing peace/reconciliation).</p> <p>Students, faculty are just weary</p> <p>As an institution we are unsure what our identity is and lack the skills to discuss and move forward</p> <p>Increasing mental health issues among Gen Z</p> <p>Increasingly polarized environment</p>
<i>Technological</i>	<p>Improved communications platforms.</p> <p>Increases our pool of students worldwide.</p> <p>Opportunities for working adults, enhanced skills, enhanced knowledge</p> <p>Makes more faculty available</p> <p>Tech can enable us to stay connected at a distance, enabling a greater pool of students, and connecting our students with a wider set of experiences</p> <p>Growth in online education allows us to increase our reach</p> <p>Translating programs to the online world. Growth in online education in some programs.</p>	<p>Student disengaged personally from each other and their instructors.</p> <p>Increased competition for online students.</p> <p>Constant need to update. - can make JU not as appealing as a larger school that can update tech more often</p> <p>Costs, both to school and to students</p> <p>JUFL inadequate tech support (lone 19 year old is running it) &amp; “woefully outdated” technology. Also difficult to keep up.</p> <p>Cyber-security issues</p> <p>Gap between instructional expectation of technological instruction between faculty and students</p>

	<p>Opportunity to have courses taught on two campuses at the same time</p> <p>We should do a better job with social media targeting 18-24 year olds. Facebook isn't helpful in that demographic.</p>	<p>Expectations on resident faculty – quantity and availability of class materials online</p> <p>Expectation for all faculty to do both face-to-face and online teaches</p> <p>Need to redesign program curriculum from the ground up rather than trying to duplicate the trad model.</p> <p>Sakai cumbersome for faculty</p> <p>Changing student expectations for communication</p> <p>Students with inadequate wi-fi and/or technology at home (highlighted especially during quarantine).</p> <p>Ransomware? Threats like those Pellissippi faced.</p> <p>Improved communications platforms do not mean improved communication</p> <p>Students do not have the technological literacy needed</p> <p>Uncertain technological expectations resulting from the pandemic</p> <p>Varied access to technology and varied skills in technology</p>
<p><i>Economic</i></p>	<p>JUTN has historically been one of the most affordable private schools in the state</p> <p>Restructuring of student loans</p> <p>Adding majors that have higher earning potential</p> <p>Have some graduates doing big-time things – highlighting them in our branding can help our profile and word-of-mouth</p> <p>Large endowment provides stability for growth</p> <p>Potential development for environmental programs</p>	<p>Volatility from world events – war, trade, and pandemics.</p> <p>Inflation</p> <p>JUFL high number of commuting students, many from low-income situations greatly affected by increase in housing, gas, food prices.</p> <p>Competition from more affordable institutions (e.g. Valencia in Florida)</p> <p>Many of our degree programs don't aim at high paying careers</p> <p>Scholarships given by more expensive schools</p>

	<p>Take advantage of in-state money for TN students</p>	<p>Reevaluating whether college is worth the expense</p> <p>Less expensive alternatives nearby Inflation</p> <p>Online education does not bring in the funds for dorms and food services that benefit the university</p> <p>Need to restructure the financial aid approach. Faculty has difficulty in discussing with students who ask.</p> <p>Lack of scholarships for graduate and doctoral students</p> <p>Student affordability; increased awareness of cost vs. benefits of higher education</p> <p>Pragmatic values and approaches to higher ed; utilitarian views to education</p> <p>Tenn Dept of Ed offers near free education training; it's hard to compete with free</p>
<p><i>Environmental</i></p>	<p>TN: benefits of a secluded campus, getting students “away” from the wider world</p> <p>FL: newer community buildings on campus are a positive development for our capacity to create community</p> <p>Opportunity to develop the river front</p> <p>Continued development of trails and care of developing the land owned by the University</p> <p>For Florida the physical location of the campus</p> <p>If this is literally about the environment – we can emphasize a stewardship mentality towards the earth</p> <p>Life sciences and the capacity to bring “green” and “care of the earth” in the form of a Major.</p>	<p>Classrooms are outdated (furniture and tech in some rooms)</p> <p>Zoom classes including both campuses are problematic</p> <p>FL: need continued maintenance and improvements of the campus space</p> <p>TN: increased danger of fires due to climate change</p> <p>Differences in resources between TN and FL campuses (specifically in athletics)</p> <p>Cost limitations for sustainability of campus resources</p> <p>Climate changes</p> <p>Two campuses means extra effort needed in communication between the two campuses (and, to be frank, it isn't at an all-time high. A proposed solution would</p>

