

Austin Peay State University - 2005-2010 Strategic Plan -- Status Report for 2005-06

TBR Leadership Priority

1.1 Goal: APSU Leadership

APSU will disseminate to all stakeholders information that documents the benefits of its programs and services and their contribution to the state's economic development and quality of life of its citizens.

Number - Title	Objective	Baseline	2005-06 Projected Progress	Activities/Action During the Year	Percent Attainment of Overall Objective	2006-07 Projected Progress	2009-10 Projected Progress
<p>1.1.1 - APSU K-12 System Partners hips</p>	<p>APSU will work with schools in the region to facilitate the learning process and transition from K-12 to college. Specific activities and initiatives:</p> <ol style="list-style-type: none"> 1. Develop intervention programs that target math, reading, and writing deficiencies in the junior year of high school. 2. Strengthen and streamline its teacher education program to ensure future teachers are equipped with the skills and values to improve success of K-12 students. 3. Expand and coordinate efforts to encourage college participation rates in the region (e.g. AVIDS, H.S. Upward Bound, etc.). 	<p>Though the Clarksville area has a P-16 council devoted to discussion of issues facing the secondary and postsecondary enterprise, these discussions have not spurred meaningful reforms in the relationships between the university and area school systems. Curricular alignment, teacher preparation, and initiatives focused on reducing the leakage in the educational pipeline must take on greater significance in the coming five years.</p>	<p>With support and assistance from appropriate APSU units, the School of Education will lead a reconciliation of current practices at APSU with best practices in the field of Education. This review will involve discussions and planning with school system officials and state-level policy representatives. In addition to these discussions surrounding such matters as curriculum and teacher preparation, the University will also explore potential relationships with the three AVIDS programs at RHS, NEHS, and NWHS.</p>	<ul style="list-style-type: none"> -Actively involved with the Clarksville-Montgomery County school system in a jointly led P-16 council with special emphasis on an Exemplar Project. -Initiation of a Regional P-16 Council that includes Houston, Stewart, Cheatham, Dickson, Humphreys, and Montgomery Counties. -A High School Upward Bound program that identifies, recruits, enrolls, and maintains a total of 65 middle and high school students in the program. -Successful efforts of the Tri-County Upward Bound program to partner with English teachers in targeted schools to identify potential participants, with a goal 50 students. 	<p>On target, approx. 15 to 25% of overall 5 year objective attained</p>	<p>Assessment and Adjustment</p>	<p>The University will have mature programs in place in the Clarksville Montgomery County Schools that target math, reading, and writing deficiencies during the junior year among the college-track populations. The University will have a growing and dynamic Teacher Education program with strong partnerships in the surrounding school systems. The University will</p>

							be a formal partner with each of the high schools in Montgomery and contiguous counties in promoting postsecondary participation.
1.1.2 - APSU Preparation of Students	<p>APSU will prepare students for a global society through the integration of critical thinking, communication, leadership, and creativity across the curriculum. Specific activities and initiatives: Increased emphasis on international affairs, study abroad in multiple majors, and multi-cultural awareness. Adjusted balance in theory and application in all disciplines, preparing students to apply new knowledge and skills in future situations and settings through a strengthened emphasis on practicum and experiential opportunities. Emphasis on civic engagement and social responsibility. Create a plan for</p>	<p>Though APSU has throughout the history of the institution valued critical thinking, communication, leadership, and creativity, the curriculum requirements and program activities of the campus have fallen short of ensuring that all students with an APSU degree leave the university with competencies in all of the areas noted above. Discussions surrounding the 2004-05 Visioning and Planning process and the initiatives resulting from a Title III planning grant on Liberal Arts Integration have sparked interest and commitment from academic and non-academic leadership in creating an infusion of these</p>	<p>The University will establish a plan for integrating competencies in critical thinking, communication, leadership, and creativity in learning communities in residence halls.</p>	<p>-Reinstitution of the student Research Scholars program. - Increased student use of the university's Academic Support Center by 64%. More significantly, 85.66% of students served by the Academic Support Center graduated or registered to return as continuing students for fall semester 2006. -Appointment of a Critical Competency Task Force charged with the assessment of critical thinking skills and communication skills across the curricula. -Development and submission of a grant application to the U.S. Department of Education requesting \$5.3 million to support the implementation of learning communities. The grant would build upon the efforts of a learning community pilot program that was recently conducted in the university's Hand Village residential facility (APSU's newest housing complex).</p>	<p>On target, approx. 15 to 25% of overall 5 year objective attained.</p>	<p>Assessment and Adjustment</p>	<p>The university will have established learning communities that offer curricula, programs, and services that instill in all students and graduates habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society.</p>

