

ACORNS TO *OAKS* 2029:
PURSUING MISSIONAL EXCELLENCE

Approved April 17, 2026 | Board of Trustees

April 17, 2026

Introduction to *Acorns to Oaks 2029*

We occasionally hear quotes that impact our minds and our hearts differently. They are words that will shape how we see our work and our calling. Words convey meaning and invoke our response as they impact our minds and hearts. Words have power to shape how we see our calling and our work. Particularly, these words, often attributed to Winston Churchill, reminds us that "however beautiful the strategy, you should occasionally look at the results." As we have implemented *Acorns to Oaks: Pursuing God's Preferred Future*, we have been intentional in pausing each year of this five-year plan to assess our progress, steward our responsibilities, recognize God's hand in the journey, and reaffirm our commitment to the path God has set before us. These moments of reflection are not only measures of performance, but acknowledgments of His faithfulness in and through this work.

While it is not possible to capture every milestone, it is both fitting and necessary to pause and recognize the fruit of these efforts. Here are just a few:

1. Record Enrollment
2. Healthier Retention
3. Drama and Ted Russell Center
4. West Campus Commons
5. West Campus Recreational Park
6. Launching of the Office of University Planning and Effectiveness
7. Child Development Lab
8. Missionally-Focused Professional Development
9. Innovative New Degrees for Undergraduate and Graduate Programs
10. Curriculum Assessment Process: Reviewed undergraduate and graduate programs to determine which need redesign, strengthening, or have reached their conclusion
11. Launching of the College of Health Sciences
12. Launching of the College of Professional Studies
13. Ten-Year SACSCOC Reaccreditation
14. Thoughtfully-Defined Mission Statement

These highlights represent only a portion of the progress achieved. Together, they reflect the significant and lasting impact of *Acorns to Oaks* on the meaningful work happening across Carson-Newman.

Another powerful quote, attributed to Pete Johnson, reminds us: "Strategy is not the art of making right decisions. It's the art of consistently creating the future you desire." Our first five-year strategic plan embodied this quote and helped guide our work by calling us to envision and pursue the future God prefers for Carson-Newman. Its primary focus was to establish the programmatic, procedural, and physical infrastructure necessary to support our mission with excellence, conviction, and innovation.

Acorns to Oaks 2029: Pursuing Missional Excellence builds upon that foundation. This strategic plan is an alignment plan that will call us to recommit to and reinforce the missional DNA that will shape Carson-Newman's future. While the first plan created the framework, this plan will deepen our alignment by ensuring that every aspect of the institution reflects and advances our Christ-centered mission.

This strategic plan establishes consistency across our systems and practices. From internal operations and policies to employee onboarding, assessment, and curricular design, each component will be evaluated and refined to faithfully express our mission. *Acorns to Oaks 2029* will shape the historic fabric of the University. This is not a plan to simply extend prior priorities. Carson-Newman will emerge in 2029 with every process, decision, and initiative reflecting the heart of our mission and bearing witness to the Christ-centered purpose that defines us. The essence of this plan is strategy that will sculpt the culture of the institution around our mission. Our work will be hard, but our results will be deeply meaningful and good.

Though this plan is only for three years, its influence will extend to every department, every individual, every process, and every program across the University. It calls us to pursue *Missional Excellence* as a defining commitment and not just an aspirational phrase. It builds on the recently approved mission definition document and the new personnel assessment process, in which an effective employee must be missional, competent, and devoted to our students, who are the focus of our missional commitment. This plan, the mission definitions, and personnel assessment together require a renewed level of intentionality and conviction. The plan itself will challenge each of us to move beyond simply understanding our mission. The ways in which we serve, lead, and teach must be unmistakably aligned with our Christ-centered mission. In carrying out *Acorns to Oaks 2029*, we will be called to higher standards, deeper faithfulness, and a convictional commitment to who we are as a faithful Christian university.

As we become more deliberate, the net effect should be that every person ("Christian educators"), program, policy, and procedure can be assessed on how they "help our students reach their full potential as educated citizens and worldwide servant leaders." This plan will have a transformative impact on the University and, in turn, provide a transformative educational experience for our students, whether in class, chapel, the residence life complex, intramurals, the athletic field, or an administrative office.

