TRANSFORMING TENNESSEE STATE UNIVERSITY:
STRATEGIC PLAN 2010-2015

Our Motto: Think, Work, Serve.
Message from the President

It is my pleasure to present to you *Transforming Tennessee State University: Strategic Plan 2010-2015*, the strategic vision for our University for the next six years. Since 2005, in the face of a rapidly changing higher education environment, we have worked as a community to examine our practices and policies, assess the challenges we face, and chart a bold strategic direction for our University. *Transforming Tennessee State University* integrates these planning efforts into an overarching strategic document designed to guide our activities and transform our University. Input from students, faculty, staff, alumni, and the community, as well as various planning efforts at the University and State level, have shaped this plan. This plan also integrates essential steps the University must take in order to prepare to fully implement the strategic goals and action steps identified for the 2010-2015 planning cycle.

In messages and remarks to the University community, I have reminded you of the challenges we face. I have also reminded you about the need for us to seize today’s opportunities, to grow in size and stature as a premier regional, land-grant university, and to become a destination campus for students and a university of choice for faculty, staff, and employers. In developing *Transforming Tennessee State University: Strategic Plan 2010-2015*, as a community, we have been mindful of the strong need to build and engender a culture of planning and data-driven decision-making at all levels of the University. The times call for it, and the continuing growth of our University as one of the top Historically Black Colleges and Universities in America depends on it.

I am grateful to the many students, faculty, staff, alumni, service providers, and community partners who participated in this process and helped to create a vision of the University TSU will become over the next six years. I am equally appreciative of Dr. Peter Nwosu, the Office of the President’s American Council on Education/Strategic Planning Fellow, the 14-person steering committee that shepherded the strategic plan through a careful, deliberative process, and the 7-member strategic plan budget workgroup co-chaired by Vice President Cynthia Brooks, Business and Finance, and Associate Vice President Ken Looney, Academic Affairs, for developing budget estimates that align resources with TSU’s strategic priorities and institutional goals. I will continue to call upon the University community for input and participation as we develop and implement specific plans that will translate this Strategic Vision into strategic action. In six years, we will look back and be proud of our accomplishments, service, enhanced learning and research opportunities, and contributions to our region, our nation, and the global community. We are Nashville’s only public University! We are TSU.

Sincerely,

Melvin N. Johnson
President

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*Transforming Tennessee State University: Strategic Plan 2010-2015*

*May 8, 2009*
Education is the passport to the future,
for tomorrow belongs to those who prepare for it today.

--Malcolm X

EXECUTIVE SUMMARY

This strategic plan represents the collaborative efforts of students, faculty, staff, administration, and alumni to craft a vision of the University, develop the strategic steps for attaining that vision, and identify and align appropriate resources in that direction. Its impetus is the President’s goal of setting a new, strategy-focused direction for the University in light of the changing realities of our educational environment. The implementation cost of this plan over the next six years is $36,149,700 million above and beyond our operational budget. This will require systematic workforce planning and program prioritization, reallocation and repurposing of existing resources toward strategic priorities, and aggressive efforts to grow additional funding through increased enrollment, research, entrepreneurial activities, and philanthropic support.

Six strategic cornerstones drive the 19 strategic goals in the plan. Benchmarks for measuring effectiveness, along with University leads to ensure accountability, are included. An institutional planning and accountability mechanism is also being put in place to ensure coordination and integration of planning processes and institutional performance. A budget plan has been integrated into this planning process so that resources are aligned with strategic priorities and goals. The budget plan requires intentionality in reallocation of existing resources and heightened and sustained entrepreneurism to fund strategy implementation over the next six years.

The strategic integrative goal of this planning document—to become a premier public research land-grant university and a destination campus in the region—has been shaped by the President’s vision, our Academic Master Plan, Report of the Vision of Research and Graduate Education Committee of the Tennessee Board of Regents, and the family of planning efforts at both the University and the State. Transforming Tennessee State University: Strategic Plan 2010-2015 is ambitious, comprehensive, quantifiable, and action-oriented, and requires great discipline and focus, and the active support and contributions of the University community, alumni, and friends to build a stronger university in the service of our region, our state, the nation, and the global community.
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**TEN TRANSFORMATIONAL RETURNS ON INVESTMENT**

- Enhanced Quality and Reputation of Our Graduate and Undergraduate Programs
- Improved Business Operations and Services
- Growth in Enrollment
- Enhanced Infrastructures for Student Success
- Improved Faculty and Staff Development and Compensation
- Increased External Research Funding that Enhances University Reputation and Prominence
- Increased Opportunities for Civic Engagement, Service Learning, and Global Education
- Enhanced Technology Infrastructure to meet the changing information needs for instruction, research, service learning, and engagement
- Growth in Our Endowment for Educational Excellence and Other Revenue Streams
- Increased Economic Impact in the Region
Our Mission, Vision Statement, and Core Values

UNIVERSITY MISSION STATEMENT

Tennessee State University, an Historically Black College/University (HBCU), fosters scholarly inquiry and research, life-long learning, and a commitment to service.

UNIVERSITY VISION STATEMENT

Tennessee State University aspires to achieve national and international prominence, building on its heritage and preparing leaders for a global society.

UNIVERSITY CORE VALUES

Tennessee State University maintains the following core values:

• Excellence
• Learning
• Accountability
• Integrity
• Shared governance
• Diversity
• Service
To accomplish great things, we must not only act, but also dream; not only plan, but also believe.

--Anatole France, Nobel Laureate

STRATEGIC INTEGRATIVE GOAL:

To Become a Premier Public Research Land-grant University and a Destination Campus in the Region

In this regard, we seek three outcomes:

- To become a Carnegie-designated Research University with a focus on high research activity (RU/H);

- To become an Engaged University, consistent with the Carnegie Elective Classification, by increasing and documenting our community engagement activities in our curriculum and community service, and through our external outreach and partnerships aimed at dealing with many of the social, cultural, educational, economic, and environmental needs and issues in our region and beyond; and

- To become a destination campus in the middle Tennessee region—known for its focus on strong academic programs, student success, efficient service delivery, strong alumni and community support, and a vibrant campus life where students, faculty, staff, and visitors desire to come.
I. Overview

Who We Are

Tennessee State University (TSU) is Nashville’s only public University. It is a Carnegie Doctoral/Research, land-grant university that offers 7 doctoral programs, 24 Master’s, and 42 Bachelor’s degrees in numerous disciplines. Its location in the state capital, a federal gateway to America’s south and a major hub for healthcare, music, banking, publishing, and transportation industries, offers unparalleled research and service opportunities to students, scholars, and business partners from around the globe. Nearly 430 full-time faculty and approximately 200 part-time faculty serve a student population of over 8200 drawn from 42 states and 45 countries. More than 70% of the student population is African American, while twenty-two percent is white. A growing number of Latino, Asian, and international students is also present at the University.

Economic Impact and Reputation

In 2001, TSU had an economic impact on the Nashville region of nearly half a billion dollars, creating more than 9000 jobs, and attracting visitors who spent $42.4 million. For ten consecutive years, TSU has been listed in U.S. News and World Report’s "Guide to America's Best Colleges" and, in 2008, was ranked by U.S. News and World Report as the top public Historically Black College and University (HBCU) in the country. Black Enterprise magazine listed TSU as one of the top 50 Best HBCUs in the United States, and in 2008, the University became the Regional Winner of the Peter McGrath Award for Community Engagement among universities in the southern United States, and one of six finalists for the National Award for Community Engagement.

The University is home to Nanoscience and Biotechnology laboratories and research programs funded by the U.S. Department of Defense, the Center of Excellence In Information Systems Engineering and Management, supported by the National Science Foundation (NSF) and National Aeronautics and Space Administration (NASA). The Center of Excellence in Learning Sciences has programs that have been supported by the Department of Health and Human Services, Tennessee Department of Human Services, National Science Foundation, United States Department of Agriculture, and the United States Department of Education. A new, multi-million dollar research building provides state-of-the-art-instrumentation and expertise in molecular biology and biotechnology, computer sciences and robotics, computational sciences and mathematics, astronomy, and learning sciences. The University’s Avon Williams Campus in the heart of downtown Nashville, one block from the State’s Supreme Court and the State Capitol, was recently renovated with $23.5 million state-of-the-art instructional facilities and conference capability. A modernized Speech and Hearing Clinic that serves the Nashville Metropolitan community and provides experiential learning for students is housed on that Campus. The University has accepted the donation of 200 acres of land along the Cumberland River that will be used for sustainable agriculture farming and research, a 50-acre site in the proposed May Town Center for the TSU Research Park for
innovations in sustainable agriculture, and $400,000 towards an endowed Chair in Sustainable Agriculture.

Our Legacy

TSU is known for its nurturing environment; its focus on social justice; and preparing young people to serve, to think critically and ethically, and to compete successfully in a changing and challenging world. Its Honors Program established in 1963 is one of the oldest in the nation. Its 2007 Honda All-Star Academic Challenge champions outranked more than 320 college students from 64 HBCUs across the country. The University is also home to the international award-winning Forensic Program, which also won the 2008 American Forensics Association Championship. TSU is one of only three HBCUs in the nation with the prestigious all-discipline Honor Society of Phi Kappa Phi and Phi Eta Sigma, the oldest and largest freshman honor society in the United States. Alpha Kappa Mu Honor Society, a general scholarship honor society, was founded at Tennessee State University in 1937. The nationally recognized newspaper, the Meter, received 12 awards during the 2007-08 academic year, including 1st place ranking from the American Scholastic Association for excellence in journalism and the Online Pacemaker Award for its website from the Associated Collegiate Press. Its rich athletics tradition has earned the University honors and recognitions at national events and championships. Its famous marching band, affectionately called The Aristocrat of Bands, has garnered national and international reputation through its performances abroad, at NFL events, and presidential inaugurations, including appearances at the 1961 inaugural parade for President John F. Kennedy and the 1993 and 1997 inaugural parades for President Bill Clinton. It was the first historically black college or university band to perform in a Presidential Inaugural Parade.

Among its prominent alumni are media pioneer and entrepreneur Oprah Winfrey; Olympic Gold medalists Wilma Rudolph and Chandra Cheeseborough; First Lady Andrea Conte of Tennessee; Tennessee State Senator Thelma Harper; State Representative and Speaker pro tem Lois DeBerry; former NFL star Ed Lee “Too Tall” Jones; Grammy award-winning and internationally famed gospel entertainer Dr. Bobby Jones; and medical pioneer Dr. Levi Watkins, Jr., who, in 1980, performed the world’s first human implantation of the automatic defibrillator. Other alumni include CEOs, clergy persons, educators, scientists, and entertainers.

Our History

TSU opened its doors in 1912 to 247 African American students. It was a period when other institutions of higher education in the state would not admit them. Today that door remains open, serving an ever-more diverse student population of African Americans, Caucasians, Latinos, Asians, international students, and persons from underrepresented groups, and providing access to many who might not have dreamed of going to college! This has been the historic legacy and strength of Nashville’s only public University.
Known first as the “Tennessee Agricultural and Industrial State Normal School for Negroes,” the establishment of Tennessee A & I marked the beginning of a new era of public higher education in Tennessee. Programs at the new institution focused primarily on agricultural and industrial occupations. In 1922, this “normal school for negroes” became a four-year, degree-granting teachers’ college and, in 1951, a university. Seven years later, the Tennessee State Board of Education elevated the University’s status to a full-fledged land-grant institution. This elevation to land-grant status allowed the University to incorporate into its curricula the traditions of the liberal arts and sciences with those of the practical, agricultural, military, mechanical, and industrial arts, thus opening the doors for federal funding for specific types of programs, and more openness, accessibility, and service to the people of Tennessee.