	academic excellence that will purposefully and forcefully assess and strengthen quality of learning experiences and improve student success. Emphasize integrated out of classroom learning experiences that strengthen the aforementioned learning outcomes.	educational processes and outcomes into the curriculum for all departments. Recently, learning communities have become the focus for a systematic means of achieving this goal.					
1.1.3 - APSU Regional Development Initiatives	<p>APSU will develop programs and services that contribute significantly to the development of the region. Specific activities and initiatives: Develop and revise the curricula to meet changing and emerging workforce needs Exhibit civic responsibility to improve the welfare, quality of life and well-being of both campus and community residents (volunteering, cultural events, athletic events, etc.) Increase cooperative efforts and partnerships with local business, industry, and education Become a national model for homeland security</p>	<p>The university has served the local area and region well but conversations regarding the future economic, cultural, and social needs must continue to have a quality of advocacy and inquiry. Efforts of advisory councils such as the President's Circle of Advisors offer models for all units of the University to increase the knowledge of the needs of business, industry, government, cultural entities, and the general citizenry.</p>	<p>The University will expand advisory council activities to include discussions of desired educational outcomes. These conversations should not only involve descriptions of traits, characteristics, and abilities desired from APSU graduates but should also include discussions of technology and knowledge transfer between APSU and its community and regional partners.</p>	<ul style="list-style-type: none"> - Expansion of the university's GIS Center contractual relationships beyond Clarksville-Montgomery County to provide services to three other local governments in the region. - Host of the Tennessee Writing Center Collaborative's Spring Symposium by the university's Academic Support Center. The Symposium featured student presentations by two of the Academic Support Center's student peer tutors. - Host, pursuant to a grant from the Tennessee Department of Education, of Teacher Academies that allowed public school teacher and administrators to satisfy professional development requirements needed to improve their skills and competencies and to obtain qualifications for career advancement. - Development and implementation of additional four-year degree programs at Fort Campbell, such as Education, Computer Science, 		Assessment and Adjustment	<p>The university will have ensured that its programs and services are dynamic and responsive to the economic, social, and cultural development of the region. Programs such as the Institute for Global Security Studies will serve as models for collaboration between APSU programs and stated needs and cooperative opportunities in the region.</p>