We give thanks to Tori Knight, Vice President for University Planning and Effectiveness, planning team leaders Jeana Partin, Rodney Russell, Danette Seale, and Christine Dalton, and the planning teams focused on students, Christian educators, structures and systems, and identity and culture, who shepherded the planning process. We are also grateful for our greater faculty, staff, students, administration, alumni, trustees, and other constituents for their thoughtful consideration and input. This plan reflects their investment in this recommended strategy and their hope that we will see the full impact across the University over the next three years.

Please receive this plan with the acknowledgement that the fingerprints of hundreds of individuals permeate these pages. These people believe in the Mission of Carson-Newman and want Missional Excellence to penetrate our campus community in inspiring and increasingly impactful ways. *Acorns to Oaks 2029: Pursuing Missional Excellence* is offered for your consideration and affirmation with thanksgiving and the hope that you will join us in helping make this a reality.

With Gratitude,



Charles A. Fowler
President


Jehovah Nissi Worship

Our mission as Christian educators is to help our students reach their full potential as educated citizens and worldwide servant-leaders. This strategic plan unites people, programs, and systems around that mission. By strengthening our culture, hospitality, and professional practice, Carson–Newman commits to forming graduates, and a university community, marked by Christlike character and faithful service.

Strategic Goal 1: Cultivate a University-Wide Christ-Centered Culture

Enable students to grow toward their full potential as educated citizens and worldwide servant-leaders by cultivating a Christ-centered culture marked by intentional hospitality, integrity, and care in all relationships and practices.

Key Objectives

I. ***Develop Every Employee as a Christian Educator***

Equip all faculty and staff through onboarding, training, and ongoing formation in biblical integration, servant-leadership, mentoring, and professional Christian practice so they consistently model Christlike character in teaching, service, and daily interactions. Formation will emphasize both faithful scholarship and Christlike character, ensuring that excellence in work flows from obedience to Christ.

A. Equip hiring managers to assess candidates consistently for mission alignment, faith integration readiness, and commitment to Christ-centered service.

1. Develop policy requiring hiring managers to be trained to assess candidates for mission alignment, faith integration, and commitment to Christ-centered service.

Responsible: Human Resources

Indicator: Policy completed and approved in Year 1.

2. Develop training program for hiring managers to help them to assess candidates for mission alignment, faith integration, and commitment to Christ-centered service and how to run an effective employment search.

Responsible: Human Resources, Vice Presidents, and Academic Council

Indicator: Completion of hiring managers training program in Year 1.

Indicator: 100 percent of hiring managers who have open positions in Years 2 and 3 will have completed training in Years 2 and 3.

B. Establish required onboarding courses for staff, faculty, and adjunct faculty that introduce the university's Mission, Vision, and Five Pillars of Purpose; share appropriate expectations, policies, and procedures; clarify expectations for Christ-centered service; and include federally-mandated training modules.

1. Develop and implement staff onboarding program.

Responsible: Human Resources

Indicator: Staff onboarding programs will be developed in Year 1.

Indicator: 100 percent of staff hired in Year 2 will have completed the appropriate training course by the end of Year 2.



2. Develop and implement faculty and adjunct onboarding program.

   Responsible: Academic Council and Human Resources

   Indicator*:* Faculty and adjunct faculty onboarding programs will be developed in Years 1 and 2.

   Indicator*:* 100 percent of faculty hired in Year 3 will have completed the appropriate training course by the end of Year 3.

   Indicator*:* All adjunct faculty hired to teach courses in Year 3, regardless of their length of service to the University, will have completed the appropriate onboarding course by the end of Year 3.

3. Write and publish university-wide hospitality expectations for classrooms, offices, and student-facing services.

   Responsible*:* Task team from representative departments/divisions

   Indicator: Hospitality standards written and distributed in Year 1

   Indicator: Hospitality survey built and tested in Year 2.

   Indicator: Survey students in Year 3, and regularly thereafter, to determine perceptions on hospitality with a goal of most offices and classroom demonstrate visible hospitality practices.

