

**As Approved by the
Tennessee Board of Regents**

**Austin Peay State University
2005-2010 Institutional Strategic Plan**

Institutional Mission Statement

Austin Peay State University is a comprehensive university committed to raising the educational attainment of the citizenry, developing programs and services that address regional needs, and providing collaborative opportunities that connect university expertise with private and public resources. Collectively, these endeavors contribute significantly to the intellectual, economic, social, physical, and cultural development of the region. APSU prepares students to be engaged and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning. This mission will be accomplished by:

- Offering undergraduate, graduate, and student support programs designed to promote critical thinking, communication skills, creativity, and leadership;
- Expanding access opportunities and services to traditional and nontraditional students, including the use of multiple delivery systems, flexible scheduling, and satellite locations;
- Promoting equal access, diversity, an appreciation of all cultures, and respect for all persons;
- Serving the military community at Fort Campbell through complete academic programs;
- Providing academic services that support student persistence to graduation;
- Fostering a positive campus environment that encourages active participation in university life; and
- Developing programs (credit and noncredit), conducting research, and providing services that contribute significantly to the quality of life, learning, and workforce development needs of the region.

Institutional Vision Statement

Austin Peay State University's vision is to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society.

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TBR Leadership Priority

The Tennessee Board of Regents System will provide leadership in promoting educational aspirations and accomplishments for Tennesseans that further economic development and improve the quality of life for the citizens of the State.

1.0 TBR Leadership Goal

The TBR System and its institutions will promote, document, and communicate to all stakeholders the value of higher education's outreach, educational, and research capacity to the economic development and quality of life for the citizens of the State.

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.

Related Outcomes

- P-16 initiatives
- workforce development
- civic responsibility
- effective use of technology
- research, service, and outreach

1.1.1 Objective: APSU K-12 System Partnerships

APSU will work with schools in the region to facilitate the learning process and transition from K-12 to college. Specific activities and initiatives:

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.).

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Related Outcomes

- P-16 initiatives
- workforce development
- civic responsibility
- effective use of technology
- research, service, and outreach

Baseline:

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.

Annual Projected Progress

2005-06: 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.

2006-07: Assessment and Adjustment

2007-08: Assessment and Adjustment

2008-09: Assessment and Adjustment

2009-10: 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 be a formal partner with each of the high schools in Montgomery and contiguous counties in promoting postsecondary participation.

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1.1.2 Objective: APSU Preparation of Students

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:

1. Increased emphasis on international affairs, study abroad in multiple majors, and multi-cultural awareness.
2. 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.
3. Emphasis on civic engagement and social responsibility.
4. Create a plan for academic excellence that will purposefully and forcefully assess and strengthen quality of learning experiences and improve student success.
5. Emphasize integrated out of classroom learning experiences that strengthen the aforementioned learning outcomes.

Related Outcomes

- P-16 initiatives
- workforce development
- civic responsibility
- effective use of technology
- research, service, and outreach

Baseline: 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 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.

Annual Projected Progress

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2005-06: The University will establish a plan for integrating competencies in critical thinking, communication, leadership, and creativity in learning communities in residence halls.

2006-07: Assessment and Adjustment

2007-08: Assessment and Adjustment

2008-09: Assessment and Adjustment

2009-10: 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.

1.1.3 Objective: APSU Regional Development Initiatives

APSU will develop programs and services that contribute significantly to the development of the region. Specific activities and initiatives:

1. Develop and revise the curricula to meet changing and emerging workforce needs
2. 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.)
3. Increase cooperative efforts and partnerships with local business, industry, and education
4. Become a national model for homeland security education and training through expansion and development of its Institute for Global Security Studies.

Related Outcomes

- P-16 initiatives
- workforce development
- civic responsibility
- effective use of technology
- research, service, and outreach

Baseline:

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

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increase the knowledge of the needs of business, industry, government, cultural entities, and the general citizenry.

Annual Projected Progress

2005-06: 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.

2006-07: Assessment and Adjustment

2007-08: Assessment and Adjustment

2008-09: Assessment and Adjustment

2009-10: 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.

1.1.4 Objective: APSU Technological Leadership

APSU will prepare students and exhibit best practices for ongoing technological evolution. Specific activities and initiatives:

1. Continue and expand emphasis on technology infrastructure and innovative use of technology in teaching, learning and service.
2. Highlight discipline-specific efforts to use cutting-edge technology.