	<p>Space to produce a garden to grow organic food to be used in the cafeteria – could be connected to work-study positions also</p> <p>Prophetic opportunity to engage the church concerning ecology and service to communities</p> <p>Potential for ropes courses and trails with the community and programs (outdoor education).</p> <p>Natural environment and proximity to natural resources/parks</p> <p>Contained development of green energy as in geothermal heating and air</p> <p>We have a lot of green grass. How can we think more creatively about resources. Stewardship of creation.</p> <p>New ways of learning/platforms might be a selling points.</p>	<p>be a joint community on university community).</p> <p>Lack of mass transit near campus. Difficult for some students to commute to campus. Car dependent campus.</p> <p>Current political climate does not favor Christian organizations to develop green energy</p>
<p><i>Political</i></p>	<p>It is most definitely an opportunity. We have an ability to change (or engage) student perceptions. Thinking about the Imago Dei and the I/Thou relationship – seeing people fully embodied – as seeing people (all people) having the image of God. This means there is space for disagreement. There is opportunity to hear and to be heard – a safe space – building bridges to Imago Dei. Dag Hammershould – 1957 - “Jesus lacks of moral principles meet with publicans and sinners, consorted with harlots – did he do this to obtain their votes , or did he think he could win them with such appeasement or did was his humanity rich and deep enough to make contact even in them...” Our Muslim friends in Knoxville.</p>	<p>The country is so divided – polarized presently. Both – our questions posted are threats because we want to engage students perceptions – and we face the issue of what parents want out of education. This seems to bend more toward consumer model of education rather than what education believes it’s supposed to provide space for.</p> <p>Divided political views. Some students and other stakeholders may view school through political lenses.</p> <p>Conflation of political views with religious views.</p> <p>Possibly the most significant threat?</p> <p>Social media vitriol spread by JU “haters”</p> <p>Education (k12) coming over from federal and state – impacts praxis</p> <p>Mission threat</p>

		Distrust of education in general associated with “boogeymen” like CRT
<i>Legal</i>	Supreme Court decisions upholding religious freedom	Changes to Title IX regulations that could challenge the University’s policies on sexual misconduct  HR Law continues to grow
<i>Ethical</i>	As a Christian University, we can explore ethics through the lens of Scripture.	
<i>Demographic</i>	<p>In fall 2021, JUTN enrolled students from 32 states and territories.</p> <p>From 2017 to 2021, JUTN has experienced an increase in enrollment from the following states: AL, MN, MS, NC, OR, SC.</p> <p>5% increase in projected number of college-bound 18-year-olds from 2018 to 2025</p> <p>Temporary increase in projected number of college-bound 18-year-olds in 2031 and 2032 due to increase in births in 2014</p> <p>U.S. citizens with master’s degrees increased 51% from 2011 to 2021.</p> <p>Since 2011-2012, U.S. colleges and universities have added more than 9,000 master’s-degree programs.</p> <p>Explore opportunities to recruit from non-traditional sources for populations that are underrepresented.</p> <p>Explore opportunities to recruit non-traditional students for on-campus programs.</p> <p>Put more examples of student diversity in our marketing, magazines, social media. Florida campus is not majority white but advertising shows mostly white students. On the TN campus some minority students have felt that the marketing oversold the reality of diversity.</p> <p>Chapel should mirror the worship styles of the worship traditions of the students who have attend the institutions.</p>	<p>In fall 2021, 89% of JUFL’s students were residents of FL. Sixteen students came from twelve other states, but no state other than FL had more than two students enrolled.</p> <p>From 2017 to 2021, JUTN has experienced a decline in enrollment from the following states: GA, IL, IN, MD, MO, OH, PA.</p> <p>From 2017 to 2021, JUTN’s enrollment from the following states has remained relatively flat: KY, TN, VA, TX.</p> <p>Nationwide undergraduate enrollment declined 3.1% from fall 2020 to fall 2021.</p> <p>Since fall 2019, nationwide undergraduate enrollment has declined by 6.6%, or more than 1 million students.</p> <p>Abrupt drop in the prospective student pool in 2026 due to low birth rate in 2008</p> <p>10%+ decline in projected number of college-bound 18-year-olds from 2025 to 2030</p> <p>Temporary increase in projected number of college-bound 18-year-olds in 2031 and 2032 will be followed by continued decline in 2033.</p> <p>Fertility rates have declined every year since 2007 until they reached a record low in 2018.</p> <p>Declining nationwide enrollment of international undergraduate students</p>

