### 26. Online evaluation good idea – check with Kansas State IDEA Institute for format

25. Increased infrastructure

24. Support for access

23. Campus must be wireless – access for BYOD in all classrooms; in all building

22. How does this fit into the recent decision about tech purchases? If I have a desktop, how do I bring my own device?

21. Make sure faculty aren’t threatened through good communication; stress positive approach; not unitive

20. Online advertising on national level – Tired of seeing Phoenix, Grand Canyon U, Etc. with all of the online programs. Same with WGU?

19. Need funding for gas stipend

18. Do not use – Quality matters

17. Not sure of the need to change the course evaluation – faculty should be uniformly evaluated whether face to face or online – keep it simple too

16. Need sound/qualitative evaluation mechanism for online courses.

15. Flexible entry & scheduling

14. Calculate cost of degree – Flat fee with mobile device and eBooks – or online resources –

13. Need to add a “client relationship management/communication” solution to resources (not Ellucian BRM) but perhaps salesforce

12. Where is emphasis on getting late adopters to consider blended classes

11. Established graduate programs

10. Have you considered M.S. counseling psychology in Allied Health?

9. Use the expertise of EM as a resource because of their success

8. Need to add a “client relationship management/communication” solution to resources (not Ellucian BRM) but perhaps salesforce

6. Graduate-based decision-making!!!

5. College of Health Profession College of Engineering in next 5 years

4. Work with EM, Honors College, Marketing areas of university – need to get the word out and do strategic recruitment for the new programs plus don’t work in a silo

3. Perhaps one reason there is limited faculty buy-in is based on lack of demonstrated success of programs. What is the improvement in learning abased on new technique?

2. Great comment on needing a system instead of a fix.

1. Needs a marketing plan components
## Strategy Statement

### Important Steps

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Specific Time Frames</th>
<th>Specific Resources</th>
<th>Who needs to be involved?</th>
<th>Why does anyone feel this?</th>
<th>Potential Challenges</th>
<th>Post-Burn</th>
<th>Approval Method</th>
</tr>
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<tbody>
<tr>
<td>3.</td>
<td>Use the campus master plan as a guide to promote campus-wide enhancements.</td>
<td>1. 3 years&lt;br&gt;2. 5 years&lt;br&gt;3. 7 years&lt;br&gt;4. 10 years</td>
<td>1. Terminal staff. 2. Faculty and students. 3. Leadership (SP), facilities personnel. 4. Academic Affairs/Student Life. 5. Funding.</td>
<td>1. Faculty and student resources. 2. Information technology. 3.continue the commitment to excellence in the classroom. 4. Terminal staff. 5. Leadership (SP). 6. Facilities personnel. 7. Academic Affairs/Student Life. 8. Funding.</td>
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<td>1. Legal, privacy, technology/ integration and funding. 2. Developing market positions to start new programs for target enrollment in key areas. 3. Funding and philanthropy. 4. Land in Fort Worth. 5. Academic Affairs/Student Life. 6. Finance and Administration. 7. Terminal staff.</td>
<td></td>
<td>Lead on Campus Master Plan - Action committee</td>
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## Strategies

### Specific Resources

- **College and University: (includes all functions) 1.** Identify resources needed in key areas of interest. 2. Ensure the resources are allocated in a strategic manner. 3. Ensure the resources are targeted at the areas that need the most attention. 4. Ensure the resources are used to their full capacity. 5. Ensure the resources are shared with other departments. 6. Ensure the resources are managed effectively. 7. Ensure the resources are held accountable. 8. Ensure the resources are protected from misuse. 9. Ensure the resources are used to support the overall strategy. |

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<td>3.</td>
<td>Strengthen the quality of teaching, research and student success.</td>
<td>1. 1 year&lt;br&gt;2. 5 years&lt;br&gt;3. 10 years</td>
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### Specific Time Frames

- **1 year**
- **5 years**
- **10 years**

### Specific Resources

- **Faculty and student resources**
- **Information technology**
- **continue the commitment to excellence in the classroom**
- **Terminal staff**
- **Leadership (SP)**
- **Facilities personnel**
- **Academic Affairs/Student Life**
- **Funding**

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<td>3.</td>
<td>Create an innovative Think Tank focused on academic integration and student success.</td>
<td>1. 3 months&lt;br&gt;2. 6 months&lt;br&gt;3. 9 months&lt;br&gt;4. 1 year</td>
<td>1. Terminal staff. 2. Faculty and students. 3. Leadership (SP), facilities personnel. 4. Academic Affairs/Student Life. 5. Funding.</td>
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## Challenges