Today, Tennessee State University is a comprehensive, urban, co-educational land-grant institution. The more than sixty-five buildings that comprise the TSU main campus are located on 500 acres along the Cumberland River. A federal lawsuit to end segregation in higher education across the State of Tennessee resulted in the merger of Tennessee State University and the University of Tennessee, Nashville. This merger, which occurred in 1979, represents the only instance in U.S. history in which a predominately black institution merged with a majority institution and became the surviving University. TSU’s absorption of the former UT campus resulted in an expansion of TSU to include a downtown campus renamed “Avon Williams” in honor of former state senator and Nashville civil rights leader Avon Williams, Jr. The newly renovated Avon Williams Campus is located in the heart of downtown Nashville, near the epicenters of state and local government and the business district. TSU remains the only public Historically Black College and University (HBCU) in the state of Tennessee.

Throughout its 97-year history, TSU has been committed to educating a new generation of leaders, scholars, teachers, and practitioners who understand their responsibility to their communities and beyond. In its formative years, students, faculty, and staff worked hard to keep the institution running, from clearing rocks, to harvesting crops, and carrying chairs from class to class. TSU’s motto is “Think, Work, Serve.” It has guided the University’s growth and progress for decades.

**New Pressures and Opportunities**

Today, across our nation, higher education faces a myriad of new pressures: pressure for resources to educate a generation of young people and adult learners in the face of declining state revenues and a national economic crisis; pressure to expand access to a new generation of young people and adult learners seeking an affordable college education; pressure to identify and aggressively recruit faculty capable of preparing students to compete successfully in an increasingly global knowledge economy; and pressure from forces of accountability to improve students’ learning and success—in short, to recruit, to retain, and to graduate students in a timely manner. To maintain public faith in our mission as institutions of higher education, colleges and universities are now being asked to take bold and visionary steps to lead and influence purposeful change on several fronts. For TSU, purposeful change in our current educational and
economic climate requires more purposeful planning.

It is for this reason that in fall 2008 we began a strategic planning – to broaden the conversations concerning the challenges we face and to engage the University community and stakeholders in conceptualizing the institutional changes we hope to see over the next six years. These conversations are also necessary to respond to the requirement of the Tennessee Board of Regents (TBR), our governing board, that each TBR institution develop a five-year strategic plan that helps to meet statewide goals for certificates, diplomas, and degrees. The time to begin the process is now.

For Tennessee State, the essential, integrative goal of our institutional strategic plan is to become a premier public research land-grant university and a destination campus in the region. The term “integrative goal” not only paints a portrait of a vision of the University we aspire to become, but also shows how several complex University-planning initiatives—Board of Regents System Strategic Plan and Vision of Research and Graduate Education; Academic Master Plan; Business Intelligence Plan with Deloitte Consulting, IBM; the Executive Leadership Council; Facilities Master Plan; Diversity Plan; Quality Enhancement Plan; and cascading unit plans—are integrated holistically into the institutional strategic plan to move the University toward this strategic vision. The institutional strategic plan (ISP) incorporates several elements of the joint priorities and goals for addressing areas of need in both student learning and educator development for the advancement of education in Tennessee identified in the 2009 Annual Joint Report of the State Board of Education and the Tennessee Higher Education Commission. Throughout this institutional strategic plan for 2010-2015, strategic activities for goal attainment and metrics for monitoring planning and implementation processes at each level are provided.

This plan, while sensitive to TSU’s history and experience, incorporates best practices from the higher education community to address the challenges that we face and strategically position the University to advance its central mission. The benefit of a five-year planning cycle is that it permits flexibility to assess for effectiveness and progress, and to make adjustments as appropriate. The plan is ambitious, comprehensive, quantifiable, and action-oriented, and thus requires discipline, laser-like focus, creativity and expert entrepreneurism as we pursue its implementation. While some activities that are ongoing at the University are not reflected in this document, this omission does not mean that these activities are not important to our institutional mission. Rather, this quinquennial-planning document is only a conceptual framework of what we must do to move our University to the next level of excellence as a regional premier research institution with a distinct national reputation and an international prominence.
II. The Strategic Planning Process

Background

Work on the University’s strategic planning process began in fall 2008 when Dr. Peter Nwosu, American Council on Education (ACE) Fellow, joined the University. As Strategic Planning Fellow in the Office of the President, he was charged by President Melvin N. Johnson with strategic review of the family of ongoing planning initiatives and reports at the University, and crafting a roadmap and framework for creating an integrated institutional strategic vision for the University. This review resulted in the development of a draft document titled Strategic Planning Initiatives that offered a roadmap for both the process and the anticipated product(s) needed for creating an integrated vision of the University over the next six years.

Strategic Planning Initiatives

The Strategic Planning Initiatives’ document identified six strategic planning priorities or cornerstones and recommended a structure for University-wide participation in creating the broad initiatives or the blueprint for attaining the strategic priorities or cornerstones. It also provided a clarification of planning expectations, including the expectations of the Tennessee Board of Regents (TBR), timelines, planning matrices, and monitoring templates. The document also focused on key performance indicators; development of a planning website to house planning resources and serve as a forum for feedback throughout the planning process; the creation of an institutional structure at TSU for coordinating University-planning processes; as well as the development and adoption of the 2010-2015 Strategic Plan document.

On September 14, 2008, the Strategic Planning Initiatives document was presented to the President’s Cabinet for discussion and adoption. The Cabinet--consisting of the President, all vice presidents, athletics director, chairs of the faculty and staff senates, the president of the student government association, University Counsel, and ACE Fellow--reviewed, discussed, and adopted the roadmap and the six strategic cornerstones in the document. In his State of the University address on September 17, 2008, President Johnson shared the roadmap and the six strategic cornerstones with the University community for the first time, and announced that he was appointing a University-wide Strategic Planning Steering Committee, chaired by Dr. Nwosu, to lead the Institutional Strategic Planning efforts, which will be guided by the identified six cornerstones. The fourteen-member committee (see Appendix A) comprised of administrators, staff, faculty, and the student government association was charged with the following tasks:

- Planning and implementing a University-wide conversation on strategic planning guided by the six strategic cornerstones outlined in the Strategic Planning Initiatives document;
- Developing a 2010-2015 strategic plan;
Developing institutional annual planning guidelines;
Developing an institutional leadership planning matrix template;
Assisting in the development of business intelligence/key performance indicators and service level agreements;
Developing an institutional annual report/monitoring template;
Developing a strategic planning website; and
Assisting in the development of a business intelligence executive dashboard for monitoring progress and for making necessary adjustments.

Engaging the University

The 14-member committee held its first meeting on September 25, 2008, and held regular meetings for most of the fall semester of 2008. The initial meetings focused on developing a shared understanding of strategic planning processes and goals; enumerating the protocols for the University-wide conversations; identifying potential stakeholders for participation; setting timelines and goals; and creating the content materials for a series of focused group forums held in fall 2008.

Four such forums were held for individual groups of faculty and staff members; a combined session for faculty, staff, and administrators; and a forum for students attended by Student Government Association leaders. Overall, 175 participants from across the University took part in these forums. Information about the forums was disseminated to the University community via emails on Campus-exchange, and the forums were held at the University’s main campus and downtown campuses on November 12 and 14, and December 1 and 2, 2008. Participants at each forum were invited to choose one of six breakout sessions that focused on each of the six strategic cornerstones. Two members of the strategic planning steering committee served on a sub-committee for one strategic cornerstone, and each sub-committee facilitated each session of the forum focusing on the assigned strategic cornerstone and took notes on the outcomes of the focused discussions. Each forum was preceded with opening comments from the chair of the strategic planning committee about the purpose of the session, the rationale for strategic planning now, and the anticipated goals—to help create the broad objectives that will allow the University to achieve the goals of the six strategic cornerstones. Participants then dispersed into breakout sessions in separate rooms. Each session lasted roughly 90 minutes to two hours. At the end of each session, facilitators for each sub-committee provided written summaries of the discussions by synthesizing the key issue(s) that emerged around the assigned strategic cornerstones.

At its last meeting in fall 2008, attended by President Johnson, the University-wide Strategic Planning Steering Committee again discussed the process and outcomes, and proposed directions for furthering the work of the Committee. It was agreed that one additional forum for students would be needed and that the planned forums for alumni and stakeholders be completed early in spring 2009. It was also agreed that committee chair review summaries of the discussion outcomes from each session and use these summaries to begin to develop a draft Strategic Vision and Plan for the University, a vision that also integrates all other planning efforts at TSU. This draft document would
be presented to the Committee and to the President’s Cabinet for review and feedback in spring 2009. Over the course of several weeks, both the Committee and the Cabinet reviewed the draft documents. Cabinet members also reviewed the draft document with their senior-level division staff and provided written feedback to the Committee. The Committee also sought feedback from several members of the University community to gather additional input to clarify certain components of the draft document that relate to work matter in those divisions. Following completion of this phase of the review process, the Committee agreed to present the draft plan to the President’s Cabinet, and to the University community, which includes the Staff Senate, Faculty Senate, Academic Master Plan Committee, the Academic Council, the Graduate Council, the Student Government, and other stakeholders, for further review and feedback.

On April 1, 2009, the President presented the draft plan to the campus community and provided the community a two-week window for review and input. Numerous comments were received. During the same period, the chair of the strategic planning committee had one-on-one discussions and visited with various campus groups and constituencies to discuss and answer questions about the draft plan. At the conclusion of the two-week period, the strategic planning steering committee met to review campus community input and feedback. Revisions were made to the draft plan based on the campus feedback and input, and the planning committee agreed on May 7, 2009 to submit the final revised plan to the President’s Cabinet. On May 8, 2009, the President’s Cabinet reviewed the revisions, and, following extensive discussions, unanimously adopted the Plan. In his message to the University community the same day, President Johnson noted that the “process of creating” the strategic plan “has been a successful exercise in shared governance at every level.” Transforming Tennessee State University: Strategic Plan 2010-2015 presents the University’s institutional strategic plan (ISP), comprising our strategic vision (what we hope to become); our Strategic Mission (our common purpose); and the Strategic Action (what we must do) over the next six years to move us towards reaching our integrative goal of becoming a premier urban research land-grant university and a destination campus in our region.

While this review and feedback process was proceeding as planned, the President tasked a 7-member University Strategic Plan Budget Workgroup (see Appendix B) co-chaired by Vice President for Business and Finance, Ms. Cynthia Brooks, and Associate Vice President for Academic Affairs, Dr. Ken Looney, to develop the strategy budget plan and identify the funding sources that will align resources with the strategic priorities and institutional goals in this document. The cost estimate for implementing this Plan is included in this ISP document.
III. Our Strategic Cornerstones, Strategic Actions, and Measures of Effectiveness

Six strategic cornerstones form the foundation of TSU’s Institutional Strategic Plan. They support and define key components of the family of planning efforts at the University. These include TSU’s Academic Master Plan 2008-2028, Business Intelligence Plan, Facilities Master Plan, Diversity Plan, Quality Enhancement Plan, and other unit plans. The cornerstones are also informed by state education and research needs identified by the Tennessee Board of Regents, the 2009 Annual Joint Report of the State Board of Education, and the Tennessee Higher Education Commission (THEC). Consequently, these cornerstones serve as the roadmap and the framework for the University’s strategic direction over the next six years. To realize TSU’s Vision (what we hope to become), the University will utilize this roadmap.

In keeping with the University’s Strategic Vision (i.e., our Integrative Goal), we must engage in those activities that will assert and invigorate our identity, academic brand, and public image as a premier urban research land-grant university and a destination campus in our region. We must engage in those activities and seek out opportunities that strengthen faculty and academic program excellence to enhance the quality of a TSU education and the student experience at our University. Even as we seek to increase enrollment, we must engage in those activities that expand opportunities for interdisciplinary, service, and experiential learning for our students to challenge them academically and increase their leadership skills for negotiating a rapidly changing world. Even as we expand our relations with our alumni, community, and stakeholders, we must engage in those activities and seek out opportunities that strengthen staff excellence so as to improve delivery of services to our students, for they will become our ambassadors in our community, across our state, throughout the country, and around the world. As we strive to support excellence in TSU’s academic mission, we must strengthen the University’s planning and academic infrastructure, including technology resources, our libraries, our facilities, and our business and service operations. And even as we seek to generate resources from other sources as a key component of our strategic cornerstones, we must use existing resources creatively, wisely, and purposefully to realize the vision of what we hope to become.

The Institutional Strategic Plan laid out below describes the vision of each cornerstone, followed by a set of strategic questions that stimulate us to think critically. Then, the document includes a focus on a set of direct actions—the strategic steps—needed to achieve the vision of each cornerstone at all levels of the University, namely the University level and the local level such as every academic and administrative unit at TSU. Over the next six years, divisions and campus units will be expected to use the long-term goals reflected in the six cornerstones to develop their own plans, consistent with the University’s newly developed Annual Planning Process (APP), for assessing institutional effectiveness.

Budget and funding priorities should reflect the long-term goals in the Institutional Strategic Plan, and programs and new academic initiatives will be evaluated and funded
based on their effectiveness in advancing the University vision, mission, and strategic cornerstones. Included in this Institutional Strategic Plan are benchmarks for measuring effectiveness during each annual planning cycle.

**STRATEGIC CORNERSTONE 1: Commitment to Academic Quality and Reputation**

We strive for a culture of academic quality and reputation informed by research, best practice examples, and self-examination to enhance student learning and engagement through our faculty, staff, and student recruitment and retention efforts, and through our teaching, research, and service functions. Our motto remains: Think, Work, Serve.

TSU’s strength rests on its core of dedicated and talented faculty members committed to teaching and learning in a collegial environment and in a vibrant campus community. We recognize that the academic health of the University depends on the quality of its faculty and staff members. Consequently, we must continue to recruit dedicated faculty and staff committed to the vision of the University, and we must invest in institutional support through teacher preparation and development that expands faculty excellence in teaching, service learning, creative activities, and research, including funded-research activity, and staff excellence in services delivery in all aspects of the University’s business and service operations.

A great university is measured by the quality and reputation of its academic programs. Thus, we will focus on improving and enhancing departmental processes and classroom practices that positively impact student learning and engagement, and we will make strategic investments in selected programs and disciplines that highlight and promote the University’s competitive advantage in the region and enhance its national reputation as a premier urban land-grant University while also, through our Quality Enhancement Plan, supporting our general education curriculum as foundational to student development and success. Since assessment of student learning outcomes is a component of quality control and enhancements, and therefore integral to the University’s learning goals and educational effectiveness, we must continually demonstrate our commitment to academic quality and reputation through continuing programmatic and class-embedded assessment. Since quality resources are essential to improving our academic mission and excellence, we will invest in strengthening the University’s infrastructure through our technology resources (including online instructional support and improved classroom technology), our libraries, our physical environments, and our business and service operations.

**Strategic Challenge:** How will TSU continue to build a culture of academic quality and reputation?

**Strategic Goal 1.1: Strengthening Undergraduate Education through the Quality Enhancement Plan (QEP)**
TSU will strengthen the quality of undergraduate education and experience by implementing the QEP, a five-year plan for the enhancement of student learning prepared as a part of the University's application for reaffirmation of its accreditation by the Southern Association of Colleges and Schools/Commission on Colleges (SACS/COC). The overall goal of the QEP is to strengthen the transfer and reinforcement of general education writing competencies in the junior and senior years. Reflecting this emphasis on the academic majors, career success, and writing for authentic audiences, the provisional title of the QEP is "Future Tense: Preparing Advanced Writers for Real-World Leadership."

**Strategic Objective:** The objective of the QEP is to achieve measurable improvements in the writing quality of the University's graduates as reflected both directly in senior capstone writing projects and indirectly through testing, surveys, and other indicators. The QEP's integrative approach to writing instruction will be applied in other core general education areas such as quantitative reasoning and critical thinking where senior-level testing also shows a significant need for interventions.

**Strategic Steps**

In developing a set of action steps for each of these areas, the University envisions during this strategic plan period investments in initiatives for the improvement of student learning in four overlapping areas:

- **Curriculum integration and coordination:** Optimal transfer and reinforcement of writing competencies requiring an intentionally sequenced undergraduate curriculum in which the standards introduced in freshman composition are explicitly and consistently referenced, applied, and assessed in sophomore-, junior-, and senior-level courses.
- **Student support:** Although focused on writing instruction within the curriculum, the QEP also recognizes the need for the enhancement and expansion of the University's Writing Center primarily in order to provide support for students and faculty members in QEP courses and reflect the QEP's emphasis on advanced writing beyond freshman composition.
- **Faculty development:** Substantially improved support for the teaching mission of the faculty is the most important single strategy of both the QEP prospectus and in developing the QEP. The University's Faculty Support Center is already participating actively in the development of the QEP during the spring 2009 semester through faculty learning communities devoted to writing instruction, and additional resources will be required for the QEP during its implementation period (2010-15).
- **Technology:** The campus-wide adoption of an electronic portfolio system both as a potential learning resource for the faculty and students and as a part of the QEP's assessment is envisioned. The online portfolio would be phased in over a four-year period, beginning with freshman courses in 2010-11.
**Measures of Effectiveness:**
For benchmarking, an online portfolio system which would provide for students and faculty an objective, tangible expression of the central concept of the QEP by bringing together work across a sequence of interrelated courses and demonstrating the transfer and reinforcement of learning outcomes. Although initially applied to writing instruction, the portfolio would ultimately be available as a resource for strengthening integrative learning in all areas of the University. The most direct proposed assessment of the QEP is the review of capstone projects in participating programs by faculty teams with specific reference to the QEP’s learning outcomes.

A second level of direct assessment, although necessarily with less specific reference to these outcomes, is the University’s senior exit exam, which tests writing ability as well as other general education competencies.

Indirect assessments, finally, potentially include surveys of graduating seniors regarding their writing learning and confidence, alumni surveys, and surveys of employers, all of which are currently conducted by the University. Academic units involved in QEP will provide reports each semester regarding QEP implementation.

**University Leads:** President, VPAA; QEP Committee; Deans; Department Heads; Faculty

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**Strategic Goal 1.2: Faculty and Staff Support and Development**

TSU will develop and implement those activities and initiatives that will enhance faculty excellence in teaching, research, and service, as well as staff excellence in business and service operations.

**Strategic Objective:** Effective FY 2010, implement specialized programs that support faculty and staff development and excellence in the following areas as appropriate to each group: teaching, research, and service functions, as well as business and service operations.

**Strategic Steps**

- Implement training and faculty development necessary to support the Quality Enhancement Plan.
- Continue to develop faculty seminars to help instructors implement best practices in teaching and collaborations that model evidence-based pedagogy and student engagement and research.
- Improve communication among and between faculty and units concerning fiscal and other incentives for faculty to pursue externally funded research opportunities.
• Provide continued and embedded staff development for all faculty and staff in the proposal process.
• Strengthen and enhance the faculty review, enhancement, and reward system that supports quality teaching, research, and service, by ensuring, without exception, that TSU only appoints, retains, promotes, and tenures exemplary teacher/scholars. Well-trained, well-supported, and regularly evaluated academic leaders who are held accountable for results must lead these faculty members.
• The administration must ensure that faculty members have: workloads that permit them to be teachers/scholars and to be able to provide students with the support they need to succeed; sufficient professional development opportunities to stay current with their fields, with pedagogy, and with technology; and a faculty policy and procedures environment that provides faculty clear expectations.
• Provide resources that incrementally support faculty research, publications, and presentations at regional, national, and international conferences.
• Increase the use and application of technology by faculty for academic program delivery and by staff for business and service operations.
• Effective 2010, implement the recommendations of the University-wide academic policies committee on faculty workload and integrate incentives, engagement in peer mentoring, student advising, and graduate research assistants, and services, in a revised/restructured workload.
• Review and ensure an appropriate student-evaluation-of-instruction process, utilizing a valid return rate\(^1\) evaluation system each semester that holds faculty accountable through regular reviews by department heads and deans, and integration of such reviews in retention, promotion, and tenure decisions. Explore and integrate the use of technology/online paperless in the evaluation process for operational efficiencies and cost effectiveness.
• Continue to provide and improve orientation for new faculty that focuses on the University’s Mission, Vision, and Goals, and the role of faculty in achieving institutional objectives.

Measures of Effectiveness:
For benchmarking, provide each semester and annually for each item above a chart showing implementation for each item: number of faculty seminars; dollar amount for research support; technology use; number of faculty and publications/presentations; workload issue; student evaluation of faculty; and new faculty orientation.

University Leads: VPAA, Faculty Senate Chair, President

\(^1\) Validity study re: SEI %
Strategic Goal 1.3: Strengthening Student Engagement and Experience

TSU will strengthen student engagement with the undergraduate experience through a challenging and rigorous support program that prepares students for graduate school or entrance into careers by focusing on peer and faculty mentoring, providing quality undergraduate research opportunities, reforming the curriculum of gate-keeping courses, and supporting innovative uses of technology to enhance teaching and learning.

Strategic Objective 1.3.1:

Demonstrate over the next five years beginning 2010/2015 effective annual assessment plans for all instructional programs at the University--to generate, document, and disseminate data-driven strategies to improve the quality of our programs; measure program/curricula effectiveness and student learning outcomes; facilitate decisions about curricula modifications/changes; guide department hiring decisions; and plan for any restructuring required for effective implementation of the QEP and enhance the University’s Reaffirmation of Accreditation.

Strategic Steps

- Annually, academic programs will generate, document, and disseminate an assessment plan that identifies and assesses learning goals in its major(s). Each major should demonstrate the link between discipline-specific goals and the General Education Core (GEC) goals so as to measure inclusive program/curricula effectiveness and student learning outcomes for their undergraduate programs.
- Annually, academic units that offer General Education Core (GEC) courses will integrate appropriate modifications in the curriculum that link GEC skills set to upper division courses in all disciplines by documenting student learning outcomes in the major that facilitate transfer of GEC skills to the upper-division coursework.
- Annually, academic programs must document enhancements and modifications that incorporate diverse learning experiences for students that promote lifelong learning preparation and can increase their competitiveness for careers or graduate schools through a myriad of planned and purposeful opportunities, such as involvement in national competitions; study abroad and other international opportunities; discipline-based advanced study and research; service-learning; and other opportunities.
- The University Libraries and Media Centers and Distance Education Department will collaborate with CIT to provide the infrastructure support to academic programs and faculty to enhance information, technology, and media literacy for faculty and students.
- Implement University-wide Annual Assessment Poster Sessions involving all academic units for sharing of information on best practices, developing an intense culture of data-driven decision-making at TSU. The annual repository of
evidence-based accomplishments will allow transparent communication with our constituents regarding the academic progress of TSU.

**Measures of Effectiveness:**
For benchmarking, provide an annual report of assessment plans, processes and methods, modifications to curricula, and lessons learned from each academic unit, and the poster sessions.

**University Leads:** VPAA, VPCIT, President (Institutional Planning), IEQA, & Distance Education

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**Strategic Objective 1.3.2:** Develop and implement a student-driven, two-year course rotation plan for all academic programs to assist in program planning, improve course scheduling and teaching, enhance advising in the major, and increase graduation rates.

**Strategic Steps**

- By 2010/2011, each academic unit/program/department on campus will review its curriculum and develop a two-year course rotation plan. The plan is aimed at the following goals: enhance overall academic program planning; help departments to schedule courses over a two-year period; require that departments schedule or delete “dormant” courses in their programs that have not been taught for many years; and avoid duplication of courses or offering courses that compete with each other, with potential for course cancellation if both courses fail to meet minimum enrollment threshold. Course rotation plans will help students know what courses will be offered each semester and plan for those courses; improve faculty advising for students; and get students to plan effectively and graduate on schedule. Academic units can make adjustments to their two-year plans as and when necessary, and such adjustment information should be provided to students accordingly.

- By 2011/2012, each department/academic unit will post all course rotation plans on its website(s).

**Measures of Effectiveness:**
For benchmarking, provide copies of course rotation plans at the end of spring 2010. By fall 2011, post rotation plans on departments’ websites for students’ access.

**University Lead:** VPAA
Strategic Goal 1.4: The Honors College

TSU will reflect its commitment to academic quality and reputation by strengthening and elevating its nationally distinguished Honors Program into an Honors College.

Strategic Steps

- Beginning fall 2009, complete protocols for elevating the Honors Program into an Honors College dedicated to attracting outstanding undergraduate students and providing a nurturing, yet rigorous and enriched academic experience at the University.
- Develop by spring 2010, an innovative curriculum that includes service learning, study abroad, and internship and leadership opportunities with business and industry, and challenges the brightest students.
- Develop by spring 2010, a communication plan that markets the College and highlights the achievements and contributions of its students and faculty consistent with TSU’s institutional goals.
- Develop an outreach program for recruitment of talented students, and program for improved retention and graduation rates in the College.
- Begin Honors College in 2011.
- Invest in program to integrate national best practices that will draw national recognition to the College as the best Honors College among peer institutions.

Measures of Effectiveness:
For benchmarking, provide evidence of the following each year: number of applications to the Honors College; number of students admitted to the Honors College; number of students enrolled in study abroad programs annually; number of students maintaining Honors College qualification criteria one year after admission; number of students completing Honor College requirements and comparative data on degree completion time; and provide evidence through surveys to demonstrate student satisfaction with Honors College experience to meet or exceed established baseline data.

University Leads: VPAA, Honors Director, Enrollment Management

Strategic Goal 1.5: Technology Innovation and Instruction

TSU will reflect its commitment to access, academic quality, and reputation through development and implementation of increased use of technology in teaching.
Strategic Steps:

- Invest in developing more distance education courses and degree programs that will help to increase enrollment.
- Administer annual survey to faculty and students which measures the level of instructional technology integration and use and attitudes towards technology-enhanced courses / programs.
- Increase the use and application of technology by faculty for academic program delivery.
- Incorporate instructional technology use/integration in faculty evaluation/review process to increase the use of technology-enhanced courses and programs.
- Increase the number of faculty and staff trained in the using the University course management system and other distance education technologies.
- Increase the number of faculty and staff participating in computer applications training.
- Increase number of distance education classes, including online courses.
- Increase the number of students enrolled in courses using distance education technologies.
- Increase off-site offerings at locations such as government agencies, private-sector and non-profit workplaces, corporate sites, job-training sites, and high schools.
- Invest in maintaining and increasing relevant library and media center electronic resources and services to support on-ground, hybrid, online and distance education courses.

Measures of Effectiveness:
For benchmarking, provide evidence of implementation of each of the above strategic steps, showing number and types of instructional technology and computer applications training provided, number of faculty participating in training, and number of distance education courses provided indicating incremental growth.

University Leads: VPAA, AVPAA, and Director of Distance Education and Multimedia Services

1.5.2: Strategic Goal: Engaged Academic Technology and Digital Leadership

TSU will continue its pioneering work in the area of engaged academic technology and digital leadership through existing projects like the Digital Sandbox, Project Discovery, and the Digital Media Sandbox Consortium. TSU will expand its leadership in engagement nationally and internationally.
Strategic Objective: Effective 2009/2010, develop and implement activities and programs that promote innovation, engagement, and entrepreneurship through an integration of academics and technology called Digital Media Enterprise (DME) strategies.

Strategic Steps:

- Promote and measure faculty efforts to create a multi-model literacy program in engaged portfolio development.
- Support TSU Honors College’s leadership in technology integration and creative media by creating technology and engagement overlays with additional certification programs for all students and alumni.
- Create and align through Center for Service Learning and Civic Engagement campus affiliates of the Sandbox Network, thus promoting digital citizenship through digital literacy, fluency, and mastery, and community connectivity with the Tennessee and National Campus Compacts.
- Promote, measure, and market student impact of DME portfolio strategies.
- Assess the measurable impact of Digital Media Enterprise strategies on University and community productivity.
- Expand collaboration with local, state, national, and international higher education communities, as well as corporate, community, and other institutional partners, through the expanded use of technology integration and DME strategies.
- Appoint DME Board of Advisors (TSU and Community) to administer program assessment.
- Cultivate and develop monetary and human resources to support long-term sustainability of DMSC projects and University Academic Master Plan through increased entrepreneurial strategies utilizing DME.
- Develop DMSC strategic plan, business plan, marketing plan, institutional mission statement, by-laws, and governance structure that incorporate community representation and leadership.
- Utilize marketing and community relationships to promote University’s leadership role as engaged research campus.

Measures of Effectiveness:
Provide annual benchmarking on the following: Digital Media Needs Assessment (Annual) ---Tied to academic benchmarks in use like graduation rates, college enrollment, standardized test scores, etc.; student surveys. Provide periodic reporting on achievements for the strategic steps listed in this section.

University Leads: VP CIT, VPAA, & UC
Strategic Goal 1:6: Integrating and Strengthening Graduate Education and Research

TSU will develop and implement those policies and initiatives that advance the University’s graduate education and research agenda.

Strategic Objective: Over the next five years, establish and implement policies and practices that advance the University’s research goal of becoming a top research institution, with Carnegie-designation of University with High Research Activity.

Strategic Steps

- Effective AY 2010-2011, the School of Graduate Studies, Academic Affairs, Research and Sponsored Programs, and Institutional Planning will conduct strategic review of policies and practices, with a view to integrating and strengthening graduate education and research at the University.
- The School of Graduate Studies and Research in collaboration with Academic Affairs should continue to review, enhance, implement, and monitor the standards and requirements for graduate faculty appointment and workload, especially those for the doctoral programs, and channel resources toward recruitment of research faculty.
- Effective AY 2010-2011, develop University standards of established criteria for exceptional levels of excellence for graduate programs. Ensure graduate programs’ representation in this process, keeping in mind that different programs may have different criteria for excellence.
- Effective AY 2011-2013, conduct a rigorous review of selected graduate programs and invest in those programs that meet the established criteria for exceptional level of excellence.
- Effective AY 2011-2013, eliminate graduate programs that do not meet established evaluative criteria.
- Over the next five years, increase the national reputation of selected graduate programs.
- Over the next five years, increase the number of graduate assistantships, fellowships, research stipend and health insurance support for graduate students in TSU’s strongest and most promising graduate programs.
- By 2011, provide space on the main campus for Graduate Student Center. This space will serve as an intellectual and social interaction place for graduate students, with facilities for study, professional development workshops, graduate student organizations (including association), and other services for graduate students.
- By 2012, provide affordable on-campus housing and childcare services for TSU graduate students (currently these services are unavailable).
- Over the next five years, provide library support for graduate programs via relevant and current electronic resources, services and equipment.
**Measures of Effectiveness:**
National rankings of select graduate programs, graduate student recruitment success by colleges/schools and programs, number of degrees granted, average time to degree by college/school and program, number of graduate assistantships and stipends, number of new research faculty and academic program/research focus, ratings of student experiences on various indicators in TSU Student Satisfaction Survey, amount of internal reallocations for select programs, and achievements of select programs as measured by faculty publications, external funding, and program evaluations, access to on-campus housing and childcare services, and provision for student center and support services.

**University Leads:** VPAA; Dean, School of Graduate Studies and Research, Graduate Council, VPRSP, President

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**STRATEGIC CORNERSTONE 2: Re-engineering**

We will re-engineer and strengthen our infrastructure and programs by improving efficiencies and fiscal responsibility, and through judicious reallocation of resources to serve our mission. In this context, we will focus on three areas: infrastructure, programs, and resources. To improve efficiencies and maximize our potential, we must restructure, prioritize, and use our resources purposefully and intentionally. In addition, higher education conventional wisdom today suggests that the two indicators of institutional fragility are deferred maintenance and technology. We will continue investments in these areas through purposeful resource management and redeployment.

**Strategic Goal 2.1: Academic Program Prioritization**

Consistent with the 2008-2028 Academic Master Plan, TSU will establish priorities in three major academic areas identified as essential to positioning the University over the next 20 years, and will take necessary steps to prioritize academic programs to reduce/eliminate duplication, eliminate low-producing programs, and redirect resources to priority needs.

**Strategic Objective:** Over the next five years, establish and implement priorities in three Signature Academic Programs, conduct academic programs’ prioritization, eliminate low-producing programs, and promote excellence and visibility in select academic programs at TSU.

**Strategic Steps**

- Consistent with AMP goals and timelines, implement, as a matter of urgency, the process for identifying three Signature Academic Programs for achieving exceptional level of excellence at the University.
• Effective AY 2010-2011, launch the implementation of the Signature Academic Programs, and invest in academic initiatives that help to position signature programs for national reputation.

• Effective 2009/2010, develop and implement a systematic process for Academic Program Prioritization to achieve strategic balance and fiscal responsibility through academic program enhancements, consolidation, and elimination of non priority areas and low producing programs. Using Robert Dickson’s (1999) work Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance as a guide, the process and recommendations will enable the University to reallocate and redirect resources to address strategic priorities. A Taskforce should be developed for this purpose with clarity on charge, processes for campus-wide participation, and timelines, with recommendations aligned to University mission and Strategic Plan, and made to the Chief Academic Officer. The President will make final determination regarding recommendations.

• Consistent with AMP and SP goals, implement, as a matter of urgency, the process and criteria for eliminating low-producing programs.

• Effective AY 2011-2012, eliminate/restructure low-producing programs that fail to meet benchmarks.

Measures of Effectiveness:
National rankings of select signature programs, student recruitment success by colleges/schools and programs, number of degrees granted, average time to degree by college/school and program, number of students who enroll in graduate schools from these programs, ratings of student experiences on various indicators in TSU Student Satisfaction Survey, amount of internal reallocations for select programs, and achievements of select programs as measured by faculty publications, external funding, and program evaluations, restructuring and resource deployment based on academic program prioritization.

University Leads: VPAA, President (Institutional Planning)

Strategic Goal 2.2: Library Infrastructure and Services

Because strong libraries provide unparalleled opportunities for academic quality and reputation through teaching, learning, research, service learning and civic engagement, TSU will strengthen its library collections, services, and infrastructure.

Strategic Objective: Strengthen the University Libraries by developing and promoting relevant collections in all formats; by developing state-of-the art information technologies; and by securing financial support to maintain and plan for the collections and services to ensure access to the highest quality resources and services to meet the changing information needs of the graduate and undergraduate teaching, learning, research, and service learning at the University.
Strategic Steps:

- Maintain close partnerships with faculty and students to develop relevant resources and services in all formats for traditional and non-traditional teaching and learning paradigms.
- Maintain the role of campus leader in providing access and guidance to relevant and increasingly complex networked and digital resources by developing instruction and outreach plan, including expansion of the current Embedded Librarian Program and making use of the Online Information Literacy Course.
- Continue with and expand the Library’s digital projects to provide additional information online.
- Provide learner-centered and virtual spaces for access to information and resources by increasing the number of workstations in the Information Commons area for student use.
- Encourage and facilitate production of original and creative scholarship by establishing a Learning Commons area that will provide students with the state-of-the-art PCs, Apples, and software for presentations in a collaborative manner.
- Continue to seek diverse funding from state and federal funds, including technology access fees.
- Develop strategies and alternative plans for the Libraries to react effectively to unpredictable economic conditions.
- Continue to participate in library consortia for resource sharing and negotiation with vendors for lower costs for library resources and services.
- Continue focusing on the students and faculty to anticipate and respond to their changing needs via Library User Satisfaction, Library Orientation and Bibliographic Instruction Surveys, and other assessments.
- Recruit and retain highly qualified and diverse library faculty and staff.

Measures of Effectiveness
Student satisfaction with library resources from Library User Satisfaction Survey each semester and item in TSU Annual Student Satisfaction Survey; annual funds invested in TSU library collections, print and electronic resources and services; number of partnerships developed to expand access to library resources and services each year; amount of external funds raised to support library resources and services over the next five years; and number and types of user-friendly services offered each year to serve the information needs for instruction, research, service learning, and engagement at TSU.

University Leads: VPAA, IEQA, Dean of Libraries and Media Services

Strategic Goal 2.3: Enhancing Our Web Presence

TSU will reflect its commitment to re-engineering and improved service efficiencies by enhancing its web presence.
Strategic Objective: Develop a user-friendly, transactional, and interactive website.

Strategic Steps

- Effective 2009-2010, develop, launch, and invest in a new University website that is functional, transactional, and interactive and permits easier admission, business processing, and financial transactions.
- Site content should be purposeful, using information in the Institutional Strategic Plan to describe and market the University, and incorporating, on a regular basis, “bragging” items that enhance the University’s quality and reputation as “Nashville’s Only Public University.”
- Site should be well organized in content and appearance, consistent with TSU’s colors, and linked to major search engines.
- Site should be easily accessible and usable in all browsers, screen sizes, and operating systems.
- A content manager should be dedicated to manage and update site.

Measures of Effectiveness:
Students’ responses in TSU Annual Student Satisfaction Survey on the item on web presence, number of students doing admission processing and financial transaction each semester by web, and volume of web traffic.

University Leads: VPCIT and President (Institutional Planning)

Strategic Goal 2.4: Environmental Sustainability

TSU will reflect its commitment to environmental sustainability through restructuring service delivery, and saving costs and trees, by implementing “The Go Paperless Campaign” and other areas of environmental sustainability such as energy and water conservation.

Strategic Objective: Develop and implement “The Go Paperless Campaign” and other areas of environmental sustainability throughout the University to improve efficiencies and business services and operations.

Strategic Steps

- Effective AY 2009-2010, increase the use of the University course management and library online reserve systems to reduce the amount of printing resources required to support instruction. Faculty will be trained in utilizing the systems to post course materials online (i.e., syllabuses, assignments, reading materials) in support of the University “Go Paperless” Campaign.
• Review all print publications at the University to determine the efficacy of web-based delivery for selected publications effective AY 2009-2010.
• Increase the use of web-based delivery for selected University print publications effective AY 2009-2010.
• Increase the use of web-based delivery for University and TBR businesses and services by converting paper documents and forms into electronic formats by placing them into an organized and centralized location for easy access and use. This includes policies, records, forms, *et cetera*.
• Effective 2009/2010, assess campus energy and water use and develop and implement energy and water conservation measures at the university aimed at reducing costs and improving efficiencies.

**Measures of Effectiveness:**
Number of faculty using web-based delivery; students’ responses from TSU Student Satisfaction Survey; number of students using web-based delivery through a tracking system; reduction in printing/publication costs compared to the previous year, over the next five years beginning 2009-2010; number of University print publications that use web-based delivery compared to previous year, over the next five years beginning 2009-2010, data on energy and water conservation measures and success rates.

**University Leads:** VP-CIT, VPAA, VPURD, VPBF, UC, VPSA, & President

**Strategic Goal 2.5: Resource (Re)Allocation**

To improve efficiencies in infrastructure support and strengthen service support for academic excellence, TSU will make purposeful and judicious reallocation of resources that support specific institutional goals and priorities.

**2.5.1 Strategic Objective:** Develop a Central University Account with funds from growth dollars (E&G) that will be reinvested in specific new initiatives and priorities.

**Strategic Steps**

• Set aside in a centralized account 2% of growth dollars (E&G) for reinvestment in new campus initiatives and strengthening a number of existing services. The specific infrastructure support initiatives and programs include academic advising, Honors College, Freshman College/Experience, institutional planning services and operations, faculty and staff development, global education, and marketing and outreach for academic programs.
• Deploy TBR Performance Funding dollars towards operating expenses for Signature Academic Programs and enhancement of the national reputation of selected programs.
• Percent of net revenue generated through Regents Online Campus Collaborative (ROCC) that is sufficient to cover allocation of $500 per course be distributed to
academic departments that are offering online courses, and funds are to be used in support of faculty and student development (i.e., conference travel and research).

2.5.2 Strategic Objective: Strategic use of Title III funds to offset costs related to the core purpose of the institution, thereby freeing up other funds for investment and enhancement. This means limiting use of Title III funds to the following only:

- Activities that support the strategic plan and the academic master plan, and hold promise for strengthening institutional capacity
- Service programs, activities, and plans to improve recruitment, retention, and graduation rates with focus on best practices (e.g., outreach, advising mentoring, tutoring, and counseling programs)
- Faculty exchanges, faculty fellowships, and faculty development that provide faculty with the skills and knowledge for strengthening curriculum, instructional quality, grant writing, and student support services
- Development and improvement of academic programs
- Improving administrative management and fiscal operations to strengthen institutional capacity
- Staff development, including training students’ services personnel to improve business operations
- Acquisition of educational equipment (e.g., scientific or laboratory equipment).
- Acquisition of library books, periodicals, and other educational materials
- Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart classrooms
- Institutional planning and educational effectiveness function to drive cohesive collection, access, and deployment of information and data systems about the university to support planning, forecasts, and improved decision-making
- Creating/improving facilities for Internet and other distance learning academic instruction capabilities
- Improving the development office to strengthen/improve contributions from alumni and the private sector
- Improving the endowment fund
- Endowment management/investment fees
- Hiring a dedicated staff person whose sole responsibility is donor gifts to the Endowment for Educational Excellence and growing the endowment 2% every calendar year. This employee will be paid solely through restricted funds (Title III and endowment investment and interest income).

The effective date for implementation of these steps is AY 2009/2010.

2.5.3 Strategic Objective: Reallocation through Regents Online Campus Collaboration

- Percent of net revenue generated through Regents Online Campus Collaboration (ROCC) that is sufficient to cover allocation of $500 per course
be distributed effective 2010-2011 to academic departments that are offering online courses, and funds are to be used in support of faculty and student development (e.g., conference travel and research).

**Measures of Effectiveness:**
For benchmarking, provide total amount in Central account and allocations each year for each program and initiative as identified above, effective AY 2009/2010 over the next five years, and provide periodic information and report on strategic development of proposals and deployment of Title III Funds.

**University Leads:** VPBF, VPAA, UC, & President (Institutional Planning)

### Strategic Goal 2.6: Facilities Planning

- Establish beginning 2009/2010, a Work Group (WG) on University land and property--to examine the development and/or leasing of under-utilized University-owned land and property. The WG will identify such properties, identify revenue potential and any adverse impact on the University, and make recommendations to the President and Cabinet.
- Effective 2009/2010, set up a task force to review the functions and cost of the Incubation Center and to determine the viability of the entity as a revenue-generating unit by the end of the calendar year.
- Effective 2009/2010, conduct strategic review of space planning and utilization, and develop campus-wide policies and template to maximize efficiencies in utilization of current and future facilities to support the University’s academic programs. The template will be used to collect planning data from colleges and academic units departments to enhance space allocation and utilization for academic planning.
- Effective 2010, conduct strategic review of both the Main Campus and the Avon Williams Campus to ensure that processes and practices are coordinated and aligned with institutional goals and strategic priorities.

**Measures of Effectiveness:**
Written report to the President and Cabinet outlining the Work Group’s charge, the process for implementing the charge, recommendations, and other implications, and a set of recommendations; written report on strategic review of space planning and recommendations, and action plan; written report on strategic review of Main Campus and Avon Williams Campus, with recommendations and action plan.

**University Leads:** VPBF, COS&UC, Facilities Management, VPAA, President (Institutional Planning)

We will promote a culture of user-friendly customer service by adopting a zero tolerance policy for poor service, organizational processes, and transactional practices.

Creating an educationally engaging environment for our students must be at the forefront of everything we do. Creating an educationally engaging environment must also be central in our transactions with our co-workers, faculty, staff, service providers, and stakeholders. At every opportunity, we must highlight the strong academic and research programs we offer, our outstanding faculty and staff, our interactive campus environment, and the quality and value of the educational experience found at Tennessee State University. We hold various programs on our campus to engage potential students in the life of our community and provide them an inside look at the University as they interact with current students, faculty, administration officials, and alumni. We expose current students to career opportunities in industry and professions through regular on-campus career fairs. Yet, we know that we must make improvements in all areas of our business operations and services to support our commitment to academic quality and enhance the reputation of our University. The Pappas Group Consultants’ Report and the various strategic planning forums held at the University in fall 2008 identified several areas that we need to strengthen in order to enhance the academic enterprise. We have begun that process. For example, the University Call Center established in fall 2008 provides timely responses to students inquiring about financial aid and other University services. In spring 2009, the university launched a new website and began online financial processing of new students’ applications. Customer Service Workshops were conducted to provide hands-on training to all staff, administrators, and faculty on best-service practices. Other programs will be developed to help create a culture of excellence at the University, grounded on teamwork, results, and accountability. Clearly, we have begun to respond, but more is needed as we work together to create an academic environment that has a zero tolerance for poor service, organizational processes, and transactional practices.

Strategic Challenge: How can TSU improve user-friendly business practices?

Strategic Goal: TSU will develop and implement excellent user-friendly business practices while creating an educationally friendly environment to support our academic mission.

Strategic Objective: Develop and implement excellent user-friendly business practices to support the University’s mission.

Strategic Steps:

- Effective 2010/2011, analyze current Service Level Agreements (SLAs) and modify for improvement in service delivery for all campus units, including procurement, recruitment and hiring of personnel, personnel processes, and
travel processes to improve business and service operations and develop a mechanism to monitor compliance.

- Effective 2010/2011, develop and implement Service Level Agreements (SLA) with strict timelines for service delivery for student services, including admissions, financial aid, registration, and records; and develop a mechanism to monitor compliance.

- Effective 2009/2010, implement an additional comprehensive TSU Annual Student Satisfaction Survey for both graduate and undergraduate education and experiences at TSU, using information from the Survey to inform decisions and improve business and service operations. A survey will be developed and administered online by Institutional Effectiveness, Quality & Assessment.

- Effective 2009/2010, develop and implement an incentive mechanism to encourage students to complete the Survey.

- By 2009/2010, Institutional Effectiveness, Quality & Assessment will develop and begin implementation of an Annual Survey of Freshmen and/or First-time students at TSU. Findings from the survey will inform additional areas for University interventions and support aimed at improving campus climate for student retention and success. Data will be widely shared with appropriate campus units and agencies.

- Effective 2009/2010, develop and implement quality training, orientation, performance evaluation, and recognition and rewards programs to enhance the professional and career development of staff.

- Effective AY 2009-2010, optimize the use of MyTSU and other Web 2.0/social-networking tools (FaceBook, Twitter, MySpace, YouTube, et cetera) for communication with students.

- Incorporate aspects of SLAs in TSU’s Annual Student Satisfaction Survey to assess user satisfaction.

- Effective 2010/2011, develop and implement annual TSU General Satisfaction Survey to identify areas of satisfaction and dissatisfaction with business operations and services provided by the University in support of its academic enterprise and make service adjustments as needed.

- Conduct workflow analysis beginning 2010/2011 at each functional level in order to maximize the use of University information technology systems in support of academic and business transactional processes.

- Effective 2010, establish a University-wide Council of Heads of Departments to serve as a forum for information sharing and input on planning, academic policies and implementation, and innovations and change that relate to the quality of teaching, research, and service at the University. Since the department is the place where policy implementation generally takes place, and since the department head plays a key role in planning and academic policies’ implementation with faculty, the Council will be a platform for discussion on issues that fall within the responsibilities of department heads and will serve as an advisory group to the Vice President for Academic Affairs and the Office of Institutional Planning in the Presidency on issues related to the goals of the AMP and the Strategic Plan.
Measures of Effectiveness:
For benchmarking, provide results of training evaluations, satisfaction and retention surveys, the number of students who complete the surveys, the number of reward programs, and data on compliance with service level agreements, and each semester, a report on the work of the Council of Heads of Departments.

University Leads: VPSA, VPAA, President (Institutional Planning), Institutional Effectiveness, Quality & Assessment, Enrollment Management, Deans and Unit heads.

STRATEGIC CORNERSTONE 4: Enrollment, student quality, and student success

Without students, we have no University. We will recruit, retain, and graduate students by promoting those activities that enhance positive engagement, quality, and success, and that contribute to the continuing growth of our University. We see student learning as the centerpiece of our work, and we promote learning activities in and outside the classroom, and around the globe that enhance student quality and success.

Without those activities that enhance engagement, quality, and success, we risk losing the students we have. We are therefore committed to not only growing our enrollment but also improving our retention and graduation rates. Clearly, enrollment has implications with respect to our financial ability to carry out the strategic initiatives necessary to strengthen the quality of student life and experiences at our University. Given the current state appropriations formula, the loss of students means the loss of funding. Additionally, a weakened quality of student experience at TSU impacts measures of institutional effectiveness and also means a loss of performance funding for the University.

While we will explore other revenue sources to support our mission as a land-grant University, our institutional goal is to increase current enrollment to 12,000 students by 2015, the final year of this planning period, through a strategic enrollment planning process. At our current level of 8200 students (spring 2009), this planned growth will mean an additional 3800 students (i.e., 760 students or a 9.26% increase each year) over the next five years. This goal will require robust recruiting efforts that can be assessed based upon specific targets and goals.

The “Best Colleges in America” are not only ranked on the basis of the quality of their academic offerings and reputation, peer assessments, faculty resources, student selectivity, financial resources, and alumni giving, but also on the quality of the student experience that increases enrollment, retention, and graduation rates. In the next five years, we will work vigorously by undertaking specific initiatives to improve our rankings on these scores among our peer institutions in the TBR and HBCU, and nationally as a
Carnegie Doctoral Research University, with the goal of becoming a Carnegie Doctoral Research University (with high research activity).

**Strategic Challenge:**

How can TSU increase enrollment, retention, and graduation rates?

**Strategic Goal 4.1: Enrollment, Planning, and Student Success**

TSU will promote, develop, and implement those activities and initiatives that build a more engaged campus community so as to grow enrollment and increase retention and graduation rates.

**Strategic Objective:**

Promote, develop, and implement a series of initiatives and programs that build a more engaged campus community and impact student quality and success.

**Strategic Steps**

**4.1.1 Enrollment Planning**

- By 2009/2010, develop annual enrollment goals for the University that help advance the institutional enrollment goal of 12,000 students by 2015. The enrollment goals should be annualized to reflect fall and spring semesters, as well as summer and winter sessions.
- Institutional Research will provide daily updates on enrollment trends at the beginning of the registration season for each semester/session, showing enrollment trends per college, department, and courses. Departments and college units will monitor courses for low enrollment, and courses with low enrollments below TSU’s enrollment threshold will be cancelled. Colleges and academic units may make a case to Academic Affairs for offering such courses, consistent with institutional goals.
- By 2009/2010, working with Academic Affairs, Enrollment Management will develop and allocate a portion of the annual enrollment goal to Academic Affairs. Academic Affairs will develop specific enrollment targets for colleges and departments, and financial incentives will be provided for units that meet enrollment targets. Academic Affairs will develop and implement a budget formula that recognizes department and college input to TSU’s overall enrollment goal each year.
- By 2010/2011, Academic Affairs will develop a formula for partial (percentage) allocation of operational funding to academic units based on (a) enrollment and (b) student retention.
- By 2010/2011, Enrollment Management will review and work with other areas of enrollment growth as identified in this Institutional Strategic Plan to improve outreach efforts consistent with institutional enrollment goals.
• Recruitment efforts should be local, national, and international, drawing on TSU’s strength as “Nashville’s only Public University,” and its national and international programs and reputation.

4.1.2 First year Program

• By 2009/2010, establish a University-wide Task Force on the First Year Program that provides a standardized program for all first-year students, and also focuses on integrated approach to new student orientation, freshman convocation, freshman reading, and what it means to be a student at TSU and a citizen of the world. The Task Force will examine successful freshman colleges at other institutions, and develop the modalities for the take-off of TSU First Year Program in 2010/2011. Program should also incorporate non-traditional and part-time traditional students.

4.1.3 Academic Programs and Course Planning

• By 2009/2010, establish a one-stop-shop for admissions processing, registration, and financial aid at both the Main Campus and the Avon Williams Campus through increased use of technology as appropriate.
• Beginning with the publication of the 2011/2013 TSU graduate and undergraduate course catalogs, academic units responsible for developmental courses should drop these class designations and replace them with more positive nomenclature such as “academic opportunity” classes.
• By 2010/2011, Academic Affairs with Academic units will institute web-based delivery of course schedules on a two-year cycle, and the University Catalog.
• By 2011/2013, the University will implement the two-year course schedules and deliver University catalogs in web-based formats using MyTSU.

4.1.4 Student success, Advising, and Retention

• Effective 2009/2010, TSU will implement an integrated and coordinated advising model that sees student success as a university-wide responsibility.
• By 2010/2011, develop and implement an effective decentralized advising system in each college/school that focuses on student advising and student success.
• Retention activities with varying measures of success exit within Academic Affairs, Student Affairs, and Athletics with virtually no interaction between and among units. An integrated and comprehensive approach to advising will be needed effective 2009/2010, and will require a reorganized campus advising structure under a new unit to be named Center for Learning, Advising and Student Success (CLASS). CLASS will coordinate and integrate advising and retention efforts on campus designed to improve retention, persistence, and graduation rates.
• A campus-wide Workgroup on Retention will be established to develop and monitor a TSU Retention Plan that includes strategies, goals, timelines, and
resources, as well as an early alert and monitoring system. Academic department will develop and implement advising plans, that include an early alert and monitoring system for at-risk students. The plan will also promote faculty-student mentoring as a means of improving retention and student success. [See also 5.2.2].

**Measures of Effectiveness:**
Benchmarking to provide enrollment data and enrollment breakdown per campus academic unit and other recruitment units, retention, persistence, and graduation rates, student feedback on freshman orientation as an item(s) in TSU Annual Student Satisfaction Survey, student feedback on the one-stop-shot as an item(s) in TSU Annual Student Satisfaction Survey, number of courses that have dropped the nomenclature “developmental,” development and implementation of the 2-year course scheduling cycle and the University catalog in web-delivery format, student feedback on the web-delivery of the course schedule and University catalog as an item(s) in TSU Annual Student Satisfaction Survey, number of academic units that have functional advising system and advising plans, number of students who use the advising services, implementation of Annual Survey of Freshmen, number of students who complete the survey, and student feedback on the freshman experience as an item(s) in TSU Annual Student Survey.

**University Leads:** IEQA, VPAA, Deans, Department Heads, & VPSA

**STRATEGIC CORNERSTONE 5: The Engaged University, Diversity, and Internationalization**

We seek to strengthen our commitments to social justice, inclusion, and community development consistent with the Carnegie Elective Classification of an Engaged University; we value diversity on our campus and in our community by striving to promote policies and practices that strengthen collaborations, and build a culture of civility and effective human interactions; and we seek opportunities, through our cutting-edge programs and initiatives, to expand our engagement with the international community.

TSU’s engagement with the community is strong, and the University prides itself with its legacy of service learning focusing on civic and social responsibility. Our faculty and students recognize that teaching, learning, and scholarship are only useful to the extent that they contribute to the vitality of our community. Thus, faculty and students continue to use their knowledge and professional expertise to enrich the lives of Tennesseans and people across the nation and around the globe. Consistent with its record of achievements in this area, the University surpassed all institutions in the Southern United States to emerge as the 2008 Regional Winner of the Peter McGrath Award for Community Engagement and one of the six finalists for the national award.
TSU also recognizes that planning for diversity, inclusion, and access is an integral component of the University’s future. Our 2007-2009 Access and Diversity Plan—which was developed by students, faculty and staff, in light of the ending of the Geier v Bredesen case—identified several initiatives that the University must undertake consistent with its commitment to inclusion. These initiatives include changes in curricula; student life and activities; student make up and ratio, campus climate, and facilities; student recruitment and retention including scholarships, grants, and financial assistance; staff and faculty recruitment and retention; research; community service; and communication. In the last two years, through the work of the University Academic Interdisciplinary Committee on Access and Diversity, we have identified and implemented strategies to assess, support, and improve the existing campus environment and curricula, while also identifying and targeting new areas for growth and enhancement for greater diversity, access, and inclusion.

While we continue to expand our commitments to social justice and inclusion through service learning and our access and diversity initiatives, we must also increase our efforts at internationalizing our campus through recruitment, curricula changes, and exchange programs, to become the Engaged University that we envision. We have the duty and the responsibility to educate and prepare our students to understand the diverse communities in which they live, and the global community within which they must interact and work. Increasing opportunities for such experiences in all of our programs is an essential requirement for the kind of institution we seek to become—a premier urban research land-grant university and a destination campus in our region.

**Strategic Challenge 5.1:**

How can TSU become the Engaged University?

**Strategic Goal 5.1: The Engaged University**

TSU will build relationships with the community through service learning, research, grants, and contracts with local and regional entities; and bring the professional expertise of faculty, staff, students, and alumni to learners in their environment.

**Strategic Objective 5.1:**

Incorporate service learning/community service/internship component into undergraduate and graduate programs at TSU to strengthen student learning outcomes and service learning opportunities in the community prior to student graduation from any program at the University.

**Strategic Steps:**

- By 2010, all academic departments will review their programs/curricula and develop sustainable community-based learning opportunities (e.g., service
learning, community service, and/or internships) for students within each of their academic programs.

- For each service learning course/program, integrate clear student learning outcomes, methods of assessment of learning outcomes, and clear explanation of how service learning will strengthen students’ discipline-specific learning.
- By 2012, academic programs currently with no such component will begin implementation of sustainable community-based learning opportunities for students within each of their academic programs.
- By 2014, all academic programs will complete implementation of sustainable community-based learning opportunities for students within each of their academic programs. Modifications and/or program restructuring for this component will be completed by this planning period.
- Increase and facilitate small-to-medium-sized grants and contracts with state, local, and non-profit agencies and community groups for faculty initiating/working on service learning projects.
- By 2014, increase the number of faculty and departments involved in formal service learning/teaching in collaboration with TSU’s Center for Service Learning and Civic Engagement.
- Increase the number of presentations at conferences and publications (students and faculty) in peer-reviewed and scholarly journals produced as a result of service learning projects.
- Effective 2009/2010, recognize and integrate service learning as a component of tenure, retention, and promotion process.
- Develop and implement beginning 2010/2011, an annual University incentive award for faculty, staff, and students in the areas of service learning. The service awards to be called: Distinguished Faculty Community Engagement Award; Distinguished Staff Community Engagement Award; and Distinguished Student Community Engagement Award. The Awards recognize service excellence and carry a stipend.

**Measures of Effectiveness:**
For benchmarking, each semester and annually, provide a chart showing number of formally identified service learning courses offered per semester; a list and number of scholarly, faculty and student papers/publications produced through collaborative effort in service learning; number of students taking service learning courses, and those taking additional courses for a second time; number of partner organizations (private-sector, non-profit, and state or local government agencies) with whom TSU builds a relationship through small-to-moderate grants and contracts; number of off-site courses offered at locations such as government agencies, private-sector and non-profit workplaces, job-training centers, and high schools; number of distance learning courses offered by TSU faculty; and number of programs (degrees, certificates, etc.) that are available and taught online by TSU faculty.

**University Leads:** VPs, Academic Affairs, Distance Education, and President (Institutional Planning)
Strategic Challenge 5.2:

How can TSU reflect diversity in our campus and community in a way that both honors the University’s historic legacy and maximizes future growth potential as part of a larger system?

Strategic Goal 5.2: Diversity and Inclusion

TSU will respect diversity as a source of its strength, both in the past and going forward, by building and maintaining a campus infrastructure that embraces diversity and broadens the University’s approach to recruitment and enrollment to tap existing and new underserved and under-represented populations.

Strategic Objective 5.2.1:

Develop and implement a recruitment plan to attract a diverse population of students to TSU, and create a synergy between institutional systems, processes, resources, and culture that supports purposeful and deliberate efforts at recruiting and retaining underrepresented populations and women as part of a diverse cadre of faculty, staff, and administration.

Strategic Steps

- Beginning 2009/2010, review and implement the scholarship recommendations of the Academic Interdisciplinary Committee on Access and Diversity (Subcommittee on Student Recruitment) for targeted groups (e.g., non-traditional students, males for the nursing field, and females for the engineering programs).
- By 2009/2010, develop a plan to recruit a diverse student population from all ethnic backgrounds that include the following: first-generation college attendees from Tennessee; eligible immigrant population groups from the Metropolitan Nashville area; rural populations from Tennessee; from all socio-economic backgrounds from Tennessee; and international students.
- By 2009/2010, develop print and web resources for recruiting targeted populations by highlighting TSU’s strengths and famous alumni of the University.
- Strengthen relationships with middle- and high-school students by expanding outreach programs, including the Summer Math Academy to include Science by 2011.
- By 2009/2010, coordinate with the TSU Testing Center to recruit GED recipients. Each year, the Center administers the GED test to more than 1,000 community members, and approximately 700 earn their GED diploma through TSU.
- By 2010-2011, develop a plan that will articulate the curriculum and education standards of P-12 with the instruction and programs within academic divisions of the University, and begin implementation of the plan in 2011-2012.
• By 2010/2011, actively recruit underrepresented students from Metropolitan Nashville Statistical Area when PSAT scores are released. Groups to be targeted include: Latinos/Latinas, Kurds, Somalis, Ethiopians, Eritreans, Sudanese, Laotians, Vietnamese, and others. Build on Nashville’s status as a Federal Gateway city to immigrants and refugees from around the world.
• Also initiate recruitment efforts and enrollments from the working poor of Middle Tennessee who are particularly hard hit by rapid economic changes and the need to build or change skills to improve employment prospects.
• Initiate recruitment/outreach efforts from identified underserved rural populations in Tennessee.
• Strengthen and optimize articulation agreements with community colleges and technical schools to increase the number of students enrolling and matriculating from TSU. The roles of community colleges and technical schools increase in periods of economic challenge.
• Establish and enhance dual enrollment protocols with high schools, and ensure that these programs reach out to underserved population groups.
• By 2014, complete implementation of the diversity recruitment plan, including assessment of plan.

**Strategic Objective 5.2.2:**

Student retention is a university-wide responsibility. Because retention is one of the primary measures of institutional effectiveness, TSU will develop a retention plan for all students, focusing attention on its diverse student population. [See also 4.1.4].

**Strategic Steps:**

• In spring 2010, conduct a survey of freshman and/or first-time students who entered the University in fall 2009 to elicit information about first-year student experiences at TSU and the students’ desire to stay or leave at the end of the semester. Compare results with NSSE findings regarding levels of student satisfaction, and use data to continue improvements.
• By 2009/2010, establish a Work Group on Retention to review local and national data and make recommendations for improving TSU’s retention rate for first-time, full-time freshmen and sophomores to meet or exceed the retention rates of peer institutions in the TBR system; and improving the quality of the undergraduate experience at TSU.
• By 2009/2010, review, adopt, and begin implementation of Work Group on Retention recommendations on student retention.
• By 2010/2011, identify and allocate resources to support campus programs and initiatives that encourage pluralism, diversity, access, and inclusion.
• Develop and implement by 2011/2012, the Student Success Center model where at-risk students are identified through an “early-alert” system, and are guided to receive tutorial services offered by student-led study groups in courses that historically have proven challenging for first-year students.
**Measures of Effectiveness:**
For benchmarking, provide each semester and annually for each item above a chart showing enrollment, retention, and graduation rates for the targeted populations--Actual and Target--for the next five years.

**University Leads:** VPAA; VPSA; Enrollment Management; and Director of Equity, Diversity, and Compliance, President (Institutional Planning)

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**Strategic Challenge 5.3:**
How can TSU expand our engagement with the international community?

**Strategic Goal 5.3: Global Education and International Programs**
TSU will make concerted efforts to increase/expand internationalization of the curriculum, exchange programs, and the student body through an increase in international student enrollment and research undertakings by building partnerships and collaborations with institutions abroad.

**Strategic Objective 5.3:**
Increase and strengthen services that support global education and internationalization of the curricula, exchange programs, institutional collaborations, and international student enrollment at TSU.

**Strategic Steps:**
- By 2010/2011, plan and establish a centralized Office of Global Education and International Programs to develop, implement, coordinate services, and generate resources in support of global education and international programs at TSU.
- Increase the most recent three-year average of international student enrollment at TSU by 5% annually over the next five years beginning 2010-2011.
- Conduct analysis of place of origins of current international students, and use data to strategically target specific global regions.
- Increase the most recent three-year average of TSU students enrolled in Study Abroad programs by 5% over the next five years, beginning 2011/2012
- Increase the number of TSU students who participate in other international and internship opportunities beginning 2010/2011.
- By 2009/2010, disseminate to academic departments the inventory matrix of courses that meet the criteria for multicultural and diverse intellectual learning as identified by the University’s Academic Interdisciplinary Committee on Access and Diversity Subcommittee on Curriculum.
• By 2010, begin identification and designation of courses with international content and dimension.
• By 2010/2011, all academic programs will begin developing and/or increasing the number of courses with international content and dimension at both the undergraduate and graduate levels.
• By 2011, develop and implement a protocol for working with academic departments and programs to increase and strengthen internationalization of the curricula by adding international dimension to required courses in most disciplines.
• By 2010/2011, develop and implement a plan to encourage academic units and faculty to explore and establish working partnerships aimed at research and external capacity building with institutions and scholars in developing countries in such areas as agriculture, health, education, public administration, and business.
• By 2009/2010, develop and implement a protocol for exchange arrangements between TSU and international institutions and scholars.
• By 2012/2013, increase and strengthen the number of international and cultural curricular opportunities at TSU.
• Explore use of distance education delivery methods to provide access to international, cultural, and global curricular content at TSU.

**Measures of Effectiveness:**
For ideographic benchmarking, provide each semester and annually a chart showing the following: international student enrollment (Actual and Target) at 2% annual growth rate over the next five years; list and number of graduate and undergraduate level courses with international content; list of academic units and faculty with working partnerships abroad and the types of partnerships; number and type of TSU exchange agreements; and number of TSU students enrolled in study-abroad programs (Actual and Target).

**University Leads:** VPAA, VPSA, Enrollment Management, UC*, and Global Education, ** President (Institutional Planning)

*University Counsel on International Exchange Protocols
** Global Education

**STRATEGIC CORNERSTONE 6: Revenue Generation**

We seek opportunities to grow resources, to reduce operational costs, and to strengthen our revenue base to support our mission as a regional land-grant university. We recognize our strength as one of only two land-grant universities in Tennessee. We offer programs in agriculture to meet the farming needs of our state; in health sciences to enhance healthy living among our citizens and beyond; in technology and engineering
to improve lives’ quality and solve complex societal challenges; in business and the professions to prepare future leaders; in education to prepare early childhood professionals and the teachers of tomorrow for our Pre-K and grade 3 certification and our K-12 schools; and in the arts and sciences to give our students the broad-based education and skills that they must have to participate actively in an increasingly diverse and interdependent global knowledge economy.

Our goal is to continue to open the doors of opportunity and access to every student, from every background, in each region of our state, throughout our nation, and in every corner of the globe. To meet the new challenges that we face, keep America’s promise of opportunity for all, and enhance the University’s direction as a premier regional land-grant university and destination campus in our region, TSU must seek opportunities to grow resources over the next five years of this planning period. While we will continue to join other TBR institutions to pursue increased state support for higher education, we will vigorously explore other revenue sources to support our mission. The University leadership will play its role in providing the institutional framework, but TSU needs each person—alumni, faculty, staff, students, friends, and members of the TSU community—to become engaged and involved in this central mission.

6.1 Strategic challenge: How can TSU generate the fiscal resources needed to support its Strategic Vision of becoming a premier urban research land-grant university and a destination campus in our region?

6.1 Strategic Goal: TSU will generate the fiscal resources required to support its Institutional Strategic Goals through a variety of strategic fund-drive initiatives in ways that help achieve the University’s Strategic Vision and Institutional Strategic Goals.

6.1 Strategic Objective: Develop and implement a series of strategic initiatives over the next five years to increase and/or generate revenues in the following areas: fundraising campaigns, endowment, research and grant-funded projects, tuition, and continuing education that are essential to enhancing academic excellence and TSU’s reputation; improving organizational processes and practices on our campus; increasing enrollment, access, retention, and success for our students; and strengthening our commitments to social justice, diversity, and internationalization as the Engaged University.

Strategic Steps:

6.1.1 Fundraising

- Review pursuing a variety of aggressive fundraising strategies, including the feasibility of a comprehensive capital campaign, and provide a written report to the President and Cabinet by June 30, 2010.
- Establish a verifiable three-year pattern of revenue and increase Annual Campaign revenue from the Annual Fund, Alumni, Faculty, Staff, and Students by 10% each year, compared to previous year, over the next five years, beginning 2009/2010.
• Establish a verifiable three-year pattern of revenue and increase the number of major donors who contribute annually to TSU over the next five years by increasing the most recent three-year average by 10% annually beginning 2009/2010. A major donor is an individual who makes a final annual commitment (paid or pledge) of $25,000 or more to the University to be contributed in five years or less, with each commitment of gift counted only once.

• Develop a Request for Proposal (RFP) by 2009/2010 to establish a TSU Centennial Endowment Fund, and plan and implement a campaign for donations to this Fund beginning 2010/2011. Increase the amount of donations to this Fund by 5% annually over the next five years.

• Establish an Endowment Fund, with the goal of raising one million dollars initially, to support a Flagship Scholars-in-Residence Program for academic excellence and engagement. The Program will enhance TSU’s Strategic Vision as a premier urban research land-grant university and a destination campus in the region. Plan and implement a campaign for this Fund beginning 2009/2010, and increase the amount of donations to this Fund by 5% annually, over the next five years.

• Reduce the institutional cost of fundraising (expenses associated with each dollar raised) by reducing costs as a percentage of revenue by 2% annually, compared to the most recent three-year average beginning 2009/2010.

Measures of Effectiveness:
For benchmarking, provide each semester and annually for each item above a chart showing Actual and Target for the next five years.

Calculate cost per dollar raised and return on investment (ROI) for all fundraising activity using the formula below to assess whether optimal return is received on investment:

\[
\text{Dollars raised} - \text{Cost of Investments} \\
\text{Cost of Investment}
\]

University Leads: VPURD and President

6.1.2 Research and Sponsored Programs

• Facilitate close integration of research with both the graduate and undergraduate programs by implementing ongoing research integration plans with each academic department, division, and college, beginning 2010-2011 consistent with the Strategic Plan Integrative Goal.

• Facilitate close integration of research with academic units to increase number of faculty awards, publications in scholarly journals, and membership/leadership in leading professional associations.
• Increase the amount of dollars to the University from research and grant-funded projects from federal, state, and local governments by increasing the most recent three-year average by 10% annually over the next five years beginning 2010/2011.
• Increase the amount of private (for-profit and/or non-profit) dollars to the University from research and grant-funded projects from the private sectors by increasing the most recent three-year average by 10% annually over the next five years beginning 2010/2011.
• Reduce the institutional cost of research and grant-funded projects (expenses as a percentage of revenue) by continued renegotiation of indirect rate for university support beginning 2010/2011.
• Increase the amount of revenue generated through public-private partnerships annually over the next five years beginning 2010/2011 (see also, 6.1.5).
• Increase University revenue through commercialization of inventions and technology transfer.

**Measures of Effectiveness:**
For benchmarking, provide at the end of each semester and annually for each item above a chart showing Actual and Target for the next five years.

**University Leads:** VPRSP, VPAA, VPSA, VPBF, Global Education & President (Institutional Planning)

6.1.3 Tuition

• Establish annual enrollment goals at both graduate and undergraduate levels (in-state and out-of-state students) and increase net tuition revenue by 5% annually over the next five years beginning 2010/2011, consistent with TSU’s FTE growth targets.
• Conduct analysis of place of origins of current international students, and use data to strategically invest and target enrollment from specific global regions. Establish enrollment goals for international students and increase net tuition revenue by 5% annually over the next five years.

**Measures of Effectiveness:**
For benchmarking, provide each semester and annually for each item above a chart showing Actual and Target for the next five years.

**University Leads:** VPSA, VPAA, VPBF, Global Education
6.1.4 Extended Education and Non-Credit Programs

Working with academic units and faculty, increase revenue through enrollment and regular offerings in continuing education by identifying, establishing, and implementing programs (credit or non-credit) in areas such as self-improvement courses, workshops/seminars, certificates, diplomas, degrees, workforce development and job training, and partnerships with business and industry in high-demand occupations or essential areas of community, State, and corporate strategic needs beginning 2010/2011.

- Create a fiscal system/mechanism for faculty compensation and incentives for departments to participate in continuing education, and provide annual report of funds disbursed from enrollment revenue to colleges and departments to support academic initiatives, research, and travel to conferences.
- Increase the number of online courses and programs that TSU offers, and make online programs unique and fiscally competitive to attract enrollment.
- Increase the amount of revenue from summer offerings by increasing the most recent three-year average by 5% annually, over the next five years beginning 2009/2010.
- Working with departments and faculty, establish and implement an intensive revenue-generating mini semester(s) beginning 2010-2011. Increase the amount of revenue from this source by 2% each year over the next five years.
- Working with academic units and faculty, establish accelerated degree and/or interdisciplinary degree programs in a few specific areas of state needs, and begin implementation in 2012, TSU’s Centennial.

6.1.5 Public-Private Partnerships

- Increase the number of public-private partnerships in support of teaching, research and service.
- Enhance available funding and collaborative opportunities for faculty and researchers.
- Broaden service delivery opportunities through enhanced technology.
- Increase opportunities for commercialization and development of intellectual property.

6.1.6 Cost Reduction

- Effective 2009, establish a Taskforce to review the potential of outsourcing business processes and practices to improve efficiencies and reduce costs such as purchasing, payroll, grants accounting, financial aid, and other areas as appropriate. Provide to President and Cabinet the Taskforce a preliminary report outlining recommendations, cost impact and cost savings by December 15, 2009 and a final report by June 30, 2010.
• Effective 2009/2010, develop and implement systematic process that focuses on prioritizing programs and services to achieve strategic balance and fiscal responsibility
• Effective 2009/2010, develop and implement processes for investments, consolidation, elimination of duplication, and/or reduction and elimination in programs, services, and personnel not central to university mission and strategic goals, and clarify purposes, set priorities, and (re)allocate or (re)direct resources to achieve efficiencies and attain institutional goals. Restructuring should result in significant resources directed at high priority needs consistent with the Strategic Plan, the Academic Master Plan, and the President’s priorities.

**Measures of Effectiveness:**
For benchmarking, provide for each semester and annually a chart showing revenue generated through these programs—Actual and Target—for the next five years; and an annual report of funds disbursed to colleges and departments through their involvement in this program; report on public-private partnership, including quantifiable benefits to the university, report of the Taskforce on business practices, report of the Taskforce on program prioritization, report on capital campaign feasibility study, and other measures related to strategic steps.

**University Leads:** VPAA, VPRSP, VPBF, VPCIT, President, Distance Education (for online offerings), & Extended Education, President (Institutional Planning)

**IV. Plan Implementation and Cost**

Implementation of the strategic plan will cost $36,149,700 million beyond the university’s current budget. Thus, to implement this plan within current budgetary projections, the University must do three things: first, manage existing resources judiciously through systematic workforce planning and program prioritization, reduce or eliminating less important activities, and repurposing and redirecting a portion of our resources to core programs and priorities related to AMP goals and the 19 strategic goals in this plan; second, aggressively increase new revenue streams through entrepreneurial activities, increased external research funding and philanthropic support, and public-private partnerships, to support new programs and initiatives. Third, earn additional state funding beyond our current funding level by growing enrollment and demonstrating enormous progress on the University’s ten transformational returns. As we demonstrate success as the result of this plan, we will explore the availability of additional funding opportunities from the State of Tennessee. Finally, we will annually assess progress on each strategic cornerstone and report the results to the University community, relevant agencies and stakeholders. This plan is a commitment to our students, our community, and the people of Tennessee.
APPENDIX A:
STRATEGIC PLANNING STEERING COMMITTEE

(Titles reflect positions held during 2009-2010)

Committee Chair

Peter O. Nwosu, Ph.D.

American Council on Education/Strategic Planning Fellow, Office of the President

Committee Members

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Assistant Vice-President, Marketing and Public Affairs

Pamela Burch-Sims, Ph.D.

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Dennis Gendron, Ph.D.

Vice President, Communications and Information Technologies

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Mr. Danny Glover

Speaker of the House, Student Government Association

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Associate Professor, Department of Languages, Literature, and Philosophy, College of Arts & Sciences

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Ms. Cheryl Seay
   Director, Distance Education and Multimedia Service

Alex Sekwat, Ph.D.
   Interim Dean, School of Graduate Studies and Research

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   Administrative Assistant III, Marketing and Public Affairs

Mr. John Cross
   Assistant Director, Media Relations (Photography)

Mr. Phil Yan
   Web Designer, Academic Affairs Division

Mr. Guo Xingkui
   Associate Professor, Department of Art (Graphic Design)

Mr. Chihyung Chen
   Graduate Assistant to ACE Fellow, fall 2008, Strategic Planning

Mr. Chima Omelogu
   Graduate Assistant to ACE Fellow, spring 2009, Strategic Planning
APPENDIX B:
STRATEGIC PLAN BUDGET WORKGROUP

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    Vice President, Business and Finance

Workgroup Co-chair
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Workgroup Members
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    Associate Vice President
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    Strategic Planning Fellow
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APPENDIX C: ABBREVIATIONS

ACE: American Council on Education
AMP: Academic Master Plan
AWC: Tennessee State University’s Avon Williams Campus
BI: Business Intelligence
CLASS: Center for Learning, Advising and Student Success
COS&UC: Chief of Staff and University Counsel
DME: Digital Media Enterprise
DMSC: Digital Media Sandbox Consortium
E&G: Education and General (e.g., funding sources)
GEC: General Education Core
HBCU: Historically Black College and University
IBM: International Business Machines Corporation
IEQA: Institutional Effectiveness, Quality, and Assessment
ISP: Institutional Strategic Plan
NASA: National Aeronautics and Space Administration
NSF: National Science Foundation
NSSE: National Survey of Student Engagement
QEP: Quality Enhancement Plan
ROCC: Regents Online Campus Collaborative
RODP: Regents Online Degree Program
RU/H: Carnegie-designated Research University with High Research Activity
THEC: Tennessee Higher Education Commission
TSU: Tennessee State University
TBR: Tennessee Board of Regents
UC: University Counsel
USPSC: University Strategic Planning Steering Committee
VPAA: Vice President, Academic Affairs
VPBF: Vice President, Business and Finance
VPCIT: Vice President, Communication and Information Technologies
VPRSP: Vice President, Research and Sponsored Programs
VPSA: Vice President, Student Affairs
VPURD: Vice President, University Relations and Development
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