	education and training through expansion and development of its Institute for Global Security Studies.			and Liberal Arts and approval of the Masters degree program in Military History.			
1.1.4 - APSU Technological Leadership	<p>APSU will prepare students and exhibit best practices for ongoing technological evolution. Specific activities and initiatives: Continue and expand emphasis on technology infrastructure and innovative use of technology in teaching, learning and service. Highlight discipline-specific efforts to use cutting-edge technology.</p>	<p>The institution is currently in the early stages of implementation of the Banner information system. This initiative is requiring each area of the institution to evaluate how we use technology and information in teaching, learning, service, and general operations.</p> <p>From an instruction and program perspective, the university has been aggressively developing online offerings. It is anticipated that these offerings will continue to increase in the next five years as access to education remains a core value of APSU and the TBR system. The university annually uses the expertise of a broad-based technology committee to ensure effective and prudent use of Technology Access Fees.</p>	Phase 1 of the Banner implementation will be complete. The Technology Committee will complete an evaluation of all computer labs to determine cost effectiveness.	<ul style="list-style-type: none"> - Consolidation of several computer labs located in different university buildings into an InfoCommons in the university's library. The library's hours of operation have been extended to 2 a.m. to provide greater student access to computing and traditional library resources. - Expansion of the number and diversity of on-line journals and information sources available in the library and through the university web portal. - Implementation of a pilot project for electronic digital dossiers for faculty retention, tenure and promotion review. As a result of the success of the pilot, electronic dossiers will now be utilized for all faculty. - Extension of wireless, high-speed network access to all academic buildings. - Extension of wireless, high-speed network access to other areas of the campus commonly used by students. - Provision of professional assistance to faculty interested in incorporating multimedia content into their class presentations and/or developing partial or full online course offerings. - Expansion of the number of for-credit and continuing education course offerings. 	On target, approx. 15 to 25% of overall 5 year objective attained.	Assessment and Adjustment	The university and selected programs will become models for both exposure of students to technological innovations in teaching, learning, and services as well as preparing all students to be actively engaged in technology's future.

				- Substantial progress in the effort to open a new astronomy observatory, including property and equipment acquisition.			
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TBR Access Priority

2.1 Goal: APSU Access to Learning
 APSU will demonstrate its commitment to increasing the participation rates for citizens of diverse backgrounds and will promote equal access, diversity, an appreciation of all cultures, and respect for all persons.

Number - Title	Objective	Baseline	2005-06 Projected Progress	Activities/Action During the Year	Percent Attainment of Overall Objective	2006-07 Projected Progress	2009-10 Projected Progress
2.1.1 - APSU Access Opportunities	<p>APSU will expand access opportunities and services to traditional and non-traditional students, including the use of multiple delivery systems, flexible scheduling, and satellite locations. Specific activities and initiatives:</p> <p>1. Expand the number of: "2+2 agreements" with community colleges; accelerated degree programs; night and weekend programs; and off-campus programs.</p>	<p>The university has experienced large increases during the past four years in the number of web-based courses and programs that are offered directly by APSU or by APSU through the TBR Regents Online Degree Program (RODP). The institution plans to lead an equally ambitious expansion of accelerated degree programs and After Hours programs in selected disciplines.</p>	<p>Recent connections with Volunteer State Community College and Nashville State Community College in the area of program-specific articulation agreements will be completed. Web resources marketing and explaining these agreements and offerings will be streamlined and updated on a regular basis. The institution through the Deans Council leadership will develop a plan for expansion of accelerated and After Hours programs. Further, the university will expand access for A.A.S. graduates through its online B.P.S. program that assures no loss of credit for transfer students.</p>	<ul style="list-style-type: none"> - Approval to develop new programs allowing greater access and opportunity for those seeking academic advancement outside of the normal "on campus" experience, including an MA in History and minors in global security, Asian studies, forensics, and other areas. - Development and implementation of 2 + 2 Articulation Agreements with Hopkinsville Community, Volunteer State Community College and Columbia State Community College. - Development and implementation of an accelerated Bachelor of Professional Studies (BPS) degree that will be particularly attractive and valuable to non-traditional and transfer students. - Active participation in and marketing of on-line and RODP course offerings that make pursuit of a college degree convenient for students whose lifestyles and commitments may 	<p>On target, approx. 15 to 25% of overall 5 year objective attained</p>	<p>Assessment and Adjustment</p>	<p>APSU will have renewed articulation agreements with all Tennessee Board of Regents two-year institutions plus Hopkinsville Community College. The university will have fulfilled the implementation of the accelerated degree programs and expanded After Hours programs as outlined in the plan developed in 2005-06.</p>