- **Never been done before**
- **Faculty, department heads, deans, leaders**
- **For all:**
  - Approval for new hires
  - Identify new funds
  - Review the current funding
  - Identify new funding

### Potential Challenges

- **Legal, privacy, technology/ integration and funding**
- **Developing market positions to start new programs for target enrollment in key areas**
- **Funding and philanthropy**
- **Land in Fort Worth**
- **Academic Affairs/Student Life**
- **Finance and Administration**
- **Terminal staff**

### Post-Burn

- **Lead on Campus Master Plan - Action committee**
### Strategy Statement
- **Reconsider a strong student orientation and involvement in the discipline.**
- **Term**: 2015
- **Start Date**: Spring 2015
- **End Date**: Spring 2016
- **Specific Time Frames**:
  - Spring 2015
  - Fall 2015
  - Spring 2016
- **Specific Outcomes**:
  - Increase student orientation and involvement in the discipline.
  - Enhance student engagement and participation.
- **Who needs to be involved?**
  - Faculty, staff, and students.
- **Who does this benefit?**
  - All students.
- **Annual Budget**:
  - $10,000
- **Post-Blocks**:
  - Increased student orientation and involvement in the discipline.
  - Enhanced student engagement and participation.

### Specific Time Frames

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<td>Spring 2015</td>
<td>Increase student orientation and involvement in the discipline.</td>
<td>Faculty, staff, and students.</td>
<td>All students.</td>
<td>$10,000</td>
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<tr>
<td>Fall 2015</td>
<td>Enhance student engagement and participation.</td>
<td>Faculty, staff, and students.</td>
<td>All students.</td>
<td>$10,000</td>
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<td>Spring 2016</td>
<td>Overall objectives met.</td>
<td>Faculty, staff, and students.</td>
<td>All students.</td>
<td>$10,000</td>
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### Important Steps

1. **What does success look like?**
2. **Who needs to be involved?**
3. **Specific Resources**

### Challenges

- Increase student orientation and involvement in the discipline.
- Enhance student engagement and participation.

### Implementation

1. Develop a first-year seminar that increases learning or study away/abroad; and a third multicultural experience through a service learning internship.
2. Develop innovative alternatives to replace learning or study away/abroad; and a third multicultural experience through a service learning internship.
3. Increase awareness and participation among faculty and staff.

### Time Frame

- **Next 6 months**
  - Develop a first-year seminar that increases learning or study away/abroad; and a third multicultural experience through a service learning internship.
  - Develop innovative alternatives to replace learning or study away/abroad; and a third multicultural experience through a service learning internship.
  - Increase awareness and participation among faculty and staff.

### Resources

- **Implement a first-year seminar that increases learning or study away/abroad; and a third multicultural experience through a service learning internship.**
  - Include an internal/external internship; a new state standards test preparation; and a new state standards test.
  - Conduct an ALE handbook for the faculty to improve consistency, content, SLOs and specific activity ideas.

### Next Steps

- Develop an ALE program that is aligned with the new state standards.
- Develop a new state standards test preparation program.
- Conduct an ALE handbook for the faculty to improve consistency, content, SLOs and specific activity ideas.

### Budget

- **Annual Budget**:
  - $10,000
- **Post-Blocks**:
  - Increased student orientation and involvement in the discipline.
  - Enhanced student engagement and participation.
Important Steps

Who needs to be involved?

Specific Time Frames

Enhance the impact of the university’s core values

ST 3c

ST 1e

Increase the use of flipped and hybrid courses

ST 2a

Increasing the use of flipped and hybrid courses 

2. sunset faculty on flipped course development 

3. sunset faculty on flipped course development 

5. sunset faculty on flipped course development

1. 9 months

2. 6-12 months

2. 3 months

2. 6-12 months

For all:

1. More flipped and hybrid activities for all Tarleton students.

2. Faculty Senate, Staff Council and SGA will promote core value initiatives.

3. Cabinet, key best practices share ideas

2. Personnel-Certification of ongoing communication

3. Completed/UTIL transcripts

4. Scholarship $ for participation

3. Special transition week and language marketing (including web).

2. Knowledgeable faculty-can demonstrate core values

1. Core values are a part of community events

3. Students don’t know IT is flipped may not get sufficient complement. Educating them on concept will establish the required requirement.

2. $ and existing technology

2. $, stipend, technology

3. 3 months

2. 6-12 months

3. 3 months, faculty participants.

1. International recruiter

1. Funding-recruiter, scholarships, agents,

2. SSMI

1. School relations

3. Co-curricular Advisory Council

2. Academic leadership-deans and

3. International Student Services

1. School relations

3. Walk the walk and talk the values

2. Groups embrace core values

1. Core values are a part of community events

3. Appropriate/Const Tracking

1. Buy-in from campus

2. $$$, apathy and identify champions

1. Buy-in (must choose right faculty)

2. $$$, apathy and identify champions

1. Measuring core values for employee evaluations will be tricky

4. Networking with other schools and or campuses that have successfully implemented co-curricular best practices

2. Good Job! Now let’s go!

3. 3 months, Faculty participants.

4. Articulate skills/learning for outcomes

3. Appropriate/Const Tracking

1. Buy-in from campus

2. $$$, apathy and identify champions

2. $$$, apathy and identify champions

1. Could we showcase thee core values along the wall of the walkway leading up to the TSC?

2. Measuring core values for employee evaluations will be tricky

3. Articulate skills/learning for outcomes

3. Appropriate/Const Tracking

1. Buy-in from campus

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1. Involvement – Top down?

2. cabinet, key best practices share ideas

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2.引き続き活動のための選択肢の提供と教育

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| **Implement a comprehensive brand strategy** | - Galley exhibits and brand presence: identify partnerships and resources.  
- External events and deadlines | - Fall 2014  
- Fall 2015  
- Fall 2016 | - All  
- Stakeholders  
- Campus officials  
- University partners | - Branding feedback from students, faculty/staff, and community.  
- Consulting firms | - 6 months to 1 year | - 8 months to 1 year |

**Challenges**

- More external resources than current services.  
- Disparities between what we can offer through the university and partners.  
- Integrate personal development and feel good programming.  
- Is there a need for coordination/interface between 1A & 1B? If so – do we need to write that into plan?  
- Think about working with fundraising staff in working with partnerships when they might already be engaged in donor cultivation or solicitation.  
- Consider that not all partnerships require Advancement & External Relations to cease the moment to ask for large donations.  
- It's not buy-in by faculty/staff. It's about sharing with whole university.  
- Don't forget to dovetail with community outreach activities conducted by CSO, of course.  
- Develop strategic partnerships that will impact more students with greater impact.  
- Consider success from vantage point of impact on students |