		<p>Some potential students may not feel comfortable applying to or attending a Christian institution.</p> <p>Lack of a cohesive, strategic plan to become more diverse developed by a diverse group of people. If we don't become diverse, we will lose the small representation in diversity that we have.</p> <p>Gen Z's high acceptance of LGBTQ</p> <p>Expectations for great diversity</p>
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### X. Internal Audit

An internal audit identifies internal strengths and weaknesses in various areas. What are the operational drags that keep Academic Affairs from reaching its potential? The faculty developed these in ten discussion groups. The faculty as a whole did not discuss these or adopt them, so an individual statement may not necessarily reflect the opinion of the majority of the faculty.

<b>Areas</b>	<b>Strengths</b>	<b>Weaknesses</b>
<i>Administration</i>	<p>Celebrates history of institution.</p> <p>Transparency with information</p> <p>Committed to the Mission of JU</p> <p>The overall structure of administrative assistance</p>	<p>Homogeneous group - closed mindedness to all diversity issues</p> <p>Still operating more as "Command control" as opposed to "Team of Teams"</p> <p>Slower to respond to innovation and opportunities/challenges</p> <p>Top-down leadership style</p> <p>Undergrad orientation. Need for inclusion of graduate discussion.</p> <p>TN focus over FL.</p> <p>Two different community environments for FL vs TN.</p> <p>Need for clarification over what issues are for the entire institution vs location and level of the program.</p> <p>Turnover of key admin./staff positions</p> <p>Gulf and distrust between upper admin and faculty</p>



		<p>Lack of upward communication channels from faculty to upper admin</p> <p>Too much pressure on provost to speak for the entire faculty</p> <p>Lack of diversity among deans, SLT, and trustees</p> <p>Approachability of administration</p> <p>Lack of administrative presence on JUFL campus</p> <p>Seeking better information</p>
<i>Curriculum</i>	<p>The Bible &amp; Theo major is a strength; makes what we offer distinct (not to say unique)</p> <p>Some support could be shared among faculty members that are 1 deep on the FL campus.</p> <p>Strong professional programs</p> <p>New A&amp;S core allows more room for general electives, easier to understand, etc.</p> <p>Ability to make curriculum adjustments in a fairly quick manner</p> <p>A formative and integrative curriculum</p> <p>Clarity to overall structure and uniqueness of the arts and sciences core, Bible major and professional major</p> <p>New curriculum allows us to be more nimble and innovative with new programs to explore other sorts of students</p> <p>We think of all students as ministry students</p>	<p>Need some oversight/curriculum guidelines. Freshman classes may overstress writing assignment and micromanage the learning process</p> <p>The caseload (number of courses needed for students to complete) - specific to teaching (TSoE programs) and other programs such as Business.</p> <p>The fact that all students do a double major, and in general the size of the curriculum poses a challenge.</p> <p>Students don't have much time for exploring curiosity, engaging in extra-curricular/enriching experiences</p> <p>Continually changing</p> <p>Tight curriculum requirements for majors, especially professional programs.</p> <p>Difficulty misalignments with TBR that make a hurdle for enrollment</p> <p>Questioned relevance and function of Bible/Theo major</p> <p>unity in faculty expectations and emphasis practical skills information in the classroom(critical thinking in writing courses versus formatting)</p>
<i>Enrollment</i>	<p>Tap into Baptist and other evangelical churches</p> <p>Tap into under-represented groups</p>	<p>JU's total enrollment peaked in 2014 and has been steadily declining since then.</p>

		<p>JUTN's UG enrollment has declined from 796 in 2015 to 560 in 2021.</p> <p>JUFL's UG enrollment has declined from 205 in 2015 to 149 in 2021.</p> <p>JU's total enrollment declined 10.6% from fall 2020 to fall 2021, which is higher than the nationwide 2.7% decline.</p> <p>JU's total enrollment declined 12.1% from fall 2019 to fall 2021, which is higher than the nationwide decline of 6.6%.</p> <p>JUTN's UG enrollment declined 7.1% from fall 2020 to fall 2021, which is higher than the nationwide decline of 3.1% and the private nonprofit colleges' decline of 2.2%..</p> <p>JUFL's UG enrollment declined 6.9% from fall 2020 to fall 2021.</p> <p>JUTN's and JUFL's freshman enrollment decreased 12.7% from fall 2020 to fall 2021 in comparison with the 0.4% increase in freshman enrollment for private nonprofit colleges.</p> <p>From fall 2015 to fall 2022, JUOL's online enrollment has remained relatively flat (from 258 to 286).</p> <p>Marketing for enrollment</p>
<i>Facilities</i>	<p>TN facilities seem to be well maintained and ready for use by students and faculty.</p> <p>New tables, desks, unfinished wall space on FL campus could be replaced with immediate effect. Beautiful TH campus</p> <p>Buildings on the hill and the river hold much potential</p> <p>Making better use of the stuff we have.</p>	<p>JUFL lack of campus services resources</p> <p>Dorms on FL campus need to be updated. Even a facelift would help.</p> <p>Actual classroom spaces do not measure up with what students are used to in their K12 (high school) classrooms.</p> <p>Need for more lab space on both campuses, much (more on the FL campus).</p> <p>Classrooms restructure – use of tables that change the look and feel of our classrooms.</p> <p>FL campus and classroom needs overall facelift. Classrooms are old, furniture is broken, wires hanging out of walls.</p>

		<p>Outdated classroom furniture and tech</p> <p>Science facilities and personnel aren't adequate to support our programs</p> <p>Library facilities are depressing (but staff are great!)</p>
<i>Faculty</i>	<p>8:1 student-to-faculty ratio at JUTN and JUFL</p> <p>High quality faculty! Faculty who connect and cooperate across schools/disciplines.</p> <p>We care about students – and that seems evident from our faculty. Graduates – students share how much faculty care about their students.</p> <p>Good financial support for faculty development</p> <p>Are committed to JU and the students</p>	<p>Inadequate search process to gain diverse faculty (true for administration and staff as well)</p> <p>Need more opportunities for FL and TN faculty to connect</p> <p>Not enough FT faculty to support SFit students on the FL campus. Same for business on the TN campus.</p> <p>Lack of diversity in faculty/senior leadership. Quality of ideas coming out of senior leadership team is limited by lack of diversity.</p> <p>Faculty could use some good pedagogical/andragogical training.</p> <p>Need more ASC staff.</p> <p>Staff need to be compensated better.</p> <p>Adjunct faculty need to be compensated better.</p> <p>Large class sizes leading to burnout</p> <p>Overworked faculty because of how much we care about the students and institution.</p> <p>Change/growth in faculty/staff: Difficult to get to know others and to build interpersonal relationships. Need to re-envision how the faculty/staff community is developed with the distributed organization.</p> <p>In TN, we need to recognize that not everybody lives on campus anymore; need equitable treatment</p>
<i>Finances</i>	<p>Endowment: Perception is that Johnson is “well heeled” - Johnson has a financial capacity that should keep us on firm financial footing</p>	<p>Donations and relatively low tuition</p> <p>Need more investment in infrastructure (including staffing)</p>

		<p>Not appropriated properly for the expansion of the university (marketing)</p> <p>Staff are often underpaid in comparison to other places</p> <p>We need to take advantage of grants, which requires administrative support</p> <p>Losing supportive churches and their potential students.</p> <p>Financial aid is too quick to penalize students for lack of payment. Should not be done in middle of semester but between semesters.</p>
<i>Organization</i>	<p>Growing in diversity, it is more on people's minds (JUFL)</p> <p>Sound charting of the chain of responsibilities</p> <p>Diversity of people – in almost all representations is better, greater growth in who is hired, but we should continue in this direction.</p> <p>Eight schools provide opportunities for leadership</p>	<p>Slow to react – more reactive than proactive</p> <p>Divide among JUFL &amp; JUTN, and JUFL feels it more than. How do we bridge that divide?</p> <p>Increase communication among depts to increase familiarity of function</p> <p>Decisions seem to be made more from a business perspective than an academic one</p> <p>Executive VP at JUFL isn't the faculty's boss, their bosses (broadly speaking) are still in TN</p> <p>Diversity is still an area that needs work.</p> <p>Eight schools provide a lot of redundancies</p> <p>Greater decision-making authority for FL and Online organizations</p> <p>We have not capitalized on each campus's distinctives</p>
<i>Policies &amp; Procedures</i>	<p>People have flexibility to help get things done</p> <p>Dedicated, meticulous staff. Staff should be included with faculty for worship and address by president to build campus community</p>	<p>Time intensive purchasing procedure</p> <p>Hard to find and/or consistently changing</p> <p>Can become too stringent to adapt to some of the educational models</p> <p>Decisions are made in a TN-centric way.</p>

	<p>When necessary, separate policies for FL and TN campuses are implemented and this often works well.</p>	<p>Little interest in meeting FL campus needs, and FL campus feels that it gets the hand-me-downs from the TN campus.</p> <p>Absence of a assistant provost on FL campus makes quick resolution of academic issues difficult. Structure for academic administrators needs to be evaluated.</p> <p>Few activities allow community building among faculty and staff on FL campus. COVID has made this worse</p> <p>Lack of transparent/consistent Student Life policies (“If [blank] happens, [blank] is the consequence.”) This creates perceptions of inequity. This is true of academic matters, such as plagiarism.</p>
<i>Programs</i>	<p>We are seeing more diverse offerings in chapels to represent the diverse student body (JUFL)</p> <p>New academic schedule (especially one lunch hour), students seem generally optimistic</p> <p>Good variety of programs offered</p>	<p>Education, Business, and Counseling – are all behold to external accrediting issues - (additional listing of requirements that must be included) - makes offering double majors harder – and harder to “sell” to students. Perhaps degree programs that have external auditing bodies – could leverage more double dipping.</p> <p>Chapel should be attended all semester – are students intrinsically motivated to attend?</p> <p>Lack of understanding among students of what ASC is/does (including privacy concerns)</p> <p>Load inequity (class sizes, population of faculty in schools)</p>
<i>Staff</i>	<p>Dedicated and conscientious staff</p> <p>Very self-less and supportive</p>	<p>Insufficient support (staffing) in ASC both campuses</p> <p>Understaffed, turnover</p> <p>Inconsistency in staff housing, salary, benefits and uncompetitive staff salaries result in high staff turnover, people and policies being out of date, etc.</p> <p>Staff are not compensated for their contributions.</p> <p>Staff also need to be credentialed and incentivized for increased education</p>

		<p>A staff need for marketing and branding</p> <p>On TN campus staff does not interact with the students as much as they used to (due to smaller numbers of staff)</p> <p>Non-competitive pay</p>
<i>Students</i>	<p>K12 Preservice teacher ed students are impassioned – and committed to their work – future profession. We also have kind kids – respectful and caring students.</p> <p>We see so many incredible students come through. High character, passionate.</p>	<p>Apply admissions standards (enforce more consistently and more often). If we do not enforce admissions standards, we need to provide students the support they need.</p> <p>New students are not as academically prepared as they used to be.</p>
<i>Technology</i>	<p>Provides opportunity to reach out to students more</p> <p>Good IT responsive to requests</p> <p>Proactive thinkers</p> <p>Excellent accessibility to online resources</p> <p>In NT technology available in the classroom has improved since COVID</p> <p>TN wifi doesn't seem to support the needs of our students particularly when high throughput is a requirement of the academic curricula. Seemingly same issues on FL campus (from experience).</p>	<p>Web presence from the academic side of things</p> <p>Not enough support staff (they're wonderful!) for all the tech issues – probably needs solved via capital/investment</p> <p>Tech needs to be updated in the classrooms</p> <p>Science Lab technology needs to be updated and invested in</p> <p>FL classroom technology needs updating.</p> <p>Our athletes need wifi/hotspots in every vehicle that is used to travel.</p> <p>More training in the use of technological Tools</p> <p>Instability in IT personnel</p> <p>Tech inconsistent from one classroom to another</p>

**XI. Goals for Improvement**

Goals are the high-level aspirations or achievements that will lead the department closer to achieving its vision and/or addressing significant gaps. They provide a sense of shared direction for change and improvement. They should be achievable but require a stretch in creativity, innovation, and energy to achieve. They should align with larger institutional goals and priorities and ultimately benefit stakeholders. Goals can focus on adding new strengths or expanding existing strengths.

<b>Goal 1</b>	To collaborate with other appropriate departments to update and improve learning environments, furnishings, and technology across all campuses.
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<b>Goal 2</b>	To collaborate with the Chief Communications Officer to develop and implement coordinated, aggressive marketing strategies for academic programs.
<b>Goal 3</b>	To foster a safe and welcoming environment that will enable faculty, staff, and students from diverse backgrounds to succeed personally, spiritually, and academically.
<b>Goal 4</b>	To improve support for and retention of academic staff.
<b>Goal 5</b>	To improve and provide regular opportunities and means for communication between faculty and administrators.