C. Equip faculty and staff to share the Gospel with and to disciple students, other faculty, and staff.

1. Develop voluntary on ground and/or online training in discipleship for faculty and staff as professional development for new and existing employees.

   Responsible: Campus Ministries and other related C-N offices or departments, e.g. Elliff Center, Blevins Institute, and Moser Center

   Indicator: Discipleship training developed either online or on ground by the end of Year 2.

D. Develop an adjunct faculty handbook. and write appropriate policy to require regular review by on-going adjunct faculty.

1. Write an adjunct faculty handbook that standardizes policies, procedures, required syllabus expectations (e.g., attendance, late work, and communication) and includes essential institutional information.

   Responsible: Academic Council and Human Resources

   Indicator*:* Completion of adjunct handbook in Year 2.

2. Develop a policy requiring initial training for adjuncts on the adjunct handbook and annual review of the handbook by continuing adjuncts.

   Responsible: Academic Council and Human Resources

   Indicator*:* Approval of adjunct handbook review policy in Year 3.

II. ***Establish Shared Practices that Shape Christian Community***

Implement university-wide faith practices (chapel, prayer, Bible study) to cultivate habits of worship, prayer, engagement with Scripture, and fellowship that sustains vitality across the university.

A. Develop employee policy to allow regular employee participation in spiritual formation opportunities across the university.

   Responsible: Learning Community and Operations Community

   Indicator*:* Employee policy completed and approved in Year 2.



B. Offer employee Bible or book study opportunities annually.

Responsible: Academic Council and Learning Community

Indicator: List of at least one employee Bible or book study/devotional opportunity per division annually in Years 1 through 3.

III. ***Promote a Culture of Grace, Truth, and Beauty through Professional Excellence***

Clarify mission-based expectations for conduct and accountability that foster Truth, Beauty, Goodness, and excellence across all university environments.

A. Review C-N faculty and staff awards for alignment with mission.

Responsible: Operations Community

Indicator: Review of awards completed Year 2; Necessary revisions completed Year 3.

B. Offer ongoing, regular training and mentoring opportunities that equip employees to integrate faith, Christian purpose, and servant-leadership into their teaching, work, and interactions across the university.

Responsible: Learning and Operations Communities

Indicator: List of regular training and mentoring opportunities over Year 1, Year 2, and Year 3.

Indicator: Roster of attendees to a sample of opportunities Year 1, Year 2, and Year 3.

C. Create a mission-centered care framework that articulates shared values and care practices, establishing clear expectations for hospitality, respect, fairness, and compassion across faculty, staff, students, and families.

Responsible: Task team from representative departments/divisions (C and D)

Indicator: C-N care framework completed in Year 1.

D. Establish a training module for the onboarding process and for professional development for existing employees describing the C-N care framework that outlines relational practices for faculty, staff and student interactions.

Responsible: Task team from representative departments/divisions (C and D)

Indicator: Framework training module included in the onboarding course built for all new employees in Year 2.

Indicator: 100 percent of employees will have completed a training module on C-N care framework by the end of Year 3.

E. Establish annual professional formation workshops in areas of practice, for example: Christ-centered communication, practicing grace through difficult conversations, ethical decision-making, writing skills, public speaking, and hospitality.

Responsible: Human Resources

Indicator: List of at least two professional formation workshops in each of Years 1 through 3.



Strategic Goal 2: Integrate Mission through the Entire Student Experience.

Ensure that students experience a coherent and compelling Christian identity across academics, co-curricular life, relationships, and institutional systems.

Key Objectives

I. ***Embed Christian Mission in Academic Programs***

A. Review the core curriculum and academic programs to ensure or to establish clear alignment with C-N's mission, servant-leadership outcomes, transferable skills, and responsible stewardship.

1. Revise required forms for approval of new academic programs to include curriculum maps that require purpose statements, goals, and objectives that specifically align with mission.

   Responsible*:* Institutional Effectiveness

   Indicator*:* New forms completed In Year 1.

2. Review all major academic programs, to confirm responsible stewardship by calculating current net revenue of operation for each program.