			<p>APSU is expanding access opportunities and services to traditional and non-traditional students, including the use of state-wide marketing, multiple delivery systems, flexible scheduling, and satellite locations.</p>	<p>not easily accommodate attending class during traditional hours. During 2005-06 APSU continued to have more than 2500 students enrolled in its on-line course offerings each semester.</p> <ul style="list-style-type: none"> - Requirement that at least 40% of all classes be scheduled after 1:00 pm. 			
2.1.2 - APSU Minority Recruitment and Retention	<p>APSU will continue its minority recruitment and retention efforts for African Americans and expand these efforts to include other minorities with special emphasis on Hispanic/Latino and Asian students. Specific activities and initiatives: Increase outreach activities to recruit and serve the growing minority populations in Tennessee. Continue implementing the initiatives of the Minority Retention plan related to recruitment and retention as outlined in the Quality Enhancement Plan.</p>	<p>As a part of the institution's Quality Enhancement Plan, issues surrounding minority recruitment and retention were all studied by a Minority Retention Task Force. From this group's work came a list of strategies and initiatives that are directly related to the university's minority recruitment initiatives. These activities became a part of the QEP and are being implemented and assessed on an annual basis as part of the QEP assessment process.</p> <p>In addition to this initiative the university is currently engaged in an assessment of the potential impact of the post-Geier environment and its impact on APSU programs and</p>	<p>The campus will have implemented the Minority Retention Task Force initiatives and established an annual assessment program for evaluation of progress and impact.</p>	<ul style="list-style-type: none"> - Efforts to inform minority students of the benefits of continuing their education at APSU through numerous high school visits and through sponsorship of MOSAIC (Multicultural Outstanding Scholars Advancing Into College), a day designed specifically for prospective multicultural students, addressing their needs and concerns. - Use of specially designed marketing tools to appeal to minority populations. - Use of Geier funds to sponsor ASTAR (African-American, Scholars, Talented, Asserting and Rising) for approximately 200, 9-12 graders exposing them to various academic disciplines and leadership styles. - Development and implementation of a Families Program on a pilot basis to serve as a support group or surrogate family for freshmen African American students. 	On target, approx. 15 to 25% of overall 5 year objective attained.	Assessment and Adjustment	<p>Minority student representation will equal or exceed the regional (MSA) demographic statistics. Minority student retention will also equal that of Caucasian students.</p>

		services. This report and its accompanying recommendations will further focus the institution's recruitment and marketing strategies.					
2.1.3 - APSU Admissions and Recruitment	APSU will strengthen admission standards and continue to expand the university's geographic reach in attracting first-time freshmen and transfers. Specific activities and initiatives: Continue enrollment growth trends and geographic reach while increasing the quality of the student body. Attain optimal enrollment based on revised and more selective admissions policies while retaining access and ensuring success of underprepared students through conditional admission strategies.	The university currently admits students with a 19 on the ACT or a 2.75 GPA. There are no conditional admission requirements placed on students with at-risk characteristics (for example developmental studies requirements, low high school GPA, high school unit deficiencies, etc.). Though the university has grown significantly during the past three years, APSU will continue to focus on increasing the institution's share of students from selected counties in Tennessee and southern Kentucky.	The institution will gain Board of Regents approval for increased admission standards for "unconditional admission" and will place strict controls and academic support requirements on students receiving "conditional admission" status. The university will also continue its recent strategy of aggressive recruitment and marketing to the immediate eight county area and eight selected counties throughout Tennessee.	<ul style="list-style-type: none"> - Development and implementation of a statewide marketing plan to raise the awareness of persons residing outside the APSU's primary regional market. - Increasing admission standards, without reducing access. The university now provides special support for students who meet the former admission standards but would not be admissible under the new standards. - The School of Nursing increased enrollment of generic and RN-BSN students by 500%. - Creation of a dynamic web site with a portal for easy access. - Streamlining of the graduate admissions process. - Implementation of a plan to increase graduate enrollment, resulting in a 10.9% increase over the previous year. - Implementation of retention initiatives, resulting in an increase in returning students of 10.6% 	On target, approx. 15 to 25% of overall 5 year objective attained.	Assessment and Adjustment	APSU will grow to 10,000 while fully implementing the increased admission standards and decreasing the overall percentage of students taking Developmental Studies coursework.
2.1.4 - APSU Access for Military Population	APSU will continue to serve the military community at Fort Campbell through relevant and comprehensive academic degree	The university currently serves approximately 2,000 students at the Austin Peay Center at Fort Campbell. Of these students, roughly two-	The university will complete application for acceptance into e-Army U and will work with Tennessee's congressional delegation to ensure	<ul style="list-style-type: none"> - Application and acceptance in CTAM, the Army's new online educational portal. APSU was one of the first institutions to fully implement CTAM access. - Completion of a plan for a new Austin Peay at Fort 	On target, approx. 15 to 25% of overall 5 year objective attained.	Assessment and Adjustment	APSU will be a member of e-Army U. The university will also have expanded operations

