



**Annual Report of Institutional Progress**  
**Fall 2019**

## Executive Summary

Guided by the question, “How does Asbury University most strategically advance its mission over the next five years?”, the extensive development phase of the strategic planning processes brought to pass “Imagine 2022: Asbury’s Vision for Faithful Change”. With implementation beginning in the 2017-18 academic year, progress is now well underway in achieving the desired goals and outcomes. Many tactics have begun to be implemented, more are scheduled to begin this academic year, and others are scheduled to begin over the course of the next 24 months. Continued attention is given by the broad array of faculty, staff, administrators and committees assigned primary leadership to the varying elements ascribed in the plan.

In this progress report, key quantitative outcomes are listed as well as bulleted summaries of activities both completed and ongoing. Further, this document provides a color-coded status report for each of the 43 strategic tactics of the plan. The four color codes and their meaning are as follows:

<b>Underway</b> Activity has begun toward the completion of the stated tactic	<b>To Begin This Academic Year</b> Activity toward the stated tactic will begin during this academic year.	<b>Delayed</b> The ascribed implementation timeline has been impeded.	<b>Scheduled to Begin at a Later Date</b> The associated activities are scheduled to begin at a later time.
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Of the 43 strategic tactics, 24 (56%) are currently underway, 13 (30%) are scheduled to begin this academic year, 1 (2%) are classified as delayed, 4 (9%) are scheduled to begin at a date beyond this academic year, and one has been completed.

As progress continues to achieve the plan in its totality, we pause to celebrate God’s faithfulness and the hard work of scores of Asbury team members made manifest in the progress stated in this document.

## Initiative I

**Advance Asbury University as a rigorous Christian liberal arts university that embraces opportunities and addresses emerging challenges in an increasingly complex and globally interdependent world.**

### **A. Promote Christian liberal arts throughout the University.**

	<u>Status</u>
i. Evaluate and align current online model against target audience and its relation to Christian liberal arts mission.	Underway
ii. Review and adjust towards coordinated, coherent progression of rigor/complexity within each academic program to present recognizable components of increasing levels of complexity, intellectual structure, and clear components of liberal arts skills.	Underway
iii. Strengthen Foundations Program.	Underway

**Full Implementation:** Spring 2020

**Primary Leadership:** Provost, Academic Dean, Dean of Adult and Online Learning,  
Liberal Arts Council, Dean of Arts and Sciences, VP of Student Development

#### **Key Activities to Date**

- The course and development process now includes sponsoring individuals and/or departments to respond to new program prompts which have been added to program proposals to stimulate conversation about how the designed curriculum communicates transformative Christian liberal arts learning. The prompt and its ensuing conversation have significant influence on the tenor of discussion leading up to a faculty vote for adopting a program.
- Adult and Professional Studies launched a new online instructor training program that incorporates Spiritual Vitality components into online instructor preparation, which is particularly important for supporting new adjuncts.
- The School of Science Health and Mathematics launched its first fully online program for 2019-20.
- The Foundations Online program has been expanded by an additional five course offerings, which creates more opportunities for online students to explore cross-disciplinary content beyond their chosen academic program.
- Mathematics has revised the MAT 120 introductory courses, offering two courses that move more slowly for students with a weak mathematics background.
- Two new science courses, CHE 106 Forensic Chemistry and CHE 104 Science of Light and Media, are now offered as options within the traditional Foundations program.

**B. Engage society and global responsibility.**

**Status**

i. Cultivate a campus culture of civil discourse, productive conversation, and redemptive action.

Underway

ii. Create a mechanism to plan, manage, and promote events that focus on current challenges in society.

Underway

**Full Implementation:** 2018-19 Academic Year, perpetuating onward

**Primary Leadership:** Dean of Arts, Humanities, & Social Sciences, VP of Student Development

**Key Activities to Date**

- Asbury’s Faith and Culture Series continues. The October 2019 iteration included guest lecture Ed Stetzer on the theme of “Faith and Culture of Outrage.” Three curated conversations and a plenary chapel engaged faculty and students with, “How to bring our best when the world is at its worst.”
- The Joe Pitts Center for Public Policy continues to host campus events including plenary addresses and associated community opportunities such as fireside chat events held at Windsor Manor. Recent highlights include:
  - September 2019: “Did America Have a Christian Founding” with Dr. Mark David Hall
  - October 2019: “Human Trafficking: A National and Local Concern” with Marissa Castellanons
  - April 2019: “Politics, Wordly Achievement, and the Christian Life” with Dr. Elizabeth Corey
  - February 2019: “National Security Implications of Social Media” with David Iglesias.
  - November 2019: “2019 Post Midterm Election Analysis Panel: Kentucky and the Nation” with, Colmon Elridge, Dr. Tom Martin, and Amy Wickliffe

**C. Develop “soft skills” as essential skills.**

**Status**

i. Develop critical thinking, creative visioning, strong communication skills, and collaborative and interdisciplinary learning.	Underway
ii. Strengthen relationship between formal academic work and experiential learning.	Begin this Academic Year
iii. Equip students with ability to articulate essential connection between liberal arts learning and life in the professions.	Begin this Academic Year

**Full Implementation:** Fall 2020

**Primary Leadership:** Provost, Liberal Arts Council, VP of Student Development, Associate Dean of Career and Calling

**Key Activities to Date**

- Each of the schools at Asbury, under Dean leadership, orient toward the development of soft skills by intentional integration within the program curriculum. These efforts include the mock interview Gating process (Education), participation in national competitions such Math Modeling and the Equine Affaire (Science Health and Mathematics), student project development and presentation in the Asbury Marketplace Summit (Business), and the creation and promotion of student film work at the Highbridge Film Festival (Communication Arts).
- Across the institution, Asbury enjoys an ever-widening array of experiential opportunities through academic trips (Paris, Oxford, Middle East, China), internships (corporations, non-profit organizations, public and private schools, government agencies), and cross-cultural activities (missions, service trips, disaster relief efforts).
- The Kinlaw Library has created spaces for group work and faculty/student collaboration through experiential learning, in the spirit of facilitating a variety of student learning styles.
- Communication Arts continues to prepare students for professional media service at the Olympics, ESPN, and on campus. New to 2019-20, the Communication major now requires students to complete three semesters of professional practicum placements.