   Responsible*:* Institutional Research and Academic Council

   Indicator*:* Report for each school providing revenues, expenses, and net revenues for each academic program in Year 2.

3. Provide training to program directors in writing program learning goals and course learning objectives to include mission-centered goals and objectives.

   Responsible*:* Institutional Effectiveness and Center for Teaching and Learning

   Indicator*:* At least two training sessions for learning goals and objectives in Year 1.

4. Review and revise as necessary all academic program learning goals, including the Liberal Arts Core, to ensure that each program includes learning goals that clearly align with the mission, offer opportunities for servant-leadership, and articulate transferable skills appropriate for the academic program. *(Reference 2.II.A.3)*

   Responsible*:* Academic Council and Department Chairs

   Indicator*:* Review report submitted to the Provost by the end of Year 2.

5. Review and revise as necessary course student learning objectives and/or coursework in each academic program to ensure that course learning objectives support the student learning goals of the academic program.

   Responsible*:* Academic Council and Department Chairs

   Indicator*:* Review report submitted to the Provost by the end of Year 3.

II. ***Strengthen Faith-Integrated Teaching and Learning***

A. Support faculty in embedding biblical worldview and Christian purpose into pedagogy, curriculum design, and assessment and share exemplary mission-aligned practices.

1. Develop a peer-sharing or light peer-review process for faith integration practices across departments.

   Responsible: Center for Teaching and Learning

   Indicator: At least one interdepartmental faith-integration workshop in Year 1, Year 2, and Year 3.

   Indicator: Repository of exemplary mission-integrated syllabi and assignments developed by Year 2.



2. Build a library of Biblical worldview and Christian pedagogy related resources for faculty and raise awareness of scholarships in this field.

   Responsible: Center for Teaching and Learning and Dean of Library

   Indicator: Library of resources available in Library by Year 3.

3. Include training for adjunct faculty in integrating a biblical world view and the assessment of such in the adjunct onboarding training.

   Responsible: Center for Teaching and Learning

   Indicator: Training included in adjunct onboarding course in Year 2. *(Reference 1.I.B.)*

III. ***Advance Holistic Advising and Mentoring***

A. Implement intentional and coordinated advising and mentoring that addresses students' academic, spiritual, personal, and vocational development through collaboration among faculty, Student Success, Athletics, Campus Ministries, Residence Life, and Student Experiences.

1. Provide cross-divisional training to embed a Christian Character & Calling coaching process into advising practices to support integrated student goal setting and coordinated mentoring across university partners.

   Responsible: Student Success

   Indicator: Training provided in Year 1.

2. Map each major academic program using the university curriculum map and require at least one learning objective to be mapped to each missional phrase. *(Reference 2.I.A.)*

   Responsible: Student Success and Institutional Effectiveness

   Indicator: 100% of academic major programs submit updated curriculum maps aligned to mission definitions by end of Year 3.

3. Develop or revise purpose statements for each degree program that are missionally aligned and integrate them into academic advising to guide students in aligning learning pathways with Christian character development and vocational goals.

   Responsible: Academic Council and Student Success

   Indicator: Purpose statements developed in Year 1.

   Indicator: Purpose statements integrated into advising and printed in Academic Catalog in Year 2.

4. Provide mentorship opportunities for faculty desiring more intentional training in Christ-centered mentoring.

   Responsible: Academic Council and Student Success

   Indicator: List of faculty training opportunities offered and enrollees in attendance at each opportunity in Year 1, Year 2, and Year 3.



IV. ***Enhance Co-Curricular Formation***

A. Strengthen residence life, athletics, Campus Ministries, clubs, and CLW to intentionally form Christ-centered servant-leaders through relationships, service, and daily practices of integrity and care.

1. Provide initial and ongoing training in mentoring, servant-leadership, and sharing the gospel message to staff in residence life, athletics, Campus Ministries, and clubs.

   Responsible: Campus Ministries

   Indicator: Inclusion of training during onboarding for new staff in residence life, athletics, Campus Ministries, and student services In Year 2.

   Indicator: List of training opportunities and attendees at each training in Year 2 and Year 3.

2. Ensure that graduate assistants and student leaders engage in training in peer mentoring, servant-leadership, and sharing the gospel message prior to or early in their leadership assignments and provide such training.

   Responsible: Campus Ministries, Student Services, and Academics

   Indicator: Policy approved in Year 1 and implemented in Year 2.

   Indicator: List of training opportunities and numbers of attendees at each opportunity in Year 2 and 3.





Strategic Goal 3: Establish and Strengthen Pathways to Help Students Reach Their Full Potential as Educated Citizens and Worldwide Servant-leaders.

Equip students to follow Christ, discern God's calling on their lives, and prepare to serve faithfully through vocations that express love for God and neighbor.

Key Objectives

I. ***Develop Students to Discern and Fulfill God's Calling***

A. Provide intellectual and spiritual discipleship opportunities to help students understand that God has a plan for their future (calling) and that they hold the responsibility to equip themselves through their Carson-Newman educational experience so that they may walk in His plan and experience it to the fullest.

1. Develop teaching content on calling and purpose for use in early coursework within a major, a framework for responsible adoption of the content and a list of the course(s) in each major program in which the content will be included.

   Responsible: Student Success and Academic Council

   Indicator: Content written in Year 2.

   Indicator: List of courses in which content will be included in Year 3.

2. Develop a concise institutional message for students (e.g. "God has a calling for your life. Your responsibility is to steward your education so you are prepared to walk in it."). Ensure the institutional message on calling is embedded in first year experiences, including LA 103 and orientation, and carried through to senior capstone courses. (Ephesians 2:10)

   Responsible: Student Success and Academic Council

   Indicator: Institutional message written in Year 1

   Indicator: List of locations/courses/systems where Institutional message is included in Year 2.

3. Consider and execute a public acknowledgement of preparation for calling at orientation and commencement, e.g. a commissioning prayer.

   Responsible: Executive Leadership and Academic Council

   Indicator: List of public acknowledgements by Year 3.

4. Create an annual chapel series and/or Bible study on vocation and purpose for students to explore calling and vocation to be offered in Fall semesters.

   Responsible: Campus Ministries

   Indicator: Chapel series and/or Bible study offered in Year 2 and Year 3.

5. Establish a longitudinal student formation assessment procedure to be administered in the entering student seminar or course each academic program's initial course (e.g., LA 103, HUM 101, etc. for undergraduate programs or the first course in graduate programs) and in the capstone courses for each academic program that will assess effectiveness of student formation activities and guide improvements.

   Responsible: Institutional Effectiveness and Student Success

   Indicator: Assessment chosen by Year 2.

   Indicator: Assessment implemented in Year 3.

II. ***Support Students in Considering Vocation and Calling***

A. Provide personalized career and life-design planning framework for students beginning in the first year and integrate vocation and calling into upper-division coursework across disciplines.

1. Create and embed a required first-year vocational reflection experience in academic program's initial course and in orientation activities that introduce calling, strengths, and life-design planning.

   Responsible: Student Success, Director of LA 103, Academic Council

   Indicator: Reflection and orientation activities developed in Year 1.

   Indicator: Reflection and orientation activities and included in academic program's initial course and Orientation in Year 2.

2. Train faculty advisors in each academic department to help students consider calling, strengths, and life-design planning.

   Responsible: Student Success

   Indicator: List of training sessions completed for each academic department in Year 1.

3. Develop a culminating vocation-focused assignment into each major's capstone course.

   Responsible: Student Success and Academic Council

   Indicator: List of assignments developed and their expected outcomes in academic department in Year 1.

   Indicator: Summary of outcomes from vocation-focused assignment in Year 2.

4. Develop a servant-leadership minor academic program.

   Responsible: Center for Community Engagement and Academic Council

   Indicator: Servant Leadership minor program developed and approved by Year 2.

   Indicator: First courses in Servant Leadership minor program in Year 3.

III. ***Encourage Practical Learning Opportunities for Students***

A. Expand internships, practicums, job-shadowing, and applied learning opportunities connected to majors and career pathways.

1. Compile a list of academic programs requiring an internship, clinical or field experience, practicum, job shadowing, or service-learning requirements.

   Responsible: Student Success

   Indicator: List of required internships, job shadowing, and applied learning opportunities connected to academic programs completed in Year 1.

2. Build employer and community partnerships by creating a regional advisory employer council.

   Responsible: Student Success and Academic Council

   Indicator: Regional Council created and holds first meeting in Year 2.

3. Establish a database of vetted internship, practicum, job-shadowing, and applied learning sites that emphasize skills, supervision, and meaningful work.

   Responsible: Student Success and Internship Coordinator

   Indicator: Database established in Year 3.

B. Increase mission-driven service opportunities tied to academic programs, enabling students to apply their learning in service to others and the common good.

1. Compile a list of year-round, mission-driven service opportunities for each academic department and/or major academic program.

   ***Responsible**:* Center for Community Engagement and Academic Council

   ***Indicator**:* List compiled in Year 1

2. Study the potential for service opportunities academic department.

   ***Responsible**:* Center for Community Engagement and Academic Council

   ***Indicator**:* List of embedded service opportunities compiled in Year 2.





Strategic Goal 4: Create Processes, Procedures and Systems that Equip and Encourage Students, Faculty, and Staff to Align with Mission and to Work with Professional Excellence

Support students with institutional structures that consistently reflect Christ-centered values, hospitality, and good professional practice.

Key Objectives

I. ***Strengthen Policy and Procedure Stewardship and Integrity***

A. Develop a unified, accessible policy repository with clear lifecycle processes, annual review, defined ownership, and mission-aligned governance to promote fairness, clarity, and Christlike compassion.

1. Inventory all existing policies and procedures, including university, division, department, and program policy and procedures.

   Responsible*:* University Planning and Effectiveness and Operations Community

   Indicator*:* Completed inventory of all existing policies in Year 1.

2. Audit all existing policies and procedures, including university, division, department, and program policy and procedures, for outdated or conflicting language, lack of defined ownership, and missing policies. Revise as necessary.

   Responsible*:* University Planning and Effectiveness, Operations Community, Academic Council

   Indicator*:* Completed audit report to University Leadership Team in Year 2.

3. Determine where additional policy or procedures may need to be written and assign responsibility to write.

   Responsible*:* University Planning and Effectiveness, Operations Community, Academic Council

   Indicator*:* Report on additional necessary policy and plan for developing policy in Year 2.

   Indicator*:* Necessary policies written and approved in Year 3.

4. Develop or identify an ongoing collaboration mechanism for policies, procedures, or processes that require the involvement of multiple offices.

   Responsible*:* University Planning and Effectiveness and Operations Community

   Indicator*:* Collaboration mechanism identified in Year 1.

5. Recommend a plan to build a policy and procedure repository that is unified, accessible, and easily searchable using appropriate technology and based on best practices.

   Responsible*:* University Planning and Effectiveness and Operations Community

   Indicator*:* Policy and procedure repository plans written and approved in Year 2.

   Indicator*:* Policy and procedure repository plans implemented in Year 3.

6. Develop and implement appropriate plan to communicate information regarding existing and new policies and procedures.

   Responsible*:* University Planning and Effectiveness and Operations Community

   Indicator*:* Policy communication plan written and approved in Year 2.

   Indicator: Policy and procedures communication plan implemented in Year 3.

II. ***Establish Mission-Centered Communication Practices***

A. Create a centralized framework for external communication that reflects the University's Christian identity, ensures accurate, timely, hospitable communication to students, employees, and families, and supports trust and student success.

1. Develop a data crosswalk to create intentionality with targeted external audiences and complement communication practices.

   Responsible: Marketing and Communications

   Indicator: Data crosswalk and complement communication practices completed in Year 2.

2. Leverage technology, such as Ellucian Experience, to provide a centralized student mobile application hub that simplifies access to resources and strengthens engagement across the student experience.

   Responsible: Marketing and Communications, Student Success, and Academic Council

   Indicator: Mobile app for students implemented in Year 2.

3. Study technology options to serve parents and guardians with excellence while maintaining appropriate compliance with FERPA and implement appropriate options.

   Responsible: Marketing and Communications, Student Success, Student One Stop and Academic Council

   Indicator: Complete study of and make recommendations for parental communications options in Year 1.

   Indicator: Implement recommended parental communications options in Year 3.

B. Strengthen internal institutional communication systems and practices to promote clarity, trust, transparency, and collaboration across faculty, staff, and students.

1. Complete a communication audit that identify gaps in communication structures, preferred communication channels, and mapped communication flows.

   Responsible: Marketing and Communications

   Indicator: Completed communication audit in Year 1.

2. Review and improve communication policy establishing communication channels and responsibility for each type of communication, including crisis, emergency, policy, events, reminders, and other necessary communications.

   Responsible: Marketing and Communications, Academic Council, Operations and Learning Communities

   Indicator: Approved communication policy in Year 1.

3. Develop marketing approved communications guide including standards of communications to create a sense of community and hospitality.

   Responsible: Marketing and Communications

   Indicator: *Communication* guide developed, approved and disseminated in Year 2.

4. Develop a data crosswalk to create intentionality with targeted internal audiences, i.e. online versus main campus, and complement communication practices.

   Responsible: Marketing and Communications, Academic Council, Learning and Operations Communities

   Indicator: Data crosswalk and complement communication practices completed in Year 2.

5. Review data workflow options between departments for greater efficiency rather than relying on email to inform our daily work allowing email to be more customer centric focused.

   ***Responsible**:* Student One Stop, Learning and Operations Communities

   ***Indicator**:* Workflow review report with recommendations for improvement completed in Year 1.

   Indicator: Data workflow recommendations fully implemented by Year 3.

6. Evaluate enterprise versions of platforms already available and in use for texting and available chatbot features for communications between people and departments, so information is available 24/7, and handoffs are seamless to students and parents while providing faculty and staff with history and analytics.

   ***Responsible**:* Student One Stop, Learning and Operations Communities

   ***Indicator**:* Evaluate enterprise platforms in Year 1.

   Indicator: Enterprise platform for communications between departments in place and effectively used by Year 3.

7. Network information monitors such as Smart TVs in prominent locations around campus to share information and designate a person responsible for broadcasting emergency messages as well as timely campus-wide messages in addition to the specific messaging based on the location of the monitor.

   ***Responsible**:* Marketing and Communications

   ***Indicator**:* Networked Smart TVs in at least 5 locations across campus with live feeds by Year 3.

III. ***Evaluate and Steward Technology Strategically***

A. Review and assess technologies for effectiveness, integrity, financial sustainability, and alignment with the university's mission.

1. Establish a cross-functional Technology Governance Council, led by Executive Leadership and IT with representation from finance, academic and administrative departments, to conduct annual reviews of technology systems, recommend priorities, and steward resources through a mission-aligned, multi-year technology plan.

   ***Responsible**:* University Leadership Team

   ***Indicator**:* Technology Governance Council established in Year 1.

2. Review leadership roles, reporting structures, and decision-making processes to clarify ownership of technology strategy, elevate technology priorities across divisions, and ensure institutional accountability for technology infrastructure, cybersecurity, and digital transformation.

   ***Responsible**:* Senior Leadership Team

   ***Indicator**:* Review completed in Year 1.

3. Contract with an outside firm to conduct a business audit of effective usage of existing technological systems, to recommend enhancements or discontinuation, and staff training needs required to maintain systems to serve our students with excellence.

   ***Responsible**:* Senior Leadership Team

   ***Indicator**:* Contracted work completed in Year 2.





MISSION

Our mission as Christian educators is to help our students reach their full potential as educated citizens and worldwide servant-leaders.

VISION

We will be the Christian liberal arts-based university of choice in the Southeast for education and service.

IDENTITY

Carson-Newman University is a Christian, liberal arts-based University, built upon the Lordship of Jesus Christ as evidenced historically and revealed in the Scriptures and affiliated with the Tennessee Baptist Convention. Carson-Newman is committed to providing a Christ-centered educational experience that is dedicated to expressing Truth, Beauty and Goodness in service to the Appalachian region and beyond as an extension of the Kingdom-focused ministry of the Church.

CARSON-NEWMAN

A CHRISTIAN UNIVERSITY