	<p>programs. Specific activities and initiatives: Work toward acceptance into e-Army U. Assure continued and convenient access for soldiers onsite at Fort Campbell through replacement of World War II buildings slated to be demolished prior to 2010.</p>	<p>thirds are active duty military, military dependents, or veterans of the military. Current operations at the APCFC have reached maximum capacity with the impending demolition of World War II buildings being used primarily for faculty office space and on a limited basis for programmatic purposes. University officials have entered into conversations with Department of Defense and Tennessee Board of Regents officials about the availability of land beside the Army Education Center that could be used for the building of replacement facilities for the space being demolished. The institution will continue to work with all parties toward an agreed strategy and will seek approval through Department of Defense and Tennessee State Building Commission processes. In addition to this effort, the university will continue to seek acceptance into the DOD's e-Army U</p>	<p>approval. In addition, the university will gain full Department of Defense, Tennessee Board of Regents, Tennessee Higher Education Commission, and Tennessee State Building Commission approval to move forward with plans for a new building next door to the Army Education Center.</p>	<p>Campbell facility to replace World War II era buildings presently being utilized. The proposal for the new building is currently being reviewed by the state building commission. - Continued pursuit of many of the activities listed in 2.1.1 above, providing increased access to higher education to the areas large military population.</p>			<p>through the Austin Peay Center at Fort Campbell in the expanded Army Education Center facilities.</p>
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		program.					
TBR Quality Priority							
3.1 Goal: APSU Quality APSU will systematically assess the quality of its programs and services and will engage in continuous improvement, demonstrating accountability to internal and external constituents.							
Number - Title	Objective	Baseline	2005-06 Projected Progress	Activities/Action During the Year	Percent Attainment of Overall Objective	2006-07 Projected Progress	2009-10 Projected Progress
3.1.1 - APSU Excellence	APSU will promote and celebrate excellence in teaching, learning, and service. Specific activities and initiatives: Institute regular and formal evaluations of all programs and services. Review and refine the post-tenure review process. Design and implement incentives to encourage excellence in teaching, encourage research and grant development, and provide faculty recognition activities.	APSU has a long history of conducting program reviews for all academic programs. In recent years, the units within Student Affairs and Enrollment Services began biannual evaluations using the CAS Standards. APSU does have a post-tenure review process, but it has not been reviewed in several years. The university does not currently have a structured and formal incentive program for faculty research.	Inventory will be taken of all units that are currently without a systematic review process. The university will establish a committee to review the post-tenure review process. Likewise, a task force will be charged with structuring an incentive program for research and grant development.	<ul style="list-style-type: none"> - Creation of a Teaching and Learning Center to provide professional development to new and current faculty as well as launch of a Mentoring Program that provides training and networking at New Faculty Orientation sessions. - Development of materials and programs to support part-time adjunct instructors. - Promoting and increasing the use of SMART classrooms for a multimedia approach to classroom pedagogy - Promotion of Research Forums for faculty to present and receive feedback on their current research findings. - Promoting the benefits gained by the university community at large by increased research activities. The result has been that grant and contract dollars increase by approximately 33% to more than \$4 million. - Reinstitution of the Research Scholars program for students to showcase their research efforts. 	On target, approx. 15 to 25% of overall 5 year objective attained.	Assessment and Adjustment	All academic and non-academic units will have been formally reviewed during this planning cycle. Changes to the post-tenure review process will be implemented. The university will also have an active incentive program for research and grant development.
3.1.2 - APSU	APSU will develop programs and	Though recruitment and retention of high-	The university will begin the process of	- Pilot of an e-dossier based faculty evaluation process.	On target, approx. 15	Assessment and	The university will have