Related Outcomes

- P-16 initiatives
- workforce development
- civic responsibility
- effective use of technology
- research, service, and outreach

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Baseline: 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.

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.

Annual Projected Progress

2005-06: Phase 1 of the Banner implementation will be complete. The Technology Committee will complete an evaluation of all computer labs to determine cost effectiveness.

2006-07: Assessment and Adjustment

2007-08: Assessment and Adjustment

2008-09: Assessment and Adjustment

2009-10: 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.

TBR Access Priority

The Tennessee Board of Regents System will strategically provide access to higher education to an increasingly diverse population.

2.0 TBR Access Goal

The TBR System and its institutions will demonstrate commitment to enhancing the rate and diversity of participation in higher education by Tennesseans.

2.1 Goal: APSU Access to Learning

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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.

Related Outcomes

- increasing target populations
- demonstrate fit of program

2.1.1 Objective: APSU Access Opportunities

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:

1. Expand the number of: “2+2 agreements” with community colleges; accelerated degree programs; night and weekend programs; and off-campus programs.

Related Outcomes

- increasing target populations
- demonstrate fit of program

Baseline:

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.

Annual Projected Progress

2005-06: 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

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that assures no loss of credit for transfer students.

2006-07: Assessment and Adjustment

2007-08: Assessment and Adjustment

2008-09: Assessment and Adjustment

2009-10: 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.

2.1.2 Objective: APSU Minority Recruitment and Retention

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:

1. Increase outreach activities to recruit and serve the growing minority populations in Tennessee.
2. Continue implementing the initiatives of the Minority Retention plan related to recruitment and retention as outlined in the Quality Enhancement Plan.

Related Outcomes

- increasing target populations
- demonstrate fit of program

Baseline:

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.

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 services. This report and its accompanying recommendations will further focus the institution's recruitment and marketing strategies.

Annual Projected Progress

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2005-06: The campus will have implemented the Minority Retention Task Force initiatives and established an annual assessment program for evaluation of progress and impact.

2006-07: Assessment and Adjustment

2007-08: Assessment and Adjustment

2008-09: Assessment and Adjustment

2009-10: Minority student representation will equal or exceed the regional (MSA) demographic statistics. Minority student retention will also equal that of Caucasian students.

2.1.3 Objective: 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:

1. Continue enrollment growth trends and geographic reach while increasing the quality of the student body.
2. Attain optimal enrollment based on revised and more selective admissions policies while retaining access and ensuring success of underprepared students through conditional admission strategies.

Related Outcomes

- increasing target populations
- demonstrate fit of program

Baseline:

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.

Annual Projected Progress

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2005-06: 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.

2006-07: Assessment and Adjustment

2007-08: Assessment and Adjustment

2008-09: Assessment and Adjustment

2009-10: 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 Objective: APSU Access for Military Population

APSU will continue to serve the military community at Fort Campbell through relevant and comprehensive academic degree programs. Specific activities and initiatives:

1. Work toward acceptance into e-Army U.
2. 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.

Related Outcomes

- increasing target populations
- demonstrate fit of program

Baseline:

The university currently serves approximately 2,000 students at the Austin Peay Center at Fort Campbell. Of these students, roughly two-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

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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 program.

Annual Projected Progress

2005-06: The university will complete application for acceptance into e-Army U and will work with Tennessee's congressional delegation to ensure 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.

2006-07: Assessment and Adjustment

2007-08: Assessment and Adjustment

2008-09: Assessment and Adjustment

2009-10: APSU will be a member of e-Army U. The university will also have expanded operations through the Austin Peay Center at Fort Campbell in the expanded Army Education Center facilities.

TBR Quality Priority

The Tennessee Board of Regents System will be accountable for the quality of programs and services in a changing and increasingly global educational market.

3.0 TBR Quality Goal

The TBR System and its institutions will define, monitor, improve, and communicate the quality of programs and services.

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.

Related Outcomes

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- effective programs and services
- recruit faculty
- recruit staff
- benchmark to peers
- SACS QEP

3.1.1 Objective: APSU Excellence

APSU will promote and celebrate excellence in teaching, learning, and service. Specific activities and initiatives:

1. Institute regular and formal evaluations of all programs and services.
2. Review and refine the post-tenure review process.
3. Design and implement incentives to encourage excellence in teaching, encourage research and grant development, and provide faculty recognition activities.

Related Outