



**We Shall Achieve:  
Critical Partnerships – A Pathway to  
Excellence**

**The Strategic Planning Report of  
The University of Tennessee at Chattanooga  
2008 - 2013**

**November 14, 2007**

<b>Table of Contents</b>
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Introduction .....	1
Planning Assumptions.....	3
Institutional Vision, Mission, Core Values .....	5
Metropolitan Universities, Carnegie Doctoral Research Intensive Institutions and Carnegie Community Engagement Institutions: Definitions, Concepts, and Philosophies .....	6
The Planning Context: Challenges and Opportunities .....	9
The University of Tennessee at Chattanooga Strategic Plan .....	12
Strategic Direction/Goal.....	12
Strategic Initiative: Partnerships for Students [Teaching & Learning] .....	13
Strategic Initiative: Partnerships for Education and Research .....	17
Strategic Initiative: Partnerships for Diversity .....	19
Strategic Initiative: Enabling Partnerships .....	22
Conclusion.....	27
Appendices .....	28
Appendix A: University Planning Council Members .....	28
Appendix B: Task Force Members .....	30
Appendix C: Chattanooga Region Demographics.....	34
Appendix D: Carnegie Community Engagement Institution Classification Criteria.....	35
Appendix E: List of Measurable Outcomes .....	45
Appendix F: Presentations and Discussions of the Strategic Planning Draft.....	55

## Introduction

For almost 125 years, The University of Tennessee at Chattanooga (UTC) has served this region's educational, cultural, and economic development needs. A strong relationship between the campus and the community reaches back to our inception as a university. In 1872, a group of Chattanoogaans approached the Methodist Episcopal Church about opening an institution of higher education in Chattanooga. With support from the Freedman's Aid Society of the Methodist Episcopal Church, our campus was founded in 1886 as Chattanooga University, a private, liberal arts and professional institution. By the turn of the century, the campus boasted both medical and law schools, as well as a school of theology. Over the years, the curriculum was expanded to include more professional programs, including master's degree programs, and summer and evening classes were added to accommodate not only the full-time students but also a growing number of Chattanoogaans who attended part time. Through multiple names, changes in affiliation, and consolidations with other institutions, the town and gown partnership between Chattanooga and this campus has been maintained. Likewise, those curricular foundations that balance a strong emphasis on the classic liberal arts with top quality professional preparation remain important to our curriculum today. Over the years, we have built upon that foundation and adapted to the changing needs and influences of our community.

As the campus considers how best to meet the 21st century needs of our state and region, we must draw upon all available information and resources to develop a strategic direction that will carry the campus into the future. The University of Tennessee System strategic plan offers broad and appropriate direction in areas of student success, student access, outreach, globalization, economic development, and research. This strategic plan for UTC incorporates components of the University of Tennessee strategic plan and provides a framework for how campus directions are defined and how operations may be implemented.

### Overview

The UTC strategic plan emphasizes specific directions and opportunities that are critical to our future success and will help to make UTC "distinctive." The plan's goal is to serve as a guide in our pursuit of excellence for the next five years. The plan is not designed to be all things to all people, but to act as a guide to prioritize actions of highest strategic importance to the university.

While the institution excels at many things, the plan focuses energies and resources on those actions that will make UTC stand apart from our competition. In particular, the plan is designed to build and expand on critical, collaborative partnerships to provide an excellent education for our students.

### Process

The most recent efforts related to a strategic planning process occurred in 2003, when then-Provost John Friedl developed an Academic Strategic Plan.<sup>1</sup> In 2004, a Mission Review Task Force, under the direction of Dr. Marvin Ernst, was formed that concentrated on revising the

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<sup>1</sup> The draft report is available at <http://www.utc.edu/Administration/AcademicAffairs/UTCAcademicStrategicPlan.pdf>

University's mission statement. Neither effort produced fully implemented results. In response to changes (and challenges) at UTC in recent years, Chancellor Roger Brown believed it was necessary to "examine the governing ideas, the environmental factors, and the areas of distinction that will provide the framework for UTC's progress." Thus was the genesis of the Strategic Planning Initiative.

The current strategic planning process commenced in the spring of 2007. The chancellor identified co-chairs, Drs. Karen Adsit and Charles Nelson, for the process and several committees and groups were formed: a University Planning Council, a Governing Ideas Task Force, an Environmental Scan-Driving Forces Task Force, and a Distinctiveness Task Force (see Appendices A & B). The Chancellor also identified a series of planning assumptions that would be used as the primary framework and launching pad for the strategic planning effort (see page 3). Aided by the input gathered through an online survey and open meetings, the Task Forces completed their reports in May 2007. The University Planning Council (UPC) held a day and a one half day retreat in late May/early June to formulate strategic goals and initiatives. Subsequently, a Strategic Planning Steering Committee, consisting of the co-chairs of the University Planning Council, the co-chairs of the three task forces, the Executive Assistant to the Chancellor, and the Assistant Chancellor for University Relations, worked through the summer of 2007 to complete the draft copy of the plan based on the efforts of the University Planning Council. That draft was reviewed in August 2007 by the UPC, revised and then subsequently presented at open forums and administrative, academic and student groups to seek input from faculty, staff, students, administrators, and community members. In addition, information and ideas were collected online. These responses were incorporated by the Strategic Planning Steering Committee in the completed Strategic Plan to be formally presented to the university community on November 28, 2007.

## Planning Assumptions

The following planning assumptions were outlined by the Chancellor before the Strategic Planning process was initiated.

1. The Strategic Plan will address the period 2008-2013. However, the Plan must be flexible enough to permit UTC to take advantage of emerging opportunities and to adapt to a changing environment. Systematic reviews of the Strategic Plan will occur every three years during the implementation period.
2. UTC is a metropolitan university in a state university system. The word “metropolitan” is not a geographical designation. Rather, it is a philosophical approach to higher education that indicates our commitment to educate students who will live, work, create, and contribute to metropolitan communities anywhere in the world. More specifically, UTC students, faculty, and staff will see the community as a learning laboratory, as a partner in the teaching, learning, research, and economic development enterprises. The designation of “metropolitan” gives us a distinctive mission and clear set of guiding principles within the larger UT system and within American higher education.
3. UTC students will receive an excellent liberal education through our foundation curriculum in the fine arts, humanities, social sciences, science, and mathematics. Science, mathematics, and technology literacy is a goal for all UTC graduates regardless of major or field of study.
4. UTC students will have available to them a choice of high-quality, state-of-the-art professional and graduate programs. These programs will be closely partnered with business, industry, and other institutions so that they remain current and relevant to the needs of the metropolitan community locally and globally.
5. Higher education in the Chattanooga region and in the United States is a more competitive enterprise than at any time in our history. Therefore, UTC will seek competitive advantage through excellent teaching, sustained high quality in research and community service, and through our contributions to economic development that raise the quality of life for all of our constituents. We will systematically publicize our distinctiveness and our success in media reports, campus publications, scholarly journals, and targeted advertising.
6. UTC seeks to grow in student enrollment through focused, planned enrollment management practices. Growth will be moderate and steady so that we can secure adequate fiscal and capital resources, and develop challenging and meaningful programs, degrees, and support services.
7. Diversity in all of its manifestations will continue to be a core value and a distinguishing characteristic of UTC. We will strive to recruit and retain a diverse student body, a diverse faculty, and a diverse staff in order to serve all of the citizens of our community, our region, and our state.
8. Diversity at UTC will include the opportunity to study, live, and work in cultures different from the student’s or faculty member’s own culture. We will develop and enhance international programs for students, faculty, and administrators.

9. UTC's Strategic Plan will complement and further the University of Tennessee system Strategic Plan. Therefore, included among our strategic goals will be the UT strategic goals of student access and success, research and economic development, and outreach and globalization. As with the UT Strategic Plan, the UTC Plan will include measurable objectives and benchmark measures by which we will monitor progress, refine the strategies, and constantly improve UTC's performance and service to our students.
10. Technology is both a means and an end of UTC educational programs. It is a "means" because we will employ the latest proven technologies to achieve our strategic objectives in teaching and learning, research, community service, and economic development. It is an "end" because we will prepare students who will pursue professional careers in emerging technologies that hold the promise for improving lives and enhancing productivity in the 21st Century.
11. UTC will demonstrate its commitment to employees through fair and equitable compensation, benefits, and working conditions. We will strive to develop and maintain a collegial, mutually respectful, and professionally rewarding environment for all employees.
12. UTC faculty and staff will incorporate into our culture a strategic planning mentality. That is, we will continuously survey our changing higher education environment, adapt our tactics and methods to be most successful, and measure our efforts so that we learn and improve as a university community.
13. State appropriations will remain relatively flat in their proportion to the total UTC budget. Therefore, we will aggressively seek foundation and federal government support, as well as private grants and gifts, to allow UTC to provide an outstanding, distinct, and relevant university education to our students.
14. UTC athletic programs will continue to be an integral part of the campus experience. We will emphasize teamwork, leadership skills, ethical decision-making, and individual responsibility in all scholarship and intramural sports.

## **Institutional Vision, Mission, Core Values**

The Governing Ideas Task Force was charged with reviewing the current institutional vision, mission, and core values. The result of their careful deliberations was then reviewed by the University Planning Council, the Strategic Planning Steering Committee, and the campus community. The outcome of that process is presented here.

### **Vision**

The University of Tennessee at Chattanooga will be recognized as a premiere metropolitan university, known for its outstanding undergraduate and graduate academic programs, scholarly and creative achievements, diversity and inclusiveness, and critical partnerships that take advantage of our setting to provide solutions to global concerns.

### **Mission**

The University of Tennessee at Chattanooga is an engaged, metropolitan university committed to excellence in teaching, research, and service, and dedicated to meeting the diverse needs of the region through strategic partnerships and community involvement.

### **Core Values**

In fulfilling our mission, we are committed to our core values:

#### **Preparing for the Future**

- The development of ethical and socially responsible leaders, professionals, scholars, and citizens
- The creation of opportunities for those who seek truth, knowledge, and higher quality of life

#### **Education and Engagement**

- Excellence in teaching within a student-focused, supportive, and challenging environment
- Achievement and national recognition in research, scholarship, and creative endeavors
- Effective partnerships that provide meaningful involvement in educational, economic, and community development

#### **Positive Institutional Environment**

- A collegial, mutually respectful, and professionally rewarding environment
- Broad diversity of people and ideas to strengthen our institution and community
- Reasonable and affordable access to quality higher education

## **Metropolitan Universities, Carnegie Doctoral/Research Intensive Institutions, and Carnegie Community Engagement Institutions: Definitions, Concepts and Philosophies**

### **Metropolitan Universities**

The concept of a metropolitan university is not a new idea, and is one that UTC identified in its last mission statement. Because there can be some confusion about the term, we offer the following definitions for clarification.

“By choosing to fit into the metropolitan university model, a university accepts the added obligation to extend its resources to the surrounding region, to provide leadership in addressing regional needs, and to work cooperatively with the region’s schools, municipalities, businesses, industries, and the many other institutions and organizations in the public and private sectors. By accepting this mission, a university affirms that it not only accepts the academic and scholarly obligations and responsibilities incumbent upon all excellent universities but that it intends to extend the expertise and energies of the university to the metropolitan region...” (p. 11)<sup>2</sup>

“It is important for the metropolitan university to define clearly and to control the interactions that occur within the metropolitan environment. Only if the university is willing to assume leadership in defining such interactions can the institution guard and maintain the independence that is essential and necessary for all universities. This independence cannot be yielded. The university must develop a clear understanding of when it should turn down what may appear to be a window of opportunity. The metropolitan university must be able to say ‘no’ in its own best interest.” (p. 13)<sup>3</sup>

The University of Tennessee at Chattanooga is a member of the Coalition of Urban and Metropolitan Universities (CUMU). Institutions that hold membership in the coalition exhibit the following characteristics.

- Located in a major metropolitan region
- Interactive with its region
- Strives for excellence while being especially attuned to the needs of its region
- Provides leadership to work with the region to develop academic programs that meet the region’s needs
- Draws most of its students regionally, most of whom remain in the region after they graduate
- Believes in giving its students practical, real life experiences as part of their education
- Lends its expertise and intellectual capital to help solve community problems while practicing and teaching good citizenship

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<sup>2</sup> C. E. Hathaway, P. E. Mulhollan, and K. A. White. 1995. Metropolitan Universities: Models for the 21<sup>st</sup> Century. pp. 5 – 16. In D. M. Johnson and D. A. Bell (eds.) Metropolitan Universities: An Emerging Model in American Higher Education, University of North Texas Press, Denton, TX. pp. i – xxi, 1 - 360.

<sup>3</sup> Ibid.

- Actively builds partnerships to achieve its goals
- Provides an educated citizenry for the State<sup>4</sup>

### **Carnegie Classifications: Doctoral/Research Intensive Institutions**

The Carnegie Foundation for the Advancement of Teaching classifies institutions of higher education to “assist those conducting research on higher education.”<sup>5</sup> The basic classification of an institution is based on the character of the educational programs offered.

The new classifications are organized around three key questions: What is taught? To whom? In what setting? Two of the new classifications focus on the instructional program (one on the undergraduate program, and one on the graduate program). Two describe the profile of enrolled students (one describes the mix of undergraduate and graduate/professional students, while the other focuses on the undergraduate population). Finally, a fifth differentiates institutions with respect to size and residential character.<sup>6</sup>

Currently, the University of Tennessee at Chattanooga’s basic classification is a “Master's L: Master's Colleges and Universities (larger programs).”<sup>7</sup> Master’s Colleges and Universities award “at least 50 master’s degrees in 2003-04, but fewer than 20 doctorates.”<sup>8</sup> Growth in graduate programs as outlined in this strategic plan, especially those involving new or emerging growth areas and those with an applied focus, may result in a new classification for the campus—a Doctoral/Research Intensive Institution—one that awards at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify its recipients for entry into professional practice such as the Doctorate of Physical Therapy).<sup>9</sup>

### **Elective Carnegie Classification: Community Engagement**

Recently the Carnegie Foundation added a new elective classification called Community Engagement. Although the classification for Community Engagement is an *elective* classification, (voluntary on the part of participating institutions), the university must nonetheless meet various criteria (See Appendix D) and affirm that it has “institutionalized Community Engagement in its identity, culture, and commitments.”<sup>10</sup> The Community Engagement classification shows that engagement is integral to the institution and drives the organization’s strategic planning in both its academic and non-academic pursuits.

Institutions can participate in and document community engagement in three ways: Curricular Engagement, Outreach and Partnerships, or both.<sup>11</sup> As posted on the Carnegie Foundation web page:

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<sup>4</sup> <http://www.cumuonline.org/membership/index.htm>

<sup>5</sup> <http://www.carnegiefoundation.org/about/sub.asp?key=18&subkey=405#1.2>

<sup>6</sup> <http://www.carnegiefoundation.org/about/sub.asp?key=18&subkey=405#1.5>

<sup>7</sup> <http://www.carnegiefoundation.org/classifications/sub.asp?key=791>

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

<sup>10</sup> <http://www.carnegiefoundation.org/classifications/index.asp?key=1213>

<sup>11</sup> Ibid.

Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Curricular Engagement includes institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well being, and enrich the scholarship of the institution.

Outreach & Partnerships includes institutions that provide compelling evidence of one or both of two approaches to community engagement. Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).<sup>12</sup>

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<sup>12</sup> <http://www.carnegiefoundation.org/classifications/index.asp?key=1213>

## **The Planning Context: Challenges and Opportunities Strengths/Weaknesses/Opportunities/Threats**

The Environmental Scan-Driving Forces Task Force (Appendix B) was charged with determining the institution's strengths and weaknesses and identifying opportunities and threats. An environmental scan often consists of four activities that are designed to identify factors internal to the institution that can be classified as either strengths (S) or weaknesses (W), along with those external to the institution that can be classified as opportunities (O) or threats (T). This approach of analyzing a strategic environment is referred to as a SWOT analysis. The section of the report to follow consists of an "environmental scan" of the University.

An effective analysis should ideally "enable decision makers to understand current and potential changes taking place in their institutions'...environments" so that the future of the university is as "surprise free" as possible.<sup>13</sup> Environmental scans can be as detailed and formal as time and resources allow, ranging from casual, unfocused approaches to long-term, professionally-directed continuous scanning modes that are systematically incorporated by the institution into its strategic planning. Most post-secondary institutions implement an ad hoc environmental analysis committee with university and community representatives;<sup>14</sup> that has been the case with the present Environmental Scan-Driving Forces Task Force.

At a base level, the Environmental Scan-Driving Forces Task Force compiled a set of demographics to characterize the UTC metropolitan region. Major findings are summarized below, with the full demographics listed in Appendix D.

Population in the Chattanooga area is increasing, with growing populations of Black and Hispanic ethnicities. In addition, the population is aging, with a growth in people ages 35 - 64. Overall, college attendance and completion are rising as well.

In addition to demographics, the task force collected and reviewed a variety of data sources including responses generated by a university-wide electronic survey; brainstorming sessions within the Environmental Scan-Driving Forces Task Force; Task Force blogs; meetings of the six work groups within the Task Force, etc. To provide a sense of structure to the environmental scan, the work groups were drawn from the full Task Force and focused on identifying the driving forces associated with six general areas:

- (1) internal (primarily academic) strengths and weaknesses;
- (2) external (primarily academic) opportunities and threats;
- (3) political driving forces;
- (4) economic driving forces;
- (5) social driving forces;
- (6) technology and environmental issues.

Obviously all of these broad areas overlap with each other—that is the nature of the beast. The Task Force acknowledges the interconnectedness of these somewhat arbitrary divisions while at the same time recognizing the benefits of adhering to them for the sake of discussion.

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<sup>13</sup> Morrison, J. L. (1992), "Environmental Scanning." In M.A. Whitley, J.D. Porter, and R. H. Fenske (eds.), *A Primer For New Institutional Researchers* (pp. 86-99). Tallahassee, Florida: The Association for Institutional Research.

<sup>14</sup> Pritchett, M.S. (1990). *Environmental Scanning In Support of Planning and Decision Making: Case Studies at Selected Institutions of Higher Learning*. Paper presented at the annual forum of the Association for Institutional Research, Louisville, Kentucky.

Each work group conducted web and literature searches and interviewed relevant individuals within the University, the broader community, and outside of the immediate region to obtain data related to its assigned task. Groups then met several times to identify and summarize the driving forces underlying the collected data. The entire task force met in early May to hear each work group chair report the findings of his or her group. Discussion of the reports among members resulted in universal agreement regarding the following strengths, weaknesses, opportunities, and threats.

### **UTC's Strengths**

- Quality programs and instruction
- A strong reputation for teaching excellence
- Accredited programs
- Low faculty-to-student ratio
- A wide variety of undergraduate and graduate programs
- Location in Chattanooga with a variety of cultural and recreational activities
- A large endowment for an institution of its size
- Strong partnerships with the community at a variety of levels, both curricular and economic development
- Diverse student body
- Strong support for the use of technology and online learning tools

### **UTC's Weaknesses**

- Perceived lack of student engagement and limited value-added experiences, such as internships/service learning experiences for students in many programs
- Difficulty in conveying the quality and variety of UTC's current community partnerships
- Lack of continual marketing and community visibility
- Difficulty of coordinating, defining, and communicating appropriate community-university partnerships for both town and gown audiences
- Limited state funding
- Aging facilities
- Low faculty and staff morale
- Limited support personnel
- Internal communication structures
- Decline in student retention
- Limited/no weekend academic program offered

### **UTC's Opportunities**

- Globalization, the decline of a manufacturing economy, and acute social and economic needs of the Chattanooga region require community and economic development resources that currently exist within the University.
- Changing regional population demographics: a growing pool of potential students that span all age groups and ethnicities (for example, "baby boomers" that have reached retirement age)

- Existing partnerships with foreign institutions
- Already-established partnerships with a wide variety of community and regional agencies
- Globalization and the increasing numbers of Hispanic residents, with limited English language skills will require courses and certificate programs for residents of the Chattanooga region which prepare them for careers (both at home and abroad) requiring knowledge of other languages, cultures, business practices, health care, and educational systems.
- Increased need for science technology, engineering, and mathematics (STEM) graduates as detailed in Tennessee's master plan for higher education

### **UTC's Threats**

- Increased competition from online courses and programs, and other private and public universities and colleges
- Inconsistent and/or inadequate funding (state and other funding sources)
- Technology obsolescence and the need for a renewal and replacement plan of technology resources
- Level of student preparation
- Rising costs (personnel, benefits, construction, utilities, etc.)

The results of the SWOT analysis contributed to an understanding of the nature and perception of the institution and were the basis for soliciting ideas from the University Planning Council at its retreat on May 31 - June 1, 2007, on goals and initiatives that could improve the overall performance of the university. In addition, the Tennessee Higher Education Commission performance funding standards and Tennessee Master Plan for Higher Education were reviewed to ensure that our plan would result in data that would meet the goals for performance funding. The Strategic Plan that resulted from this effort is focused, therefore, on the assumption that UTC should continue to provide opportunities for excellent undergraduate liberal arts education and professional preparation, and that we must build on those strengths to seize opportunities and enhance our strengths while reducing threats to and weaknesses in the university.

## The University of Tennessee at Chattanooga Strategic Plan

Guided by the vision, mission, and the core values of The University of Tennessee at Chattanooga and the identified strengths and opportunities, the strategic plan for the next five years focuses on the priority of new or continuing critical partnerships. By creating and developing a network of partnerships for students, education and research, and diversity, UTC seeks to stimulate and nurture positive changes in the university and the Chattanooga regional community. This combining of resources through partnerships will enable all participants to accomplish significantly more than what the individual student, faculty member, staff member, alumnus, community member and institution, whether government or private, can do by acting alone. Achieving this critical direction/goal through carefully identified strategic initiatives will expand and highlight our students' educational experiences and will enable UTC to become an academic leader among America's metropolitan universities.

The goal is to continue existing partnerships and support the development of new critical collaborative partnerships, both internal and external. *We view partnerships as the mutually beneficial exchange of ideas, resources and services to reach shared goals. We see the possibility of a variety of partnerships: partnerships for teaching, partnerships for scholarly and creative activity, and partnerships for service. We believe that by focusing our efforts in this manner we will be able to maximize our resources to make the most of UTC's strengths.*

The strategic plan avoids a variety of disparate directions/goals, choosing instead to hold the university accountable for achieving this single focused goal while achieving its mission of higher education. Each strategic partnership initiative is accompanied by a series of action steps with measurable outcomes and a time frame for completion so that progress toward achieving the initiative can be documented. To further assist the implementation process, a separate listing of the measurable outcomes of the Strategic Plan is provided in Appendix E. The plan requires an investment in costs and in resources so that the institution can effectively meet challenges posed by the strategic direction/goal. These needed supports for partnerships are detailed in the last section of this document.

### STRATEGIC DIRECTION/GOAL

*As a metropolitan university, UTC will focus on partnerships, both within the institution and outside the institution, that are designed to advance the educational, societal and economic development aims of the university, the University of Tennessee System, the Chattanooga region, the state, and the nation. These educational, scholarly, creative, service, and economic partnerships will engage students, faculty, staff, alumni, critical community members, and targeted other organizations.*

### **Strategic Initiative: Partnerships for Students [Teaching & Learning]**

*Create partnerships that provide distinctive educational experiences for students both in the classroom and beyond, lead to meaningful engagement between students and all other members of the University community, and enhance students' commitment to The University of Tennessee at Chattanooga.*

#### Action Steps:

- Provide a sense of purpose to our students' learning experience by expanding current partnerships between students and external groups so that every student will have the opportunity to complete a curricular experience that involves any one or more of the following: service learning, community outreach, internship, national or international exchange, off-campus clinical experience, or co-operative education. Each department would be charged with deciding what experiences are appropriate for their majors and whether to embed the experience in existing courses and/or develop new ones. [Responsible Areas: Academic Affairs, Student Development, Appropriate Faculty Committees]

#### Measurable Outcomes:

- Development, implementation and expansion of service learning, community outreach, internship, national or international exchange, off-campus clinical experience, or co-operative education opportunities in majors [short-term<sup>15</sup>]
  - Increased student engagement and retention at UTC as measured by the National Survey of Student Engagement (NSSE), retention and persistence to graduation rates [mid-term]
  - Increased participation (10% per year) in experiential learning opportunities from current levels [long-term]
  - External evaluation/recognition for distinctive programs with community engagement opportunities embedded in the curriculum (e.g., SACS, departmental reviews, Carnegie recognition) [long-term]
  - Higher levels of satisfaction of students, faculty/staff, and other partners as measured by surveys [long-term]
  - Increased satisfaction with job performance among employers of UTC graduates [long-term]
  - Increased recruitment of our students by regional employers [long-term]
  - Increased awareness of societal issues as measured by student surveys [long-term]
- Provide students with richer connections to the campus, by designing a distinctive educational experience outside the classroom that partners students with faculty and staff and that creates a strong sense of community among all participants.<sup>16</sup> [Responsible Areas: Academic Affairs, Student Development, Faculty General Education Committee]

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<sup>15</sup> Identifies the estimated time period for completing the measurable outcome within the 2008 – 2013 time frame of the strategic plan. Short-term = two years or less; mid-term = two to four years; long-term = five+ years.

<sup>16</sup> Possible example: Select a book all students would read each year before coming to the university. The type of book as well as the actual individual book for each class (freshman through senior) each year would be different. It could be a novel for freshmen, a book with a scientific focus (global warming and so forth) for sophomores, a book on globalization for juniors, a multicultural work for seniors, and so forth. Each student would have to participate in

Measurable Outcomes:

- Development and implementation of a distinctive educational experience outside the classroom [short-term]
  - Student perception of the positive educational benefits from the distinctive educational experience as measured by satisfaction surveys [mid-term]
  - Documentation of faculty/staff satisfaction with the distinctive experience as measured by relevant evaluation surveys [mid-term]
  - Faculty, staff and student perceptions that indicate a strong commitment (and sense of community) to the program [mid-term]
  - Increased levels of student engagement as measured by the NSSE scales [mid-term]
  - Positive external evaluation and assessment of the experience (e.g., THEC, SACS, etc.) [mid-term]
  - Higher rates of retention and persistence to graduation [long-term]
- Provide institutional support to ensure a higher level of student success by strengthening undergraduate and graduate education and advising. [Responsible Areas: Academic Affairs, Student Development] This includes but is not limited to the following:
    - Develop, recognize, and reward excellent teaching and advising.
    - Promote continued excellence in the liberal arts to sustain a strong foundation for general education.
    - Develop an academic advising (scheduling) program that effectively assists students in obtaining the greatest benefit from the many offerings of the university, that supports their advancement at the university through graduation, and that allows them to graduate in a timely manner.
    - Develop a student mentoring program and enhance services that facilitate career and professional development opportunities and planning for students.
    - Develop a distinctive program that provides a concrete record of the mutual commitment between students and The University of Tennessee at Chattanooga to an engaged, educational experience both inside and outside the classroom.

Measurable Outcomes:

- Completion of a study of factors related to retention and graduation rates of UTC students to identify areas of weakness [short-term]
- Development and implementation of a distinctive program that provides a concrete record of mutual commitment between students and UTC to an engaged, educational experience outside of the classroom [short-term]
- Documentation of outcomes and actions taken from external programs and accreditation reviews [short- to mid-term]
- Implementation of recommendations from the study of retention and graduation rates for improved student retention [mid-term]

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one or two discussion groups of the book during the fall semester. These discussion groups would be led by faculty (interested staff would be encouraged to participate as well) who would do a certain number of discussion sessions (say approximately 10-15—average of one per week) during the semester in return for a one-course release. Students would not receive credit for these but would be required to complete them for graduation. [Being selected as a discussion leader would be an “honor”—a special recognition.]

- Expanded opportunities and support for faculty to incorporate new teaching and learning methods [mid-term]
  - Implementation of a new student information system designed around UTC's needs for student advisement and retention [mid-term]
  - Development of an effective mentoring program as evaluated by both students and faculty [mid-term]
  - Increased retention and graduation rates by 10% [mid- to long-term]
  - Documentation of student satisfaction in relevant surveys regarding the institutional efforts regarding student success [mid- to long-term]
  - Improved performance on standardized tests of general education outcomes and major field knowledge [mid- to long-term]
  - Evaluation of the impact of UTC's general education curriculum on student learning as measured by standardized tests and measures determined by the faculty, and General Education Committee [long-term]
- Enhance accessibility of UTC to students of the Chattanooga metropolitan region and to the state. [Responsible Areas: Academic Affairs, Executive Team, targeted members of the Community] This includes but is not limited to the following:
    - Provide access to university programs and resources through quality online, distance education, evening, and weekend programs at both the undergraduate and graduate levels.
    - Provide in-state tuition for residents in identified contiguous northwest Georgia and northeast Alabama counties.

Measurable Outcomes:

- Increased online, distance, evening, and weekend educational opportunities [mid- to long-term]
  - Out-of-state tuition waived for residents of contiguous northwest Georgia and northeast Alabama counties [mid- to long-term]
  - Documentation of increased enrollment gains through the online, distance, evening and weekend educational programming offered [long-term]
  - Increased retention and graduation rates resulting from implementing enhanced and varied access opportunities to UTC's educational programs [long-term]
- Identify and support distinctive academic programs and administrative and support units. The vice chancellors, deans, and department heads should work together and use the criteria developed by the Distinctiveness Task Force to identify distinctive academic programs and administrative and support units that qualify for additional resources. [Responsible Areas: Executive Team, Academic Affairs, Distinctiveness Task Force]. Criteria developed for identifying distinctive academic programs are:
    - Centrality to UTC's mission and strategic directions
    - Coherence with or contributions to other UTC programs and activities
    - Significance to societal needs
    - Contribution to greater academic and professional community
    - Appropriateness of program size, scope, and impact

- Program quality as evidenced by comparative analysis and external validation
- Resource capacity and sustainability (i.e., critical mass)
- External resource generation capability

Measurable Outcomes:

- Identification of criteria to be used to recognize distinctive administrative and support units [short-term]
- Identification of current distinctive academic, administrative and support programs based upon agreed on criteria [short-term]
- Improved satisfaction with student services (as measured by student surveys and student retention) [short to mid-term]
- Implementation of focused marketing strategies to highlight distinctive programs in recruitment efforts [mid- to long-term]

## **Strategic Initiative: Partnerships for Education and Research**

*Create external educational and research partnerships that take advantage of UTC's distinctive programs, faculty expertise, and the resources of the Chattanooga metropolitan region.*

### Action Steps:

- Provide centralized administrative support to coordinate campus research efforts with a view of eliminating disincentives while stimulating scholarship.<sup>17</sup> [Responsible Area: Academic Affairs]

#### Measurable Outcomes:

- Identification and establishment of centralized administrative support to coordinate campus scholarly activity [mid-term]
  - Increased number of proposals for research support and external funding by 20% while acknowledging that opportunities for extramural funding varies across the disciplines [long-term]
- Identify, develop, and deliver educational and research initiatives that build on university strengths and that meet the needs and opportunities within the business, social, and educational communities of the Chattanooga region. [Responsible Areas: Graduate Dean, Academic Affairs, Targeted Members of the Community] This includes but is not limited to:
    - Assisting the regional community in the identification of established or emerging growth industries (such as bio-fuels, health management, health care, industrial design, tourism, technology) and societal issues and then enhancing their growth and continued development by creating appropriate and related undergraduate and graduate (master's and limited doctoral) programs.
    - Identifying and developing undergraduate and graduate programs that define new approaches and new fields of study based on established UTC strengths.

#### Measurable Outcomes:

- Identification and assessment of established and potential programs serving emerging growth industries within business, social, and educational communities of the metropolitan region [short-term]
- New programs targeting needs and opportunities within business, social, and educational communities proposed, developed, and implemented [mid- to long-term]

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<sup>17</sup> Possible example: Expand the role and responsibilities of the institutional chief research officer to be equivalent to those of an Associate Provost of Academic Affairs. The chief research officer should be responsible for coordinating and facilitating the institution's research policies and programs, promoting research activities across UTC's academic units and among faculty, students, and staff, and fostering research collaboration with the business, social, and educational communities of the Chattanooga region. The chief research officer should oversee the activities of the Grants Office, Institutional Review Board, Institutional Animal Care and Use Committee, and assist in the coordination of the Provost Student Research Awards, Faculty Research Grants Committee and Faculty Development Committee.

- Expand existing and create new strategic global/international relationships and partnerships that will enhance institutional course offerings, and faculty research and scholarship. [Responsible Areas: Academic Affairs, Targeted Members of the Community]

Measurable Outcomes:

- Increased number of existing global/international partnerships and new global/international partnerships developed [mid-term]
  - Evaluation of global/international relationships and partnerships to assess the impact on learning and student attitudes [mid-term]
- Sustain programs of excellence in the arts that build on and contribute to the cultural resources of the Chattanooga region. [Responsible Area: Academic Affairs]

Measurable Outcomes:

- Documentation of the number of public programs in the arts [short-term]
- Increased number of public programs in the arts [mid-term]
- Evaluation of the impact of public programs in the arts on the community and UTC student life [long-term]

## **Strategic Initiative: Partnerships for Diversity**

*Embrace, celebrate, and sustain a campus community that is inclusive of diversity in all its forms—people, ideas, and cultures.*

### Action Steps:

- Promote the existing UTC Office of Multicultural Affairs and its mission to (a) create awareness of the Office and its programs, (b) generate interest in its activities, (c) increase attendance at its diversity events, (d) integrate diversity training in campus life, ensuring that diversity in all its forms is addressed (i.e., beyond just race and gender). [Responsible Areas: Chancellor, Executive Team, Student Development] This includes but would not be limited to:
  - Coordinating the mission and activities of this Office with the Office for Students with Disabilities and the International Students Organizations, and other established/existing campus groups and committees, to integrate diverse groups on campus.

### Measurable Outcomes:

- Increased resources for the Office of Multicultural Affairs – financial and marketing staffing [short-term]
  - Documentation of increased awareness and interest of UTC Office of Multicultural Affairs and its missions among faculty, staff, and students [short-term]
  - Higher attendance at events sponsored by the UTC Office of Multicultural Affairs [mid-term]
  - Documentation of an increasing number of diversity training programs held on campus or in community [short- to long-term]
  - Documentation of increased levels of tolerance for and acceptance of diverse ideas, cultures and people as reflected in student, staff, faculty, and administrative surveys [mid- to long-term]
- Write a post-Geier Statement of Commitment to Diversity and Equal Opportunity that is specific to UTC. This statement would follow the UT System Draft Statement of Guiding Principles on Access and Diversity that has already been developed, but be specific to the UTC campus. The statement must be tied into the educational/academic mission of the University. [Responsible Areas: Chancellor, Executive Team, Faculty Senate, ERC, ESC, SGA]

### Measurable Outcomes:

- Completed post-Geier statement of commitment to diversity and access that is specific to UTC approved by Chancellor, Executive Committee, and Faculty Senate [short-term]
- Achievement and maintenance of a diverse faculty and staff through the commitment to diversity and equal opportunity [long-term]
- Increase in the numbers of students, faculty, and staff in under represented areas as identified in the post-Geier statement [long-term]

- Support efforts leading to a diverse campus community by reactivating, renaming, and refocusing the Minority Affairs Committee. Expand the Committee to include broader campus participation. [Responsible Areas: Chancellor, Executive Team]

Measurable Outcomes:

- Specific scope and responsibilities of a reactivated, renamed, and refocused Minority Committee defined [short-term]
- Formation of a reactivated, renamed, and refocused Minority Committee with scheduled regular meetings [short-term]
- Development and implementation of initiatives from a reactivated, renamed, and refocused Minority Committee [mid-term]
- Evaluation of initiatives completed by the Minority Committee [long-term]

- Recruit and retain a quality, diverse faculty, staff, and student body. [Responsible Areas: Academic Affairs, Finance and Operations, Student Development]

Measurable Outcomes:

- Increased number and/or percentage of underrepresented faculty, staff, and students [mid- to long-term]
- Increased retention of a diverse faculty, staff, and student body that is representative of the global community and of those groups deemed to be underrepresented [long-term]

- Expand the integration of diversity training in academic curricula beyond single courses in diversity. [Responsible Area: Academic Affairs]

Measurable Outcomes:

- Increased number of courses that add diversity content to or integrate diversity training in their syllabi [mid- to long-term]
- Increased enrollment in the courses that integrate diversity training [mid- to long-term]

- Partner with the regional community in diversity programs. [Responsible Areas: Academic Affairs, Finance and Operations, Student Development, University Advancement]

Measurable Outcomes:

- Increased number (annually) of external partners involved in campus diversity projects or activities [short-term]
- Increased donor funding for campus diversity programs [mid- to long-term]
- Evaluation of partnering that aims to increase diverse opportunities for faculty, staff, and students [mid- to long-term]

- Improve physical access to all campus programs and activities by designing, constructing, and/or retrofitting universally designed facilities and infrastructure for maximum mobility. [Responsible Area: Finance and Operations]

**Measurable Outcomes:**

- Completion of an accessibility audit of current facilities and infrastructure [short-term]
- Identification of changes necessary in campus signage and architecture required to provide maximum access [mid- to long-term]
- A more accessible campus as measured by increased numbers of students, faculty, and staff with disabilities [long-term]

## **Strategic Initiative: Enabling Partnerships**

*Create a learning, work, and community environment by enabling and supporting the university's strategic direction and mission through efficient use of human, fiscal, physical, and communication resources.*

The strategic plan cannot be implemented without the recognition that additional infrastructure and funding is necessary. To enable the other initiatives to be met, the following selected initiatives are imperative to the institution as a whole. These next action steps are routine areas that must be focused on in the next five years to attain our mission and to reach our strategic goal.

### Action Steps:

- Enhance the institution's role as a metropolitan university. [Responsible Areas: Chancellor, Academic Affairs, Finance and Operations, University Advancement, Student Development]  
This includes but is not limited to the following:
  - Establishing an Office of Outreach and Community Engagement to assess and highlight University contributions in service and community involvement, to act as a clearinghouse for community requests, and to provide a gateway for the community to the campus.
  - Providing documentation for being listed as a Carnegie Community Engagement Institution.

### Measurable Outcomes:

- Establishment and staffing of an Office of Outreach and Community Engagement [short-term]
  - Achievement of the designation as a Carnegie Community Engagement Institution [mid-term]
  - Evaluation of the benefits of institutional partnerships and the value of the Carnegie Community Engagement Institution designation as measured by student, faculty, staff, administrative, alumni, and community member surveys [long-term]
- Develop and implement a resource allocation plan based on the priorities set by the strategic plan. [Responsible Areas: Chancellor, Executive Team]

### Measurable Outcomes:

- Development and implementation of a resource allocation plan based on the priorities set by the strategic plan [short-term]
- Continual evaluation and revision of the resource allocation model on an annual basis to ensure relevance to institutional programming and priorities [long-term]

- Implement a formal process (report card) for evaluating the institution's strategic direction, initiatives, action steps, and measurable outcomes on a yearly basis.<sup>18</sup> [Responsible Areas: Chancellor, Executive Team]

Measurable Outcomes:

- Implementation of a formal process for evaluating the institution's strategic direction, initiatives, action steps, and measurable outcomes [short-term]
  - Continued evaluation and revision on an annual basis of the institution's strategic direction, initiatives, action steps, and measurable outcomes, creating new initiatives where necessary and adjusting the current plan as needed to reflect new strengths and opportunities [long-term]
- Provide appropriate technology for high quality instruction and student learning, promote scholarly innovation, participate in regional economic development, and provide services that support students, faculty, and staff [Responsible Areas: Academic Affairs, Finance and Operations]

Measurable Outcomes:

- Preparation and implementation of a university-wide technology plan [short-term]
  - Increased financial support for the expansion of the library collections, print and electronic journal subscriptions, and reference services [long-term]
  - Increased financial support for the campus technology infrastructure for high quality instruction, faculty research, and administrative functions [long-term]
  - Continued evaluation of technology services and opportunities on an annual basis to provide the technological infrastructure necessary for students, faculty, and staff [long-term]
- Cultivate an environment of openness, integrity, appreciation and inclusiveness in decision making, that encourages members of the university to increase their participation and achievements while seeking fully satisfying personal lives [Responsible Areas: Chancellor, Executive Team]

Measurable Outcome:

- Increased employee satisfaction with the campus culture with respect to openness, integrity, appreciation, and inclusiveness in decision making as measured by faculty, staff, administrative surveys [mid-term]
- Vigorously articulate the institution's identity as a metropolitan university to its campus, regional, and state constituencies, and aggressively communicate its quality, student-centered approach, accessibility, services, and successes. [Responsible Area: University Relations]

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<sup>18</sup> Possible examples: Establish a University Planning Commission that will have the flexibility and capacity to review on a periodic basis the strategic plan and to make additions and deletions to the current plan and to make these changes known to the campus and university constituencies; Designate an individual to serve as the institution's chief planning officer who, working with the University Planning Commission, will oversee, monitor, coordinate, and advocate integrated campus planning.

Measurable Outcomes:

- Development and implementation of a comprehensive integrated marketing and communication plan [short-term]
  - Survey results that demonstrate faculty, staff, and student understanding of UTC's metropolitan mission [mid-term]
  - Documentation of increased media visibility in the community, state and UT System related to UTC's distinctive programs and campus culture, featuring UTC's programs and initiatives that support its metropolitan mission and identity [mid- to long-term]
  - Increased number of applications from high achieving students who list UTC as their first choice [mid- to long-term]
  - Increased funding for UTC marketing projects [mid- to long-term]
- Expand ongoing alumni involvement and participation at all levels of university activities [Responsible Areas: Alumni Office, Executive Team]

Measurable Outcomes:

- Documentation of increased alumni involvement, and participation as measured in part from alumni surveys [mid-term]
  - Increased response rates on the biennial alumni survey [mid-term]
  - Increased alumni giving as measured by the percentage of alumni making financial contributions to the institution [long-term]
- Connect the university to the "environmental city" of Chattanooga as well as enhance UTC's distinctiveness by establishing it as the most environmentally sustainable campus in the state. The university should provide a physical environment that is safe, accessible, aesthetically appealing, and responsive to 21st century instruction, learning, and research. [Responsible Areas: Facilities Planning and Management, Executive Team]

Measurable Outcomes:

- Preparation and implementation of a revised campus master plan for capital outlay and capital maintenance that include a blueprint for becoming the state's most environmentally sustained campus [short-term]
  - Acquisition of state funding for the institution's highest capital facilities priorities: a laboratory science building and a health sciences building [long-term]
  - External recognition as a demonstration site for environmentally sustainable university facilities as measured by the number of site visits requested [long-term]
  - Achieving status as the state's most environmentally sustainable campus [long-term]
- Aggressively recruit and retain faculty and staff of the highest quality, who are committed to individual excellence and who bring distinctiveness to the university [Responsible Areas: Executive Team, Academic Affairs, Finance and Operations]

Measurable Outcomes:

- Development of regional/national/state comparisons for administrative and academic compensation [short-term]
- Double the current five year retention rate for faculty [mid-term]

- Double the current five year retention rate of administrative and academic staff [mid-term]
- Exceed the state/national peer group average salaries for faculty at all ranks [long-term]
- Provide fiscal, library, and other resources that support student, faculty and staff research, creative, and scholarly activity.<sup>19</sup> [Responsible Areas: Academic Affairs, Business and Finance]

Measurable Outcomes:

- Increased (by at least 10%) fiscal and other needed resources allocated to support student, faculty and staff research, creative and scholarly activity [mid- to long-term]
  - Increased availability of enhanced library services resulting from cooperative agreements with other state institutions and agencies to provide an array of research tools and resources [mid- to long-term]
  - Improved faculty satisfaction with UTC's support for research, creative, and scholarly activity as documented in surveys [mid- to long-term]
- Strengthen current graduate programs by increasing the number and the amount of graduate student assistantships to competitive national levels [Responsible Areas: Academic Affairs, Graduate School]

Measurable Outcomes:

- Identification of the number and cash amount of graduate student assistantships needed to reach competitive national levels [short-term]
  - Increased number and amount of graduate student assistantships to reach national competitive levels [mid-term]
  - Increased graduate applications and enrollments resulting from the increased number of assistantships [long-term]
  - Increased number of graduate degrees conferred (by 10%) [long-term]
- Provide an intercollegiate athletics program that exhibits the highest level of student academic success, integrity, and competitiveness [Athletics].

Measurable Outcomes:

- Increased GPA and graduation rates by athletes in all sports [short-term]
- Increased number of wins and conference titles among all sports [mid-term]
- Increased annual attendance at home game venues in all sports by 10% [mid-term]
- Increased donor funding for UTC athletic programs [mid-term]
- Attainment of a self-supporting athletics division that reduces reliance on the rest of the institutional budget [long-term]

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<sup>19</sup> Possible examples: Review of faculty instructional loads as to their appropriateness related to scholarly work expectations, start-up funding for new faculty equipment, funding for re-tooling existing faculty and funding for new equipment after re-tooling, increased support for evaluation, statistical analysis, publishing student, faculty, staff scholarly findings, and increased support for student, faculty, and staff presentations of findings at regional, national, and international conferences.

- Expand, enhance, and diversify the institution's financial resources and continue to engage in responsible stewardship of these resources [Responsible Areas: Chancellor, Academic Affairs, Finance and Operation, University Advancement, Student Development]

Measurable Outcomes:

- Greater diversification of external funding sources [short-term]
- Increased funding from sources other than state appropriations and student fees [mid-to long-term]
- Increased discretionary funding that provide more flexibility for staffing, academic programs, and other resources to support the strategic plan initiatives [long-term]

## Conclusion

The Strategic Plan of the University of Tennessee at Chattanooga is the outcome of a strategic planning process initiated by the Chancellor and the collaborative efforts of three task forces, the University Planning Council, the university community, and friends from the Chattanooga area community. It acknowledges the institution's educational heritage as a private liberal arts and professional institution. Through bold and focused attention to strategic partnerships for students, for education and research, and for diversity, the plan emphatically reinforces our mission and with prudent actions aims to take the university to new levels of distinction and excellence as a metropolitan institution. Next steps for the planning process include the development of an institutional and departmental/unit operational and implementation plans that incorporate UTC's vision and mission and that meet the initiatives outlined in this plan. The challenges posed by the plan will be met because at the heart of UTC is its commitment to excellence: *We shall achieve.*

## Appendix A: University Planning Council Members

### University Planning Council Charge:

- Reviews the conclusions and recommended strategic directions and initiative provided by the Environmental Scan/Driving Forces, Governing Ideas, and Distinctiveness Task Forces
- Identifies a final set of institutional strategic directions, strategic initiatives, and action steps

**\*Roger Brown**, *Convener, Chancellor*

**\*Karen Adsit**, *Co-Chair; Professor and Director, Walker Teaching Resource Center*

**\*Charles Nelson**, *Co-Chair; 2006-07 Acting Dean, College of Arts and Sciences; Professor, Biological and Environmental Sciences*

**\*Terry Denniston**, *Strategic Planning Coordinator, Executive Assistant to the Chancellor*

**Valarie Adams**, *Associate Professor, Library*

**Jeannine Alday**, *Chief of Staff, County Mayor's Office*

**Dee Dee Anderson**, *Assistant Vice Chancellor and Dean of Students, Student Development*

**Nancy Badger**, *Director, Counseling and Career Center*

**Richard Beeland**, *Assistant to Administrator, Faith-Based Initiatives, City Mayor's Office*

**Janetta Bradley**, *Associate Professor, Teacher Preparation Academy*

**Herbert Burhenn**, *2006 – 2007 Acting Provost and Vice Chancellor for Academic Affairs*

**Eli Cameron**, *Executive Director, M.L. King Community Development*

**Julia Cronin**, *Student Employment Coordinator, Financial Aid; Employee Relations Council*

**Joe Decosimo**, *Senior Principal Emeritus, Joseph Decosimo and Company; UC Foundation*

**Helen Eigenberg**, *Professor and Department Head, Criminal Justice; Faculty Senate*

**Tom Ellis**, *Assistant Vice Chancellor, Operations*

**David Fussell**, *Investment Management, UNUM Group, UTC Alumni Board President*

**Adam Green**, *Student Representative*

**Tom Griscom**, *Publisher, Chattanooga Times Free Press*

**Jim Hall**, *UT Board of Trustees*

**Shannon Hatmaker**, *Graduate Student Representative*

**Greg Heath**, *Professor and Department Head, Health & Human Performance*

**Steve Hiatt**, *Director, Existing Business Development, Chattanooga Chamber of Commerce*

**Wade Hinton**, *Attorney, Snipes, Roberson & Hinton; Chair, Chancellor's Roundtable*

**Bill Johnson**, *Network Printer Administrator, Help Desk; Information Technology Division*

**Jina Johnson**, *Administrative Specialist, Payroll*

**Steve Kuhn**, *Professor, Mathematics*

**Bento Lobo**, *Associate Professor, Accounting & Finance*

**David Noblit**, *Attorney, Leitner, Williams, Dooley & Napolitan; Past President, UTC Alumni Board, UTNAA*

**Charles Norman**, *Executive Assistant to the Executive Vice President, University of Tennessee System*

**Gregory O'Dea**, *Director of University Honors and Professor of English*

**Phil Oldham**, *Provost and Vice Chancellor for Academic Affairs*

**Joe Owino**, *Associate Professor, Engineering*

**Lee Pierce**, *Associate Director, Admissions and Recruitment*

**Cindee Pulliam**, *Director, Auxiliary Services; Exempt Staff Council*

**Jim Scales**, *Superintendent, Hamilton County Department of Education*

**Cheri Thomas**, *Administrative Assistant, Athletics*

\***Yancy Freeman**, *Director, Admissions and Recruitment; Distinctiveness Task Force Co-Chair*

\***Verbie Prevost**, *Professor and Department Head, English; Distinctiveness Task Force Co-Chair*

\***Nick Honerkamp**, *Professor & Department Head (2006 – 07), Sociology, Anthropology & Geography; Environmental Scan/Driving Force Co-chair*

\***Dick Gruetzemacher**, *Director, Planning, Evaluation & Institutional Research; Environmental Scan/Driving Force Co-chair*

\***Diane Halstead**, *Professor, Marketing and Entrepreneurship; Governing Ideas Task Force Co-chair*

\***Vanasia Parks**, *Assistant Vice Chancellor, Business Activities; Governing Ideas Task Force Co-chair*

\***Chuck Cantrell**, *Assistant Vice Chancellor, University Relations*

\***Barbara Verhine**, *Administrative Coordinator to the Chancellor, Chancellor's Office*

## Appendix B: Task Force Members

### Governing Ideas Task Force Membership

#### Task Force Charge:

- Affirms and/or clarifies UTC's existing Vision, Mission, Core Values
- Recommends to the University Planning Council strategic directions and initiatives based on its conclusions
- Shares information with other task forces and the UTC community at large

**Diane Halstead**, *Co-Chair; Professor, Marketing and Entrepreneurship*

**Vanasia Parks**, *Co-Chair; Assistant Vice Chancellor, Business Activities*

**Jim Bowman**, *Manager, Computer Labs, Information Technology Division*

**Roger Briley**, *Professor, Computational Engineering*

**Richard Brown**, *Vice Chancellor, Finance and Operations*

**Mike Costa**, *Vice President and General Manager, WTVC-TV, News Channel 9*

**Matt Greenwell**, *Associate Professor and Department Head, Art*

**Lydia Grafton**, *Student Government Association President and Chancellor's Roundtable (2006 – 07)*

**Kelly Griffin**, *Administrative Support Assistant, Communication*

**Heather Grothe**, *Administrative Specialist, English*

**Rick Hart**, *Athletics Director*

**Jayne Holder**, *Director, Alumni Affairs*

**Theresa Liedtka**, *Dean, Lupton Library*

**Teresa McKinney**, *Administrative Specialist, College of Health, Education and Professional Studies*

**Gail Meyer**, *Professor and Department Head, Chemistry*

**Burch Oglesby**, *Associate Professor, Health and Human Performance*

**Irven Resnick**, *Professor, Philosophy and Religion; Chair of Excellence in Judaic Studies*

**Dan Saieed**, *Director of Development, Hamilton County Development Department*

**Jessica Steele**, *Student Representative*

**Dan Throgmorton**, *Vice President, Economic and Community Development, Chattanooga State*

**Gavin Townsend**, *Professor, Art; President, Faculty Senate*

**Jim Tucker**, *Professor, Graduate Studies Div; Chairholder, McKee Chair of Excellence*

**Terry Zimmer**, *Senior Administrative Services Assistant, College of Arts & Sciences*

## **Environmental Scan/Driving Forces Task Force Membership**

### **Task Force Charge:**

- Identifies, analyzes, and synthesizes driving forces of the internal and external environment that will significantly impact UTC's future
- Recommends to the University Planning Council strategic directions and initiatives based on its conclusions
- Shares information with other task forces and the UTC community at large

**Dick Gruetzemacher**, *Co-Chair; Director, Planning, Evaluation & Institutional Research*

**Nick Honerkamp**, *Co-Chair; Professor and 2006 - 07 Department Head, Sociology, Anthropology & Geography*

**Deborah Arfken**, *Dean, The Graduate School*

**Rich Becherer**, *Professor, Marketing and Entrepreneurship, Harris Chair of Excellence in Marketing*

**David Eichenhal**, *Director, Community Research Council*

**Valerie Epstein**, *Attorney, Arb-Med, LLC; Chancellor's Roundtable (2006 – 07)*

**John Freeman**, *Professor and Department Head, Education Graduate Division*

**Lydia Grafton**, *Student Government Association President and Chancellor's Roundtable (2006 – 07)*

**Jean Howard-Hill**, *Adjunct faculty member (2006 – 07), Lecturer, Political Science*

**Ron Hodges**, *Student Representative*

**Valerah Hodges**, *Purchasing Control Coordinator, Business Services*

**Karen Hundt**, *Director, Planning and Design Studio*

**Anna Lane**, *Administrative Assistant, Lupton Library*

**Hayes Ledford**, *Vice President of Public Policy, Chattanooga Chamber of Commerce*

**Kay Lindgren**, *Associate Professor and Director of Nursing*

**Irene Loomis**, *Associate Professor, Mathematics*

**Bob Lyon**, *Vice Chancellor, University Advancement*

**Chase Manning**, *Student Representative*

**Barbara Medley**, *Associate Professor, Sociology & Dir, (CASR) Center for Applied Social Research*

**Debbie Parker**, *Associate Vice Chancellor, Business & Finance*

**David Pittenger**, *Acting Associate Provost, Academic Administration*

**Mary G. Robinson**, *Director, Student Success Center*

**John Schaerer**, *Special Assistant to the Chancellor (2006 – 07)*

**Priscilla Seaman**, *Associate Professor, Library*

**Adam Trowbridge**, *Online Technologies Coordinator, Walker Teaching Resource Center*

## **University Distinctiveness Task Force Membership**

### **Task Force Charge:**

- Recommends criteria and a process for identifying (1) distinctive UTC experience and (2) exemplary signature programs that currently qualify or are readily achievable as areas of distinction
- Works with other task forces, the deans and department heads and the UTC community to both share and collect information on a regular basis
- Recommends to the University Planning Council strategic directions and initiatives based on its conclusions

**Yancy Freeman**, *Co-Chair; Director, Admissions and Recruitment*

**Verbie Prevost**, *Co-Chair; Professor and Department Head, English*

**Ron Bailey**, *2006 – 07 Dean, College of Engineering and Computer Science*

**Stephanie Bellar**, *Professor, Political Science; Associate Dean of the Graduate School*

**Mike Biderman**, *Professor, Psychology*

**Joyce Blevins**, *Administrative Secretary, Cooperative Education*

**Jeff Burgin**, *Dean of Students; Director, Multicultural Affairs (2006 – 07), Student Development*

**Herbert Burhenn**, *2006 – 07 Acting Provost and Vice Chancellor for Academic Affairs*

**Mike Butler**, *Regional President, SunTrust Bank, Chancellor's Roundtable*

**Roland Carter**, *Professor, Music*

**Richard Casavant**, *Dean, College of Business*

**Ruzha Cleaveland**, *Chancellor's Roundtable*

**Sandy Cole**, *Director, Center for Community Career Education*

**Linda Collins**, *Associate Professor, Biological & Environmental Sciences*

**April Cox**, *Graphic Design Manager, University Relations*

**Joe DiNicolantonio**, *Area Executive, Regions Bank, Chancellor's Roundtable*

**Bob Doak**, *President, CEO, Chattanooga Area Convention and Visitors Bureau, Chancellor's Roundtable*

**Larry Ettkin**, *Professor and Department Head, Management*

**Erik Gray**, *Client Services Manager, Unum Group*

**Cherry Guinn**, *Associate Professor, Nursing*

**Paula Haynes**, *Professor, Marketing*

**Andrew Horton**, *Director, Ticket Sales (2006 – 07), Assistant Athletic Director/External Affairs, Athletics*

**Charlotte Landis**, *Chancellor's Roundtable*

**Joshua Lief**, *Rabbi of Mizpah Congregation, Chancellor's Roundtable*

**Deborah McAllister**, *Professor, Teacher Preparation Academy*

**Claire McCullough**, *Professor, Engineering*

**Jonathan Mies**, *Assistant Professor, Geology*

**Juan Moreno**, *Student Representative*

**Hugh Prevost**, *2006 – 2007 Acting Vice Chancellor, Student Development*

**John Riddell**, *Vice President, Center for Entrepreneurial Growth*

**Michelle Rigler**, *Director, Office of Students with Disabilities*

**Valerie Rutledge**, *Professor and Head, Teacher Preparation Academy*

**Jocelyn Sanders**, *Acting Associate Provost, Academic Affairs*

**Cathie Smith**, *Associate Professor, Physical Therapy*

**Tim Swafford**, *Professor, Computational Engineering*

**Mary Tanner**, *Dean, College of Health, Education and Professional Studies*

**Nancy Tolar**, *Administrative Specialist, Chemistry*

**Kim Turner**, *Assistant Professor, Director, MBA Program*

**Kim White**, *President, Luken Holdings*

**Page Wood**, *Student Representative*

**Rick Wood**, *Chattanooga Director, Trust for Public Land*

<b>Appendix C: Selected Demographic Characteristics of the Population 1990 and 2000</b>
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	<b>1990</b>	<b>2000</b>
<b>Population</b>	424,303	465,616
<b>Race/Ethnicity</b>		
% Asian	0.7%	1.0%
% Am. Indian	0.2%	0.3%
% Black	13.5%	14.2%
% White	85.7%	82.8%
% Hispanic	1.5%	1.7%
<b>Gender</b>		
% Female	52.3%	51.9%
% Male	47.7%	48.1%
<b>Age</b>		
% <5	6.7%	6.1%
% 5 - 11	9.6%	9.5%
% 12 - 17	8.5%	8.1%
% 18 - 34	26.0%	22.8%
% 35 - 64	36.2%	40.0%
% ≥ 65	13.0%	13.5%
<b>Education Level</b>		
% No High School	14.0%	7.8%
% Some High School	18.3%	15.3%
% High School Graduate	29.3%	29.6%
% Some College	17.6%	22.0%
% 2 Year Degree	5.1%	5.7%
% 4 Year Degree	11.0%	13.1%
% Graduate/Professional Degree	4.8%	6.6%
<b>Poverty Status</b>		
% Below	13.6%	11.9%
<b>% Commuting ≥ 30 min. to work</b>	30.1%	30.4%

## Appendix D: Community Engagement Classification Criteria

### Elective Classification: Community Engagement 2008 Documentation Framework<sup>20</sup>

The Carnegie Foundation's elective classification for Community Engagement affirms that a university or college has institutionalized Community Engagement in its identity, culture, and commitments. It also affirms that the practices of community engagement are aligned with the institution's identity and form an integral component of the institutional culture. Those practices may be focused in curricular engagement, outreach, and partnerships, or both.

*Community Engagement* describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The documentation framework provides a guide for institutions to develop and document their community engagement efforts. The framework is intentionally designed to support multiple definitions, diverse approaches, and institutionally-unique examples and data. The framework's core consists of two parts, *Foundational Indicators* and *Categories of Community Engagement*. Only institutions that satisfy the required items in the first part should proceed to the second one.

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<sup>20</sup> <http://www.carnegiefoundation.org/classifications/index.asp?key=1213>

## **Elective Classification: Community Engagement**

### **I. Introduction**

This documentation framework is intended to gather information on your institution's commitments and activities regarding community engagement. You can stop data entry at any time and resume later. **[Other software-specific instructions as needed.]**

Use of data. The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Please provide your contact information (for Carnegie Foundation use only):

Name:

Title:

Institution:

City, State:

Telephone:

Email:

## **II. Foundational Indicators**

### **A. Institutional Identity and Culture**

**Required Documentation** (Complete all 5 of the following)

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes  No

Quote the mission (vision)

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes  No

Describe with examples

3. a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes  No

Describe the mechanisms

- b. Does the institution aggregate and use the assessment data?

Yes  No

Describe how the data is used

4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

Yes  No

Describe the materials

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes  No

Describe examples such as annual address, published editorial, campus publications, etc.

## B. Institutional Commitment

### Required Documentation (Complete all 6 of the following)

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?

Yes  No

Describe with purposes, staffing

2. a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes  No

Describe (percentage or dollar amount), source, whether it is permanent, and how it is used, etc.

- b. Is there external funding dedicated to supporting institutional engagement with community?

Yes  No

Describe specific funding

- c. Is there fundraising directed to community engagement?

Yes  No

Describe fundraising activities

3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement in community?

Yes  No

Describe

- b. If yes, does the institution use the data from those mechanisms?

Yes  No

Describe

- c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

Yes  No

- d. If yes, indicate the focus of those mechanisms

Impact on students

Describe one key finding

Impact on faculty

Describe one key finding

Impact on community

Describe one key finding

Impact on institution

Describe one key finding

e. Does the institution use the data from the assessment mechanisms?

Yes  No

4. Is community engagement defined and planned for in the strategic plans of the institution?

Yes  No

5. Does the institution provide professional development support for faculty and/or staff who engage with community?

Yes  No

6. Does community have a "voice" or role in institutional or departmental planning for community engagement?

Yes  No

Supplemental Documentation (Complete all of the following)

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?

Yes  No

2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?

Yes  No

b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other)

b (cont'd). If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement?

Yes  No

3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)?

Yes  No

Examples

4. Is community engagement noted on student transcripts?

Yes  No

Describe

5. Is there a faculty governance committee with responsibilities for community engagement?

Yes  No

Describe

### **III. Categories of Community Engagement**

#### **A. Curricular Engagement**

Curricular Engagement describes the teaching, learning and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

1. a. Does the institution have a definition and a process for identifying Service Learning courses?

Yes  No

Describe requirements

- b. How many formal for-credit Service Learning courses were offered in the most recent academic year? \_\_\_\_\_  
What percentage of total courses? \_\_\_\_\_

- c. How many departments are represented by those courses? \_\_\_\_\_  
What percentage of total departments? \_\_\_\_\_

- d. How many faculty taught Service Learning courses in the most recent academic year? \_\_\_\_\_  
What percentage of faculty? \_\_\_\_\_

- e. How many students participated in Service Learning courses in the most recent academic year? \_\_\_\_\_  
What percentage of students? \_\_\_\_\_

2. a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement?

Yes  No

Provide specific learning outcome examples

- b. Are there departmental or disciplinary learning outcomes for students' curricular engagement?

Yes  No

Provide specific learning outcome examples

- c. Are those outcomes systematically assessed?

Yes  No

Describe

3. a. Is community engagement integrated into the following curricular activities?

- Student Research
- Student Leadership
- Internships/Co-ops
- Study Abroad

Describe with examples

b. Has community engagement been integrated with curriculum on an institution-wide level?

Describe with examples

Yes  No      If yes, indicate where the integration exists.

- Core Courses                       Graduate Studies
- First Year Sequence               Capstone (Senior level project)
- In the Majors                       General Education

4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes  No

Provide a minimum of five examples from different disciplines.

## B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc).

1. Indicate which outreach programs are developed for community:

- learning centers
- tutoring
- extension programs
- non-credit courses
- evaluation support
- training programs
- professional development centers
- other (specify)

Describe with examples
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2. Which institutional resources are provided as outreach to the community?

- co-curricular student service
- work/study student placements
- cultural offerings
- athletic offerings
- library services
- technology
- faculty consultation

Describe with examples
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3. Using the following grid, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year. (maximum 15 partnerships)

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
1.										
2.										
3.										
4.										
5.										
...										
15.										

4. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?

Yes  No

Describe the strategies

- b. Are there mechanisms to systematically provide feedback and assessment to community partners?

Yes  No

Describe the mechanisms

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

Yes  No

Provide a minimum of five examples from varied disciplines

#### **IV. Wrap-Up**

1. (Optional) Use this space to elaborate on any short-answer item(s) where you need more space. Please specify the corresponding section and item number(s).
2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.
3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.
4. May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), with the understanding that your institution's identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)

Yes  No

**Appendix E: List of Measurable Outcomes**

**Short-term Outcomes**

<b>OUTCOME</b>	<b>INITIATIVE</b>	<b>RESPONSIBLE AREA(S):</b>
Development, implementation and expansion of service learning, community outreach, internship, national or international exchange, off-campus clinical experience, or co-operative education opportunities in majors	Students [Teaching & Learning]	Academic Affairs, Student Development, Appropriate Faculty Committees
Development and implementation of a distinctive educational experience outside the classroom	Students [Teaching & Learning]	Academic Affairs, Student Development, Faculty General Education Committee
Completion of a study of factors related to retention and graduation rates of UTC students to identify areas of weakness	Students [Teaching & Learning]	Academic Affairs, Student Development
Development and implementation of a distinctive program that provides a concrete record of mutual commitment between students and UTC to an engaged, educational experience outside of the classroom	Students [Teaching & Learning]	Academic Affairs, Student Development
Identification of criteria to be used to recognize distinctive administrative and support units	Students [Teaching & Learning]	Executive Team, Academic Affairs, Distinctiveness Task Force
Identification of current distinctive academic, administrative and support programs based upon agreed on criteria	Students [Teaching & Learning]	Executive Team, Academic Affairs, Distinctiveness Task Force
Identification and assessment of established and potential programs serving emerging growth industries within business, social, and educational communities of the metropolitan region	Education and Research	Graduate Dean, Academic Affairs, Targeted Members of the Community
Documentation of the number of public programs in the arts	Education and Research	Academic Affairs
Increased resources for the Office of Multicultural Affairs – financial and marketing staffing	Diversity	Chancellor, Executive Team, Student Development
Documentation of increased awareness and interest of UTC Office of Multicultural Affairs and its missions among faculty, staff, and students	Diversity	Chancellor, Executive Team, Student Development
Completed post-Geier statement of commitment to diversity and access that is specific to UTC approved by Chancellor, Executive Committee, and Faculty Senate	Diversity	Chancellor, Executive Team, Faculty Senate, ERC, ESC, SGA

**Short-term Outcomes, continued**

<b>OUTCOME</b>	<b>INITIATIVE</b>	<b>RESPONSIBLE AREA(S):</b>
Specific scope and responsibilities of a reactivated, renamed, and refocused Minority Committee defined	Diversity	Chancellor, Executive Team
Formation of a reactivated, renamed, and refocused Minority Committee with scheduled regular meetings	Diversity	Chancellor, Executive Team
Increased number (annually) of external partners involved in campus diversity projects or activities	Diversity	Academic Affairs, Finance and Operations, Student Development, University Advancement
Completion of an accessibility audit of current facilities and infrastructure	Diversity	Finance and Operations
Establishment and staffing of an Office of Outreach and Community Engagement	Enabling	Chancellor, Academic Affairs, Finance and Operations, University Advancement, Student Development
Development and implementation of a resource allocation plan based on the priorities set by the strategic plan	Enabling	Chancellor, Executive Team
Implementation of a formal process for evaluating the institution's strategic direction, initiatives, action steps, and measurable outcomes	Enabling	Chancellor, Executive Team
Preparation and implementation of a university-wide technology plan	Enabling	Academic Affairs, Finance and Operations
Development and implementation of a comprehensive integrated marketing and communication plan	Enabling	University Relations
Preparation and implementation of a revised campus master plan for capital outlay and capital maintenance that include a blueprint for becoming the state's most environmentally sustained campus	Enabling	Facilities Planning and Management, Executive Team
Development of regional/national/state comparisons for administrative and academic compensation	Enabling	Executive Team, Academic Affairs, Finance and Operations
Identification of the number and cash amount of graduate student assistantships needed to reach competitive national levels	Enabling	Academic Affairs, Graduate School
Increased GPA and graduation rates by athletes in all sports	Enabling	Athletics

**Short-term Outcomes, continued**

OUTCOME	INITIATIVE	RESPONSIBLE AREA(S):
Greater diversification of external funding sources	Enabling	Chancellor, Academic Affairs, Finance and Operation, University Advancement, Student Development

**Short- to Mid-term Outcomes**

OUTCOME	INITIATIVE	RESPONSIBLE AREA(S):
Improved satisfaction with student services (as measured by student surveys and student retention)	Students [Teaching & Learning]	Executive Team, Academic Affairs, Distinctiveness Task Force
Documentation of outcomes and actions taken from external programs and accreditation reviews	Students [Teaching & Learning]	Academic Affairs, Student Development

**Short- to Long-term Outcome**

OUTCOME	INITIATIVE	RESPONSIBLE AREA(S):
Documentation of an increasing number of diversity training programs held on campus or in community	Diversity	Chancellor, Executive Team, Student Development

**Mid-term Outcomes**

OUTCOME	INITIATIVE	RESPONSIBLE AREA(S):
Increased student engagement and retention at UTC as measured by the National Survey of Student Engagement (NSSE), retention and persistence to graduation rates	Students [Teaching & Learning]	Academic Affairs, Student Development, Appropriate Faculty Committees
Student perception of the positive educational benefits from the distinctive educational experience as measured by satisfaction surveys	Students [Teaching & Learning]	Academic Affairs, Student Development, Faculty General Education Committee
Documentation of faculty/staff satisfaction with the distinctive experience as measured by relevant evaluation surveys	Students [Teaching & Learning]	Academic Affairs, Student Development, Faculty General Education Committee
Faculty, staff and student perceptions that indicate a strong commitment (and sense of community) to the program	Students [Teaching & Learning]	Academic Affairs, Student Development, Faculty General Education Committee

**Mid-term Outcomes, continued**

<b>OUTCOME</b>	<b>INITIATIVE</b>	<b>RESPONSIBLE AREA(S):</b>
Increased levels of student engagement as measured by the NSSE scales	Students [Teaching & Learning]	Academic Affairs, Student Development, Faculty General Education Committee
Positive external evaluation and assessment of the experience (e.g., THEC, SACS, etc.)	Students [Teaching & Learning]	Academic Affairs, Student Development, Faculty General Education Committee
Implementation of recommendations from the study of retention and graduation rates for improved student retention	Students [Teaching & Learning]	Academic Affairs, Student Development
Expanded opportunities and support for faculty to incorporate new teaching and learning methods	Students [Teaching & Learning]	Academic Affairs, Student Development
Implementation of a new student information system designed around UTC's needs for student advisement and retention	Students [Teaching & Learning]	Academic Affairs, Student Development
Development of an effective mentoring program as evaluated by both students and faculty	Students [Teaching & Learning]	Academic Affairs, Student Development
Identification and establishment of centralized administrative support to coordinate campus scholarly activity	Education and Research	Academic Affairs
Increased number of existing global/international partnerships and new global/international partnerships developed	Education and Research	Academic Affairs, Targeted Members of the Community
Evaluation of global/international relationships and partnerships to assess the impact on learning and student attitudes	Education and Research	Academic Affairs, Targeted Members of the Community
Increased number of public programs in the arts	Education and Research	Academic Affairs
Higher attendance at events sponsored by the UTC Office of Multicultural Affairs	Diversity	Chancellor, Executive Team, Student Development
Development and implementation of initiatives from a reactivated, renamed, and refocused Minority Committee	Diversity	Chancellor, Executive Team

**Mid-term Outcomes, continued**

<b>OUTCOME</b>	<b>INITIATIVE</b>	<b>RESPONSIBLE AREA(S):</b>
Achievement of the designation as a Carnegie Community Engagement Institution	Enabling	Chancellor, Academic Affairs, Finance and Operations, University Advancement, Student Development
Increased employee satisfaction with the campus culture with respect to openness, integrity, appreciation, and inclusiveness in decision making as measured by faculty, staff, administrative surveys	Enabling	Chancellor, Executive Team
Survey results that demonstrate faculty, staff, and student understanding of UTC's metropolitan mission	Enabling	University Relations
Documentation of increased alumni involvement, and participation as measured in part from alumni surveys	Enabling	Alumni Office, Executive Team
Increased response rates on the biennial alumni survey	Enabling	Alumni Office, Executive Team
Double the current five year retention rate for faculty	Enabling	Executive Team, Academic Affairs, Finance and Operations
Double the current five year retention rate of administrative and academic staff	Enabling	Executive Team, Academic Affairs, Finance and Operations
Increased number and amount of graduate student assistantships to reach national competitive levels	Enabling	Academic Affairs, Graduate School
Increased number of wins and conference titles among all sports	Enabling	Athletics
Increased annual attendance at home game venues in all sports by 10%	Enabling	Athletics
Increased donor funding for UTC athletic programs	Enabling	Athletics

**Mid- to Long-term Outcomes**

<b>OUTCOME</b>	<b>INITIATIVE</b>	<b>RESPONSIBLE AREA(S):</b>
Increased retention and graduation rates by 10%	Students [Teaching & Learning]	Academic Affairs, Student Development
Documentation of student satisfaction in relevant surveys regarding the institutional efforts regarding student success	Students [Teaching & Learning]	Academic Affairs, Student Development

**Mid- to Long-term Outcomes, continued**

OUTCOME	INITIATIVE	RESPONSIBLE AREA(S):
Improved performance on standardized tests of general education outcomes and major field knowledge	Students [Teaching & Learning]	Academic Affairs, Student Development
Increased online, distance, evening, and weekend educational opportunities	Students [Teaching & Learning]	Academic Affairs, Executive Team, targeted members of the Community
Out-of-state tuition waived for residents of contiguous northwest Georgia and northeast Alabama counties	Students [Teaching & Learning]	Academic Affairs, Executive Team, targeted members of the Community
Implementation of focused marketing strategies to highlight distinctive programs in recruitment efforts	Students [Teaching & Learning]	Executive Team, Academic Affairs, Distinctiveness Task Force
New programs targeting needs and opportunities within business, social, and educational communities proposed, developed, and implemented	Education and Research	Graduate Dean, Academic Affairs, Targeted Members of the Community
Documentation of increased levels of tolerance for and acceptance of diverse ideas, cultures and people as reflected in student, staff, faculty, and administrative surveys	Diversity	Chancellor, Executive Team, Student Development
Increased number and/or percentage of underrepresented faculty, staff, and students	Diversity	Academic Affairs, Finance and Operations, Student Development
Increased number of courses that add diversity content to or integrate diversity training in their syllabi	Diversity	Academic Affairs
Increased enrollment in the courses that integrate diversity training	Diversity	Academic Affairs
Increased donor funding for campus diversity programs	Diversity	Academic Affairs, Finance and Operations, Student Development, University Advancement
Evaluation of partnering that aims to increase diverse opportunities for faculty, staff, and students	Diversity	Academic Affairs, Finance and Operations, Student Development, University Advancement

**Mid- to Long-term Outcomes, continued**

<b>OUTCOME</b>	<b>INITIATIVE</b>	<b>RESPONSIBLE AREA(S):</b>
Identification of changes necessary in campus signage and architecture required to provide maximum access	Diversity	Finance and Operations
Documentation of increased media visibility in the community, state and UT System related to UTC's distinctive programs and campus culture, featuring UTC's programs and initiatives that support its metropolitan mission and identity	Enabling	University Relations
Increased number of applications from high achieving students who list UTC as their first choice	Enabling	University Relations
Increased funding for UTC marketing projects	Enabling	University Relations
Increased (by at least 10%) fiscal and other needed resources allocated to support student, faculty and staff research, creative and scholarly activity	Enabling	Academic Affairs, Business and Finance
Increased availability of enhanced library services resulting from cooperative agreements with other state institutions and agencies to provide an array of research tools and resources	Enabling	Academic Affairs, Business and Finance
Improved faculty satisfaction with UTC's support for research, creative, and scholarly activity as documented in surveys	Enabling	Academic Affairs, Business and Finance
Increased funding from sources other than state appropriations and student fees	Enabling	Chancellor, Academic Affairs, Finance and Operation, University Advancement, Student Development

**Long-term Outcomes**

<b>OUTCOME</b>	<b>INITIATIVE</b>	<b>RESPONSIBLE AREA(S):</b>
Increased participation (10% per year) in experiential learning opportunities from current levels	Students [Teaching & Learning]	Academic Affairs, Student Development, Appropriate Faculty Committees
External evaluation/recognition for distinctive programs with community engagement opportunities embedded in the curriculum (e.g., SACS, departmental reviews, Carnegie recognition)	Students [Teaching & Learning]	Academic Affairs, Student Development, Appropriate Faculty Committees
Higher levels of satisfaction of students, faculty/staff, and other partners as measured by surveys	Students [Teaching & Learning]	Academic Affairs, Student Development, Appropriate Faculty Committees

**Long-term Outcomes, continued**

OUTCOME	INITIATIVE	RESPONSIBLE AREA(S):
Increased satisfaction with job performance among employers of UTC graduates	Students [Teaching & Learning]	Academic Affairs, Student Development, Appropriate Faculty Committees
Increased recruitment of our students by regional employers	Students [Teaching & Learning]	Academic Affairs, Student Development, Appropriate Faculty Committees
Increased awareness of societal issues as measured by student surveys	Students [Teaching & Learning]	Academic Affairs, Student Development, Appropriate Faculty Committees
Higher rates of retention and persistence to graduation	Students [Teaching & Learning]	Academic Affairs, Student Development
Evaluation of the impact of UTC's general education curriculum on student learning as measured by standardized tests and measures determined by the faculty, and General Education Committee	Students [Teaching & Learning]	Academic Affairs, Student Development
Documentation of increased enrollment gains through the online, distance, evening and weekend educational programming offered	Students [Teaching & Learning]	Academic Affairs, Executive Team, targeted members of the Community
Increased retention and graduation rates resulting from implementing enhanced and varied access opportunities to UTC's educational programs	Students [Teaching & Learning]	Academic Affairs, Executive Team, targeted members of the Community
Increased number of proposals for research support and external funding by 20% while acknowledging that opportunities for extramural funding varies across the disciplines	Education and Research	Academic Affairs
Evaluation of the impact of public programs in the arts on the community and UTC student life	Education and Research	Academic Affairs
Achievement and maintenance of a diverse faculty and staff through the commitment to diversity and equal opportunity	Diversity	Chancellor, Executive Team, Faculty Senate, ERC, ESC, SGA
Increase in the numbers of students, faculty, and staff in under represented areas as identified in the post-Geier statement	Diversity	Chancellor, Executive Team, Faculty Senate, ERC, ESC, SGA

**Long-term Outcomes, continued**

OUTCOME	INITIATIVE	RESPONSIBLE AREA(S):
Evaluation of initiatives completed by the Minority Committee	Diversity	Chancellor, Executive Team
Increased retention of a diverse faculty, staff, and student body that is representative of the global community and of those groups deemed to be underrepresented	Diversity	Academic Affairs, Finance and Operations, Student Development
A more accessible campus as measured by increased numbers of students, faculty, and staff with disabilities	Diversity	Finance and Operations
Evaluation of the benefits of institutional partnerships and the value of the Carnegie Community Engagement Institution designation as measured by student, faculty, staff, administrative, alumni, and community member surveys	Enabling	Chancellor, Academic Affairs, Finance and Operations, University Advancement, Student Development
Continual evaluation and revision of the resource allocation model on an annual basis to ensure relevance to institutional programming and priorities	Enabling	Chancellor, Executive Team
Continued evaluation and revision on an annual basis of the institution's strategic direction, initiatives, action steps, and measurable outcomes, creating new initiatives where necessary and adjusting the current plan as needed to reflect new strengths and opportunities	Enabling	Chancellor, Executive Team
Increased financial support for the expansion of the library collections, print and electronic journal subscriptions, and reference services	Enabling	Academic Affairs, Finance and Operations
Increased financial support for the campus technology infrastructure for high quality instruction, faculty research, and administrative functions	Enabling	Academic Affairs, Finance and Operations
Continued evaluation of technology services and opportunities on an annual basis to provide the technological infrastructure necessary for students, faculty, and staff	Enabling	Academic Affairs, Finance and Operations
Increased alumni giving as measured by the percentage of alumni making financial contributions to the institution	Enabling	Alumni Office, Executive Team
Acquisition of state funding for the institution's highest capital facilities priorities: a laboratory science building and a health sciences building	Enabling	Facilities Planning and Management, Executive Team
External recognition as a demonstration site for environmentally sustainable university facilities as measured by the number of site visits requested	Enabling	Facilities Planning and Management, Executive Team

**Long-term Outcomes, continued**

OUTCOME	INITIATIVE	RESPONSIBLE AREA(S):
Achieving status as the state's most environmentally sustainable campus	Enabling	Facilities Planning and Management, Executive Team
Exceed the state/national peer group average salaries for faculty at all ranks	Enabling	Executive Team, Academic Affairs, Finance and Operations
Increased graduate applications and enrollments resulting from the increased number of assistantships	Enabling	Academic Affairs, Graduate School
Increased number of graduate degrees conferred (by 10%)	Enabling	Academic Affairs, Graduate School
Attainment of a self-supporting athletics division that reduces reliance on the rest of the institutional budget	Enabling	Athletics
Increased discretionary funding that provide more flexibility for staffing, academic programs, and other resources to support the strategic plan initiatives	Enabling	Chancellor, Academic Affairs, Finance and Operation, University Advancement, Student Development

**Appendix F: Presentations and Discussions of the Strategic Plan Draft**

**May/June 2007**

University Planning Council..... August 29

**August 2007**

University Planning Council..... August 29

**September 2007**

Dean' Council..... September 25

Executive Team ..... September 26

Department Head's Council..... September 27

**October 2007**

Campus Open Forums (11 AM, 12 Noon, 1 PM)..... October 9

Campus Open Forums (11 AM, 12 Noon, 1 PM)..... October 10

Graduate Council..... October 11

Exempt Staff Council..... October 15

Campus Open Forums (2 PM, 3PM, 4 PM) ..... October 16

Student Government Association..... October 16

Campus Open Forums (9 AM, 10 AM, 11 AM) ..... October 17

Campus Open Forums (9 AM, 10 AM, 11 AM) ..... October 18

Employee Relations Committee..... October 18

Faculty Senate..... October 18