- **Improve student registration and retention program** | - Galley exhibits and brand presence: identify partnerships and resources.  
- External events and deadlines | - Fall 2014  
- Fall 2015  
- Fall 2016 | - All  
- Stakeholders  
- Campus officials  
- University partners | - Branding feedback from students, faculty/staff, and community.  
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<td>Develop a needs assessment and identify program weaknesses to eradicate non-academic competition.</td>
<td>1. Gather cases of non-academic programs (artistic, social media) 2. Create communications success stories from those groups 3. Compile report of findings</td>
<td>3 months out</td>
<td>For all: Dean, Coordinators, School Director, DE 2a, Faculty/Staff Leadership</td>
<td>1. Reduced engagement and need to maintain</td>
<td>How will all ideas go to TCE and what are the next strategies? 2. Seems to be a lot of pressure to get implementation. Could we make a time and improve more quickly? 3. Timelines for the strategic plan. 4. Let’s do a non-academic workshop for the 15 months. They will contact the study for us and it is important to get those people involved.</td>
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<td>2b</td>
<td>Meet gaps in identified needs, implement solutions that enhance communication processes, including social media.</td>
<td>1. Identify requirements 2. Take inventory of our current programs</td>
<td>6 months out</td>
<td>3. Office space 2. Intern (Intern to Learn)</td>
<td>1. No cost</td>
<td>1. Angie Brown 3. Mike Haynes 2. Lawer Smith 3. Larry Smith 4. Asst Director Rec Sports 4. Cabinet (decision making) 5. National positions 6. Student buy-in will be big</td>
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<td>3a</td>
<td>Enhance the non-academic and competitive programs.</td>
<td>1. Define the distinctive non-academic and competitive programs 2. Select “X” to promote/focus. 3. Integrate recognition/awards for programs and personnel in WEAVE process strategies. 4. Generate a communication model to broadcast achievements.</td>
<td>3 months, 6 months</td>
<td>For all: 6 months 2. 3 months</td>
<td>1. Finalized assessment and internalization of the social media strategyyla. 2. Reports reflect meetings, picture/baseline of evidence. 3. Presentations at regional events to incorporate in evaluation</td>
<td>1. How will you align to DE3 and other DE2 strategies? 2. Lack of participation and buy-in 3. Top support—won’t see immediate gain—so must be provincial- and social media.</td>
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<td>3b</td>
<td>Enhance the external recognition of Tarleton programs.</td>
<td>1. Create communication strategy that includes social media. 2. Develop a needs assessment and identify program weaknesses to eradicate non-academic competition.</td>
<td>6 months, 3 months</td>
<td>1. No cost 2. Exec Director M&amp;C, deans, directors, 3. Possible travel and human resource</td>
<td>1. Student engagement 2. Need a champion to be responsible for entire campus</td>
<td>1. Need a mechanism for reporting 2. Supervisors go through 6-sigma training/project? 3. I am unsure the Baldridge award is the best measure for us. Isn’t there a better measure for us? Really we need a culture change. Go through the Cameron &amp; Quinn “Diagnosing and Improving Your Culture” training courses. 6. Need to educate faculty/staff about the goal. There needs to be buy-in. Just having one person in place does not help create a campus culture of service.</td>
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<td>3c</td>
<td>Enhance the national recognition of Tarleton programs.</td>
<td>1. Calculate recognition/satisfaction and annual reviews. 2. Develop a needs assessment and identify program weaknesses to eradicate non-academic competition.</td>
<td>6 months, 3 months</td>
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<td>Meet gaps in identified needs, implement solutions that enhance communication processes, including social media.</td>
<td>1. Identify requirements 2. Take inventory of our current programs</td>
<td>6 months out</td>
<td>3. Office space 2. Intern (Intern to Learn)</td>
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<td>6c</td>
<td>Enhance the non-academic and competitive programs.</td>
<td>1. Define the distinctive non-academic and competitive programs 2. Select “X” to promote/focus. 3. Integrate recognition/awards for programs and personnel in WEAVE process strategies. 4. Generate a communication model to broadcast achievements.</td>
<td>6 months, 3 months</td>
<td>For all: 6 months 2. 3 months</td>
<td>1. Finalized assessment and internalization of the social media strategyyla. 2. Reports reflect meetings, picture/baseline of evidence. 3. Presentations at regional events to incorporate in evaluation</td>
<td>1. How will you align to DE3 and other DE2 strategies? 2. Lack of participation and buy-in 3. Top support—won’t see immediate gain—so must be provincial- and social media.</td>
</tr>
<tr>
<td>Strategy Statement</td>
<td>Important Dates</td>
<td>Specific-Time Frames</td>
<td>Specific Resources</td>
<td>Who needs to be involved?</td>
<td>What does success look like?</td>
<td>Possible Challenges</td>
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<tr>
<td>31.5a</td>
<td>Implement ongoing assessments of customer service satisfaction.</td>
<td>For all.</td>
<td>Fall 2014</td>
<td>5 months</td>
<td>All.</td>
<td>1. Correct service issues in timely manner. 2. Ensure all teams work in concert. 3. Link to society on social media.</td>
</tr>
<tr>
<td>31.5b</td>
<td>Identify and resolve service risks, problems and opportunities.</td>
<td>Fall 2014</td>
<td>1d. Developing proposal, approval and funding</td>
<td>1 week</td>
<td>All.</td>
<td>1. Implementation plan for all processes.</td>
</tr>
<tr>
<td>31.5c</td>
<td>Develop leading edge IT infrastructure and resources.</td>
<td>Fall 2014</td>
<td>2f. Fall 2014</td>
<td>3 months</td>
<td>All.</td>
<td>1. Improved appearance on website for improved teamwork.</td>
</tr>
<tr>
<td>31.5d</td>
<td>Enhance the sustainability program at Tarleton.</td>
<td>Fall 2014</td>
<td>2e. STARS training</td>
<td>2 weeks</td>
<td>All.</td>
<td>1. Improved process.</td>
</tr>
<tr>
<td>31.5e</td>
<td>Incorporate sustainability into the curriculum.</td>
<td>Fall 2014</td>
<td>3. Software core curriculum</td>
<td>1 month</td>
<td>All.</td>
<td>1. Improved process.</td>
</tr>
</tbody>
</table>