Faculty Recruitment and Retention	services that enhance the institution's capacity to recruit and retain high-quality faculty. Specific activities and initiatives: Establish a campus-wide mentoring program for tenure-track faculty (with special emphasis on minority faculty) including teaching and learning methodologies and strategies for student success. Create a Center for Teaching and Learning Excellence to facilitate faculty development in methodologies and technologies that support learner-centered instruction. Place a priority on compensation, recognition, and support for professional growth for all faculty and staff.	quality faculty have been goals of the university, the university has the potential to do much more to develop and mentor junior faculty. Faculty salaries have been a major priority for the last three budget cycles as the university has placed the maximum allowed by TBR into salary increases.	researching and exploring best practices in faculty mentoring and faculty development programs. The institution will continue to implement the Salary Compensation plan approved by the TBR.	<ul style="list-style-type: none"> - Increased funding for professional development and training. - Assignment of a senior faculty member to each new member of the faculty that expresses a desire to have a mentor. - Opening a Teaching and Learning Center to provide resources for faculty in designing and delivering course content. - Provision of salary increases for more than 90% of faculty through prudent fiscal management. - Development of a university-wide template for tenure/promotion requirements. 	to 25% of overall 5 year objective attained.	Adjustment	established a Center for Learning and Teaching Excellence and continued to maximize all opportunities within the cycle to apply resources to the salary compensation plan.
3.1.3 - APSU Implementation of QEP	APSU will continue the implementation of the Quality Enhancement Plan which further develops or establishes academic support services that support student learning and persistence to	APSU completed the development of the Quality Enhancement Plan in the spring of 2004 and received full approval of the plan from the SACS-COC review team. The QEP received no recommendations for change. The	The university will continue implementation of the QEP and conduct annual assessments of progress in the spring of each year.	<ul style="list-style-type: none"> - Promotion of the educational aspirations of students entering APSU as freshman or transfer students. Fall-to-fall retention from 2004 to 2005 increased five percent over the previous year and six-year persistence-to-graduation for the most recent graduating cohort increased by 4 percentage points over the previous cohort. 	On target, approx. 15 to 25% of overall 5 year objective attained.	Assessment and Adjustment	The institution will have fully implemented all action items of the Quality Enhancement Plan and conducted an assessment of the impact of each on the

	<p>graduation. Specific activities and initiatives: Create easy access to accurate and timely advising that is consistent throughout students' collegiate experience through optional delivery systems, including face-to-face and multiple media delivery systems Continue implementation of the Freshman Year Experience initiatives Continue to work toward increasing retention and graduation rates by 10 percent</p>	<p>university is currently implementing its QEP action plan, with emphasis on a Freshman Experience Program designed to increase retention. The university also is in the planning stage of implementing learning communities.</p>		<ul style="list-style-type: none"> - Spearheading of a program to provide online access to peer tutoring. - Establishment of various achievement awards to promote student enthusiasm, retention, and matriculation. - Use of a TBR peer review to assess effectiveness and efficiency of the university's disability services. - Implementation of a year-long faculty development program for all new faculty, with an emphasis on teaching strategies. 			<p>campus community. Among the outcomes will be an innovative academic advising system, a fully mature Freshman Year Experience program, and a significant decline in the 10 percentage point gap between APSU and statewide retention and graduation rates. Learning communities will be fully developed and operational.</p>
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TBR Resourcefulness Priority

4.1 Goal: APSU Resourcefulness

APSU will contribute to the system's advocacy for appropriate levels of state support, will actively benchmark best practices, and will effectively manage its resources through internal and external initiatives, emphasizing collaborations and partnerships.