**Key Activities Scheduled for Implementation**

- With a generous gift from the Koch Foundation, the College of Arts Humanities and Social Sciences is developing the interdisciplinary Center for the Future of Work. This center seeks to explore the relationship between Christian liberal arts and the professions, between work and Christian faith, between technology and liberal arts inquiry, among other areas.

**Key Quantitative Measures**

**General Education Proficiency Assessment**

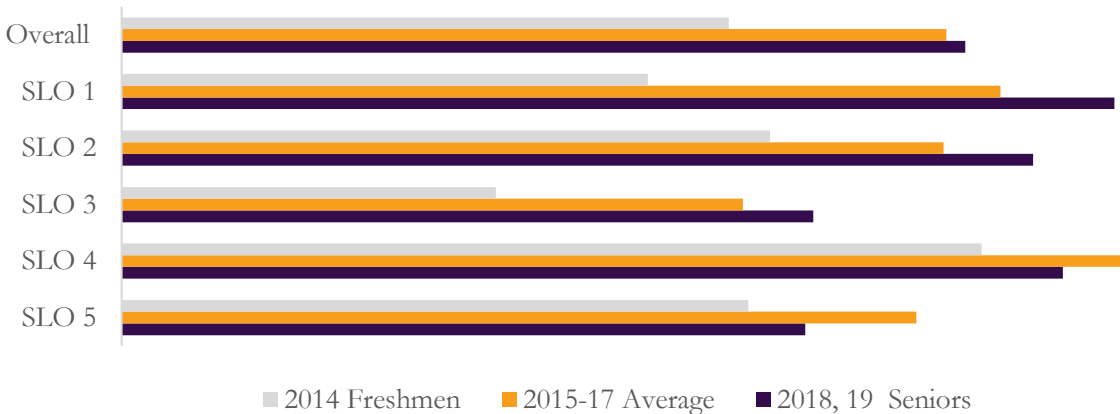
Asbury continues to utilize the internally administered General Education Proficiency Assessment (GEPA). The GEPA exam is delivered annually to freshmen and seniors as an assessment of the five Student Learning Outcomes (SLOs) of the Foundations Program, which are as follows:

- SLO 1 Students will demonstrate Biblical literacy and theological understanding as they inform human life.
- SLO 2 Students will use aesthetic, historic, linguistic, and philosophical forms and expressions to interpret the human condition.
- SLO 3 Students will demonstrate how key concepts from the social and behavioral sciences help to identify and address real-world problems of human persons, communities, and nations, including the origin of such problems.
- SLO 4 The student will demonstrate critical thinking and problem solving through the interpretation and analysis of data.
- SLO 5 Students will use the scientific method to engage in an exploration of the natural world, including a close examination of practices that promote environmental stewardship and personal well-being.

The strategic target of continuous improvement on the GEPA assessment and across the SLOs continues to progress. The 2018, 19 Senior composite mean surpassed the 2015-17 composite benchmark in three of the five SLOs and in the overall mean. Further, growth was realized in cross sectional comparisons of the 2014-16 composite of Freshmen Cohorts and 2018, 9 Senior composite across all SLOs.

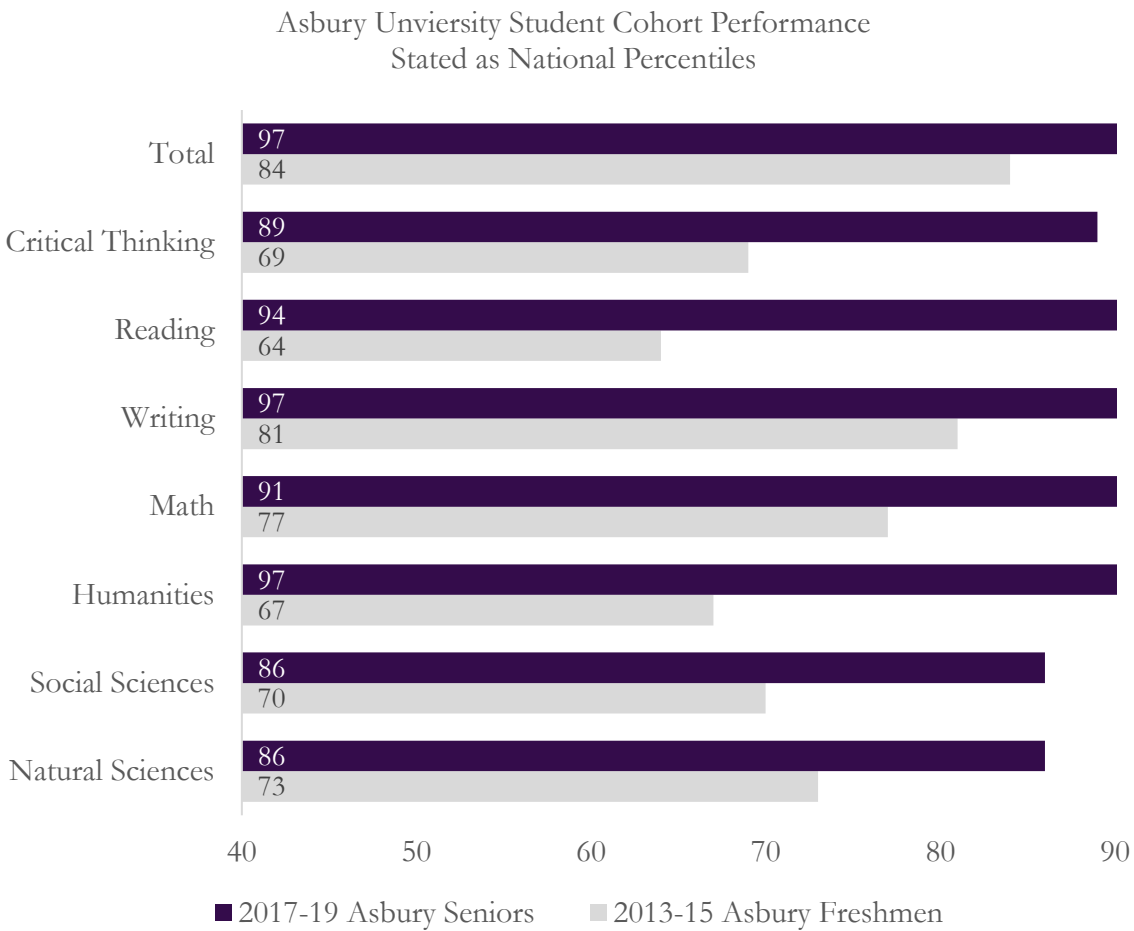
Asbury University General Education Proficiency Assessment			
	2014-16 Freshmen	2015-17 Seniors Average	2018 & 19 Seniors Average
Overall	52.4%	60.4%	61.1%
SLO 1	49.4%	62.4%	66.6%
SLO 2	53.9%	60.3%	63.6%
SLO 3	43.8%	52.9%	55.5%
SLO 4	61.7%	67.1%	64.7%
SLO 5	53.1%	59.3%	55.2%

GEPA: 2018, 19 Seniors vs 2015-17 Average vs 2014 Freshmen



### ETS Proficiency Profile

The externally developed and administered ETS Proficiency Profile (EPP) measures outcomes closely aligned to the Asbury Foundations Program. Additionally, the EPP affords the added benefit of comparison to national norms. Cross sectional comparison of the freshmen cohort and senior cohorts shows strong achievement relative to national scores with Asbury Seniors scoring in the 97<sup>th</sup> percentile overall. Further, in comparing the freshmen mean scores with senior mean scores as a national percentile, increase was seen in the total mean score and in all of the seven sub-scores.



**Initiative II**  
**Deepen identity as a vibrant community of Christian faith and whole-person transformation rooted in the Wesleyan-Holiness tradition.**

**A. Implement spiritual formation plan for the university community.**

**Status**

i. Optimize spiritual growth activities.

Underway

ii. Resource revised spiritual formation plan for GPS students.

Delayed

**Full Implementation:** Spring 2020

**Primary Leadership:** Associate Dean for Spiritual Life, Cornerstone Council,  
 Dean of Adult and Online Learning

**Key Activities to Date**

- Spiritual life is developing an All-Campus Retreat for February 2020, providing a new opportunity to the traditional men’s and women’s retreats.
- The Gather discipleship program is in its second year of providing reflection space and conversation time, aligned with chapel curriculum. An average of 290 students have attended the weekly sessions in their residence halls and commuter spaces this fall.
- The Spiritual Life Worship Intern program began fall 2019 with scholarshipped student sharing leadership of the chapel worship bands.
- After piloting a new program, *Pause: Listening to God* last year, the Center for Career and Calling is fully implementing this program for the 2019-20 school year. Sessions will continue to be offered three times per semester, which guide students through stillness and contemplative prayer. 99 students attended the first quarter *Pause* in September 2019.

**Key Activities Scheduled for Implementation**

- Building upon the success of the *Pause* program, staff will innovate new opportunities to meet the spiritual formation needs of the current student.

**B. Advance understanding and appreciation of scripture and Wesleyan-Holiness theology**

**Status**

i. Pursue thoughtful integration of Wesleyan-Holiness theology for 21st century across the University.

Underway

ii. Create programming to increase Biblical knowledge for students with little or no Biblical literacy.

Underway

iii. Grow students’ affection for Scripture as an integral source of spiritual formation.

Underway

**Full Implementation:** Spring 2020

**Primary Leadership:** Associate Dean for Spiritual Life, Cornerstone Council,  
 Dean of Adult and Online Learning



**Key Activities to Date**

- Spiritual Life has launched the Alpha Film Series, which is a 15-week study and retreat for students exploring and entering the Christian faith and Scripture. 30 students have participated this fall.
- Chapel has adopted a central theme, Encounter, to guide its curriculum. The series is based upon Acts 1:8. A team of five faculty and staff will preach through Acts across the fall semester.
- After launching the Banded Discipleship initiative one year ago, this fall included a Freshman Small Group initiative. Over 30 freshmen signed up for a Surrendered Small Group led by an upperclassmen. These groups are studying the book of Mark. There are 160 students in banded discipleship fall 2019.
- The faculty development program's first-year Lunch & Learn series has instituted two consecutive workshops on our Wesleyan-Holiness tradition. Specifically, the sessions explore how John Wesley synthesized the essential truths of Christian belief into a balanced, biblically sound view of God and His transforming purposes for human life. Within the unity and diversity of this broad Christian heritage, the Wesleyan tradition maintains a “theology of love” rooted in the fundamental tenets of the historic faith.
- The faculty development program Faith & Learning Reading Group is now in its third semester exploring our Wesleyan-Holiness tradition shapes our thinking and understanding about faith, learning and Christian practices in the classroom.

**C. Foster a community conducive to moral and spiritual growth.**

i. Nurture relational campus culture in and beyond the classroom.

**Status**

Begin this Academic Year

ii. Emphasize biblical hospitality as a campus practice and spiritual discipline.

Begin this Academic Year

**Full Implementation:** Spring 2022

**Primary Leadership:** Vice President of Student Development, Associate Dean for Spiritual Life, Associate Dean for Community Life

**Key Activities to Date:**

- Twenty students have requested a faculty or staff spiritual mentor through the mentoring program for fall 2019.
- 44 sophomore student leaders in the Transition and Guidance Program (TAG) continue to support and encourage freshmen during their transition to Asbury.
- Student Development provides weekly Student Wellness Groups, which are counselor facilitated and well attended. These groups provide students with the opportunity to share one another’s burdens as a Christ-centered community and include Serenity (anxiety/stress management skills), Thrive (general issue process group), Emotional Grit (emotional regulation and distress tolerance skills), Chronic Illness support, and Men’s and Women’s Sexual wholeness.

**Key Quantitative Measures**

**Cornerstone Assessment Survey**

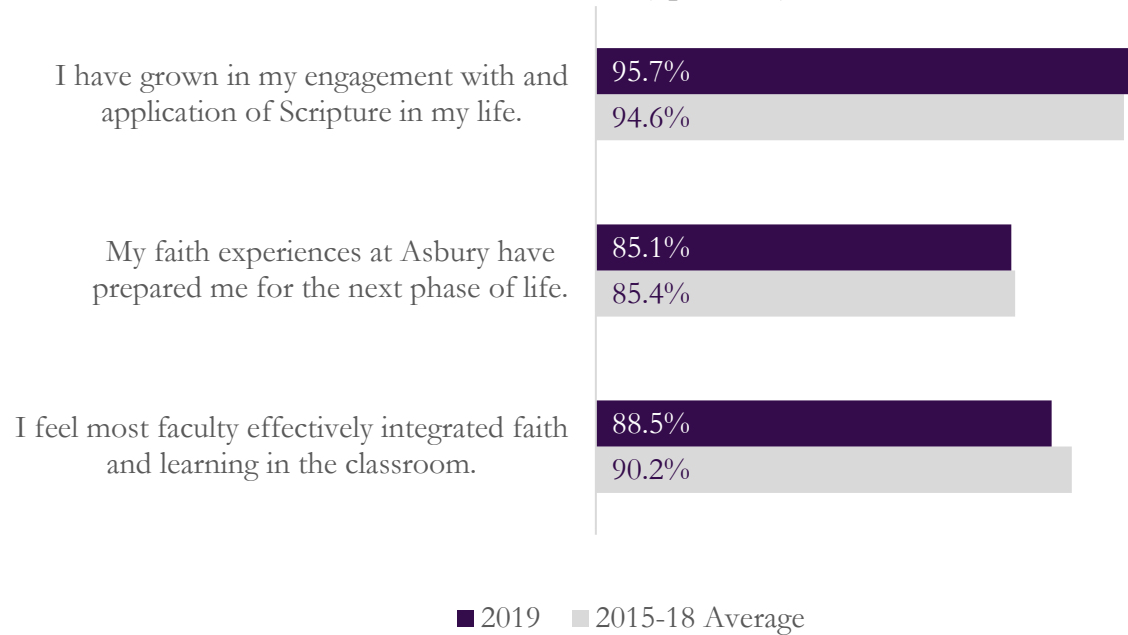
The Cornerstone Assessment Survey (CAS) is an annual campus-based instrument designed to capture student attitudes, beliefs, and practices related to the four Cornerstones of the Cornerstone Project: Scripture, Holiness, Stewardship, and Mission, and the summary category, Christian Formation. Respondents are presented 41 items, each aligning to one Cornerstone, and a concurrent 4-point Likert scale. The specified strategic outcomes measured by the CAS reflect student spiritual formation in their totality and the Cornerstones of Holiness and Scripture specifically. Of the 10 items relating to the Cornerstones of Scripture and Holiness, nine have increased since 2017.

2017-19 Cornerstone Assessment Survey: Holiness & Scripture Items				
	2017	2018	2019	
	Mean	Mean	Mean	
<b>Holiness Composite</b>	<b>2.91</b>	<b>2.95</b>	<b>3.00</b>	
I possess a better understanding of what it means to live a holy life.	3.26	3.26	3.34	
I have acquired a better appreciation for Wesleyan Holiness theology and how it impacts everyday life.	2.83	2.88	2.91	
I have a gained a better understanding for how Wesleyan Holiness theology impacts spiritual growth.	2.81	2.87	2.95	
My theological beliefs are consistent with that of Wesleyan Holiness theology.	2.75	2.78	2.79	
<b>Scripture Composite</b>	<b>3.10</b>	<b>3.16</b>	<b>3.17</b>	
I regularly incorporate daily devotions/quiet time into my life.	2.81	2.88	2.92	
I spend time reading the Scriptures.	2.92	2.99	3.01	
I can more readily apply the truths of the Bible to my daily life.	3.18	3.26	3.28	
I have a working understanding of the content of the Old Testament.	3.27	3.30	3.29	
I have a working understanding of the content of the New Testament.	3.32	3.35	3.31	
I apply Scripture in my daily life.	3.12	3.20	3.19	

### Senior Exit Survey

The Senior Exit Survey is an internal measure of student self-reported growth, satisfaction, and outcomes across a broad array of the institution. In each, students are presented a 4-point Likert Scale of, “Strongly Agree”, “Agree”, “Neutral”, and “Disagree”. The items below are mean scores from the 2015-18 vs 2019 administrations on key outcomes related to student spiritual formation. Strong performance across these items was seen with continued, accelerated growth anticipated as strategic activity related to Initiative II continue to be implemented.

Senior Exit Survey: 2019 vs 2016-18, Key Spiritual Formation  
Item Means (4pt Scale)



### Initiative III

**Cultivate a culturally responsible Christian community that practices hospitality, mutuality, redemptive social action, and grace-filled reconciliation.**

**A. Provide thought- and action- leadership on advancing cultural competency.**

**Status**

i. Communicate importance of cultural and ethnic diversity in spiritual and moral growth.

Underway,  
delivered this  
Academic Year

ii. Assess and develop culturally responsive programs and initiatives to support diversity as crucial aspect of embodied Christian community.

Underway

**Full Implementation:** Fall 2021

**Primary Leadership:** President, AVP of Intercultural Affairs

**Key Activities to Date**

- The Asbury University Theological Statement on Cultural and Ethnic Diversity is in its final stages of review and conversation.
- To advance elements of Initiative III through heightened strategic collaboration, Esther Jadhav, Assistant Vice President for Intercultural Affairs, has been designated an administrator with faculty status. Include within this transition, the Global Engagement Office, with oversight of Cross Cultural Engagement Experience and Study Abroad Opportunities, has been brought under Rev. Jadhav's leadership.
- Eight US ethnic minority and international students continue to serve as mentors in the Jessamine County public schools.
- The Encourage Retreat was launched spring 2019 for all intercultural students, which is designed to assist international, third culture and US ethnic minority students with self and soul care as the minoritized.

**Key Activities Scheduled for Implementation**

- The second annual Embrace Conference will be held November 19-20, 2019 under the theme *Mutuality: Christians and Racial Reconciliation* and based upon Ephesians 4:1-6. The 2018 Inaugural Conference included Christina Edmondson as keynote speaker. 360 students, faculty, and staff attended 2 days of programming including attendees to external campuses.

**B. Create conditions for and model intercultural engagement.**

**Status**

i. Increase knowledge and importance of diversity to advance change that reflects cultural humility.	Underway
ii. Increase faculty, staff, and student representation from under-represented groups.	Delivered Spring 2022
iii. Leverage resources for intercultural awareness and knowledge.	Underway

**Full Implementation:** Spring 2022

**Primary Leadership:** QEP Committee, AVP of Intercultural Affairs, Intercultural Awareness and Development Committee

**Key Activities to Date**

- As a key component of the SACSCOC accreditation reaffirmation process, Esther Jadhav chaired the QEP Committee and led its efforts to develop the new QEP, CCE 150. This new cross-cultural engagement course was presented and approved at Faculty Assembly fall 2019.
- The biweekly Embrace Radio Hour was successfully launched spring 2019 and continues fall 2019. This show brings stories of our intercultural students and their respective cultural and ethnic contexts and seeks to help the campus community grow in its understanding of cultural responsibility.
- The Cultural Mentoring program with faculty is in its third year. Nine intercultural students are serving as cultural mentors to nine faculty members from across the academic disciplines who have self-selected into the program.
- The fall Diversity Dialogue on the topic of Civil Rights: Past, Present and Future was held October 10, 2019, with Dr. Steven Ybarrola of Asbury Theological Seminary presenting.
- The Assistant Vice President for Intercultural Affairs presented a workshop session at the 2019 CCCU Diversity and Inclusion Conference, held at George Fox University, Oregon. The topic of the presentation was *The Role of Theology in Cultivating Cultural Responsibility*.

	<u>Status</u>
<b>C. Develop and maintain conducive environment for experienced equity.</b>	
i. Practice culturally responsive pedagogy.	Underway
ii. Assess and develop analytics for under-represented populations.	Underway

**Full Implementation:** Spring 2022

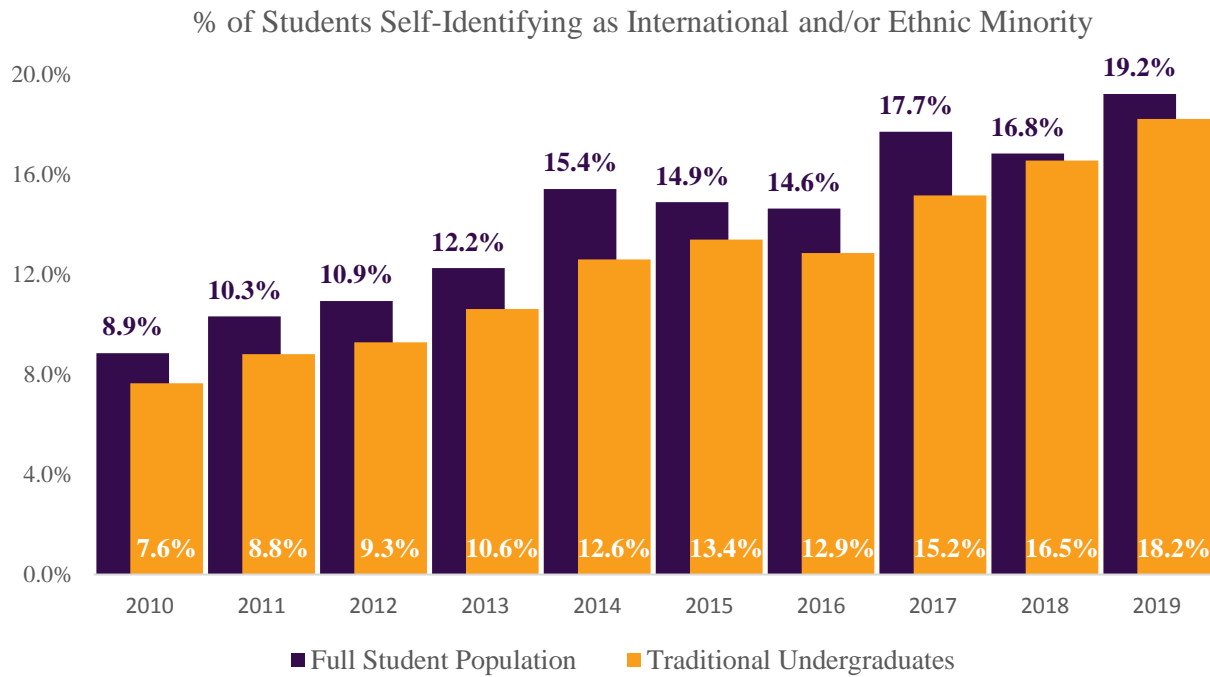
**Primary Leadership:** Intercultural Awareness and Development Committee, AVP of Intercultural Affairs

**Key Activities to Date**

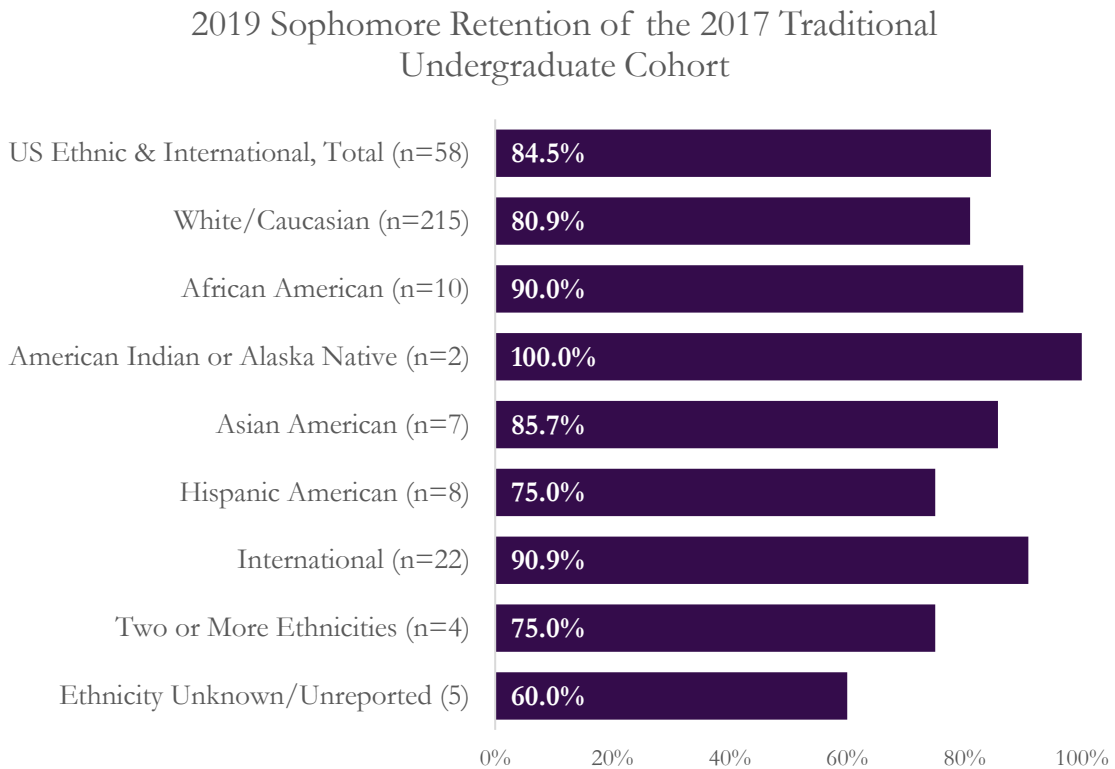
- Enrollment of international and US ethnic minority students continues to trend upward. Current enrollment is at 19.2% compared to 14.6% in 2016.
- Freshman to sophomore retention of international and US ethnic minority students compares favorably to that of Caucasian students. In total, US Ethnic and International traditional undergraduate freshmen were retained at a rate of 84.5% compared to 81.2% for Caucasian students.
- The Intercultural Development and Awareness Committee (IDAC) has encouraged culturally inclusive teaching at Asbury through semesterly faculty workshops over the last two years. Those workshops have prepared the way for programmatic pedagogical development, particularly in the areas of curricular changes and classroom discussion. Launching in Spring 2019, the Peer Collaboration Grant program will provide faculty an opportunity to undertake changes in their classroom with the support of their peer collaborators, resources provided by IDAC, and a shared timeline for change.

**Key Quantitative Measures**

**Ethnic Diversity of the Student Body**



**Traditional Undergraduate Sophomore Retention Rate**



**Initiative IV**  
**Recruit, retain, and develop outstanding teacher-scholars  
committed to academic achievement and student success.**

**A. Promote and enhance faculty and student engagement.**

**Status**

i. Continue to promote undergraduate research.

Underway

ii. Expand mentorship opportunities/enhancements.

Underway

**Full Implementation:** Spring 2020

**Primary Leadership:** Provost, Academic Dean, Liberal Arts Council, VP of Student Development

**Key Activities to Date**

- Internship opportunities for students exist in nearly all academic program areas.
- Science Health and Mathematics has created a biweekly symposium, Research and Refreshments, for students and faculty to present projects and scholarship.
- Communication Arts has created a Writers Group for students, which provides a weekly opportunity to share script and story ideas, to provide peer critique, and to encourage one another.
- The SEARCH Symposium enjoys robust support from students and faculty. This single event has substantially enhanced the culture of student engagement and undergraduate research.
- To facilitate and encourage student and faculty interaction, Asbury Student Congress has maintained a program in which a students can access cafeteria meal passes for the purpose of inviting faculty to share a meal at no direct cost.

**Key Activities Scheduled for Implementation**

- SEARCH will soon be transformed into SEARCH | The Asbury Center for Research. This centralized program office will be located in the new Collaborative Learning Center and is aimed at promoting undergraduate and faculty engagement and research. It will be highly visible, contemporary, artistically curated, forward pointing, and a fully branded space representative of the ideals of the CLC vision of collaboration.
- The Education program is developing two new research courses designed to allow candidates the opportunity to conduct action research in P-12 schools.



## B. Implement a comprehensive faculty development plan.

### Status

i. Achieve sustainable support for faculty scholarship and pedagogical development.

Underway

ii. Design and implement a calendar of deadlines for sabbatical proposals more conducive to advance faculty planning.

Underway

**Full Implementation:** Fall 2019

**Primary Leadership:** Provost, Academic Dean, Faculty Development Committee, Deans Council

### Key Activities to Date

- Asbury recently established a comprehensive faculty development plan. The Vice Provost is leading its further development and implementation.
- Now in its third semester, and with over a quarter of the faculty having participated, the Faith & Learning Reading Group is a gathering meant to stimulate new thinking and understanding about faith, learning and Christian practices.
- The Office of the Provost maintains a list of all faculty, including their academic credentials, rank and years of service, which allows for the eligibility of sabbatical to be monitored. The deadlines and process for sabbatical application is articulated in the faculty manual and is currently under review for clarity.

## C. Develop and refine approaches for recruiting and retaining high-quality faculty.

### Status

i. Identify and address challenges to recruitment and retention.

Begin this Academic Year

ii. Implement measures to cultivate and track AU alumni for careers in higher education.

Begin this Academic Year

**Full Implementation:** Fall 2021

**Primary Leadership:** Provost, Faculty Vice-Chair

### Key Activities to Date:

- Arts Humanities and Social Sciences tracks graduates who have been accepted into graduate programs of study.
- Education is developing a New Teacher conference for summer 2020. Attendees would be Asbury alumni who have been teaching two years or less, with the intention of providing support for their first years of teaching. This program will strengthen our relationship with candidates once they leave Asbury and cultivate interest in higher education careers.
- Communication Arts tracks promising alumni for potential faculty careers, which has resulted in the recruitment of professors Sarah Hogencamp, David Whitaker, and DT Slouffman. The graduate Communication programs have provided substantial help in the creation of a pool of potential faculty.

### Status

## D. Celebrate faculty achievement.

- i. Develop incentives for academic achievement for tenured professors.

Begin this  
Academic  
Year

**Full Implementation:** Fall 2021

**Primary Leadership:** Provost, Academic Dean

### Key Activities to Date

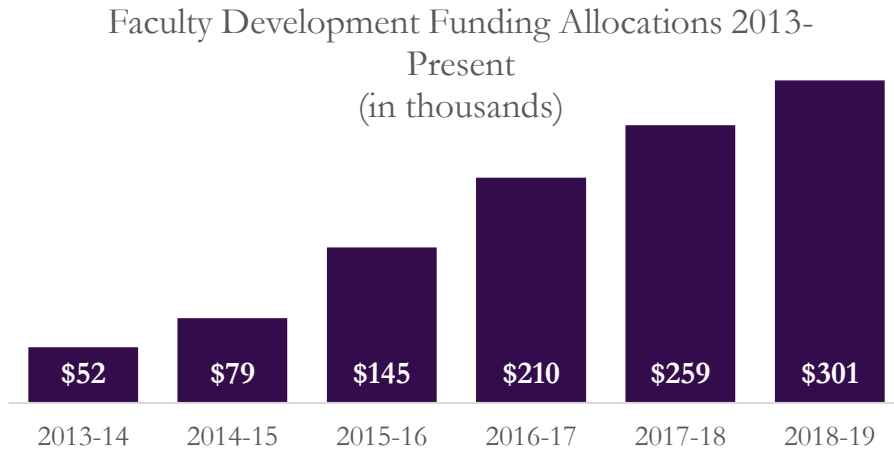
- Now is its third year, the Faculty Scholars at Windsor Manor program celebrates and honors nominated faculty who have demonstrated accomplishments in the areas of scholarship or creative endeavors.
- The SEARCH Symposium now provides an award for the faculty sponsor of each student winner, to highlight and honor the critical relationship of faculty member and student researcher.
- The Liberal Arts Council has submitted a proposal for the distinction of Foundations Professor, to be awarded to a tenured, full professor who has a record of excellence in teaching foundations courses and demonstration of support of the liberal arts. This would be a two year appointment followed by Emeritus status for the duration of the career.

### Key Activities Scheduled for Implementation

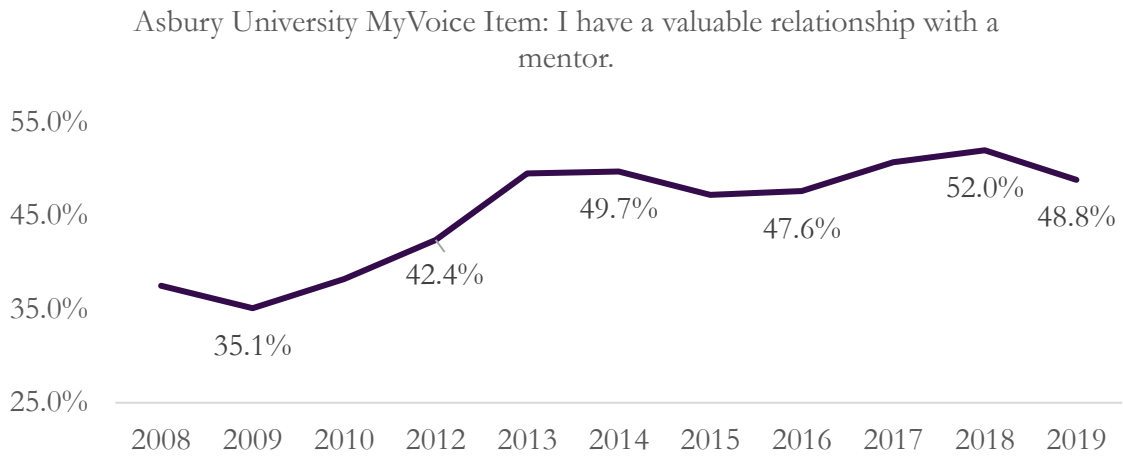
- Science Health and Mathematics are developing a proposal to allow tenured faculty a one-course release every other year to pursue activities such as course development/revision, research, and other forms of scholarship and service.

**Key Quantitative Measures**

**Faculty Development Funding**



**Asbury University MyVoice Survey**



## Initiative V

**Create a culture of business innovation to meet the strategic demands of mission readiness, institutional sustainability, and student affordability.**

### **A. Generate downward pressure on cost of attendance.**

#### Status

i. Implement strategies to reduce average student debt load.

Preliminary work  
has begun,  
Implementation  
by Fall 2020

ii. Achieve Ignited Campaign goal for Scholarship Endowment growth of \$10 million by 2020.

**COMPLETE**

### **B. Foster, fund, and award innovation.**

i. Establish task force charged with incubating and funding innovation.

Begin this  
Academic Year

ii. Increase responsiveness to changing higher education market.

Begin this  
Academic Year

### **C. Implement strategic budgeting, financing and net revenue generation.**

i. Refine budget processes to promote institutional agility and growth.

Begin this  
Academic Year

ii. Achieve desired results from Strategic Alignment Plan consistent with Mission and growth of the University.

Underway

iii. Achieve desired student body size of 1500 TUG, 500 Graduate, and 750 APS.

Ongoing

**Primary Leadership:** VP of Business Affairs, VP of Enrollment Management, VP of Student Development, Provost

#### **Key Activities to Date & Scheduled to be Implemented**

- The administration has been working towards a multi-year budget by beginning to define the parameters and goals of the budget process. A draft is expected in the spring of 2020.
- Work continues to identify expense reductions to achieve the original goals of the strategic alignment plan. Fall enrollments in TUG and APS have grown, but much work remains in order to achieve the enrollment targets in the strategic plan.
- Scholarship endowment growth under the Ignited Campaign has reached \$14.5 million, which is 147% of the \$10 million goal.
- Asbury saw a 15% reduction in federal loans taken out by students between FY 18 and FY 19.

**Initiative VI**  
**Pursue excellence in the development, implementation, and management of systems, facilities, and infrastructure.**

**A. Maximize physical facilities for university functions and opportunities.**

**Status**

i. Realize Ignited Campaign goal for new construction, capital renovation, and program plan implementation.

Fundraising  
Complete Fall  
2020

ii. Update facilities master plan.

Begin this  
Academic Year

iii. Optimize utilization of university facilities.

Underway

**Full Implementation:** Fundraising completed 2020, additional items completed Fall 2019

**Primary Leadership:** Vice President of Business Affairs, Vice President of Advancement

**Key Activities to Date**

- Conference attendance at Asbury University increased for summer 2019 and provided additional revenue. Revenue for the summer of 2019 surpassed \$395k, compared to \$230k in the summer of 2017.

**Key Activities Scheduled for Implementation**

- A review of the institution's master plan is being planned for the fall semester 2019.
- Construction will soon commence on the CLC project as part of the Ignited Campaign.

**B. Improve online student experience.**

**Status**

i. Optimize online facility and capacity.

Underway

**Full Implementation:** Spring 2020

**Primary Leadership:** Dean of Adult and Online Learning, Chief Information Officer

**Key Activities to Date:**

- The Learning Management System has been improved by replacing the video conferencing tool and upgrading the software. This has improved the instructional experience for the online student. The student portal has had several upgrades to improve the student interface. These upgrades include a summary of charges, payments, and financial aid for each term.

**C. Increase capacity and efficiency of internal infrastructure.**

**Status**

- i. Ensure viability of ERP.

Underway

**Full Implementation:** Summer 2020

**Primary Leadership:** Vice President of Business Affairs, Chief Information Officer

**Key Activities to Date:**

- The ERP steering committee continues to meet monthly to identify improvements to the ERP. Recent improvements include an interface that allows students to see payments on their account and financial aid on the same screen. A draft of the degree progress audit is being tested.

**Key Activities Scheduled for Implementation**

- Work on integrating a campus wide room scheduling system in the ERP is being planned.

**D. Identify, hire, and develop outstanding employees committed to supporting the University mission.**

**Status**

- i. Complete compensation benchmarking.

Underway

- ii. Invest in training and development for faculty and staff.

Begin this Academic Year

**Full Implementation:** Fall 2019

**Primary Leadership:** Vice President of Business Affairs, Provost, Director of Human Resources

**Key Activities to Date:**

- The Human Resources Office has completed a salary benchmarking study and is currently reviewing the initial findings. Additional faculty development resource funding has been delayed. Staff development funding is scheduled to begin once faculty funding has been completed.