Number - Title	Objective	Baseline	2005-06 Projected Progress	Activities/Action During the Year	Percent Attainment of Overall Objective	2006-07 Projected Progress	2009-10 Projected Progress
4.1.1 - APSU Benchmarking	APSU will employ benchmarking tools in resource and management decisions. Specific	The university successfully developed its Compensation/Equity Plan in 2002-03 and	The institution will continue implementation of the Compensation Plan which employs	- Update and refinement of the university's Compensation Plan. Utilizing data routinely collected from the College and University Personnel Association from 76	On target, approx. 15 to 25% of overall 5 year	Assessment and Adjustment	The university will have built upon its foundation and track record of

	<p>activities and initiatives: Continue implementation of the approved APSU Compensation Plan. Establish peer benchmarks in academic program production, individual unit performance, resource availability, and workload comparisons. Establish benchmarks for personnel and salary information.</p>	<p>has worked toward equitable salary increases during the past three budget cycles. Current benchmarking in salary data, personnel information, program production, and workload comparisons are done on an adhoc basis. In the past two years, the university has also explored opportunities for assessment involving unit evaluation with the CAS standards, Delaware Cost Study use, and academic audit processes.</p>	<p>comparative CUPA data for salary information. The institution will employ Delaware Cost Study data in its program and service reviews. In addition to the available CUPA data, the institution will annually assess its resource availability, salary levels, and staffing patterns against its new funding peers.</p>	<p>institutions of similar size and makeup, the university made maximum allowable salary increases that affected 91.56 % of faculty and staff and resulted in minimum salary levels (based on current market data) of 86% for faculty, 86% for clerical staff, 84% for professional staff, and 84% for administrators.</p> <ul style="list-style-type: none"> - Using data provided by peer institutions, determination of the appropriate number and types of positions needed to effectively staff the university's Financial Aid unit. - Revision of the university's faculty workload policy to allow for the unique staffing required by academic departments such as Music and Nursing. Best practices of other similar institutions were examined for their potential in serving as models in the revision process. - Review and revision of existing criteria and expectations utilized to evaluate faculty as part of the retention, promotion and tenure process. 	<p>objective attained.</p>		<p>using data and assessment results in decision-making.</p>
<p>4.1.2 - APSU External Funding</p>	<p>APSU will build university support at local and national levels resulting in increased external giving and grant development. Specific activities and initiatives: Progressively increase grant development and grant funding on an annual basis.</p>	<p>APSU currently averages just under \$2.0 million per year in external grants and sponsored research. Annual giving to the university averages approximately \$1.8 million. The institution has been engaged in a capital campaign since 2001 that as of the spring of 2005 stands at</p>		<ul style="list-style-type: none"> - Increase in the dollar value of grants and contracts received by approximately 33% from \$2,993,280 in 2004-05 to \$4,109,506. - Exceeding the original goal of \$ 15 million by more than 100%, despite having a year remaining in the university's first capital campaign. - Approaching \$4 million or more in private contributions for the second consecutive year as part of the university's annual 	<p>On target, approx. 15 to 25% of overall 5 year objective attained.</p>	<p>Assessment and Adjustment</p>	<p>The university will increase external grants and sponsored research by 100 percent by 2009-10. Annual giving will increase by 50 percent by 2009-10.</p>

	<p>Progressively increase fundraising on an annual basis. Increase pledges for planned/estate gifts by the end of the planning period. Complete a new campus master plan and promote state support and/or private funding for new and renovated facilities.</p>	<p>approximately \$22.0 million total.</p>		<p>fundraising efforts. - With the assistance of TBR staff, development of specifications for and award of a contract through the competitive bid process for the creation of a new campus master plan. The data gathering phase for this project is currently underway. Once completed, the plan will be an important tool in identifying and solidifying external support for the university.</p>			
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TBR Institutional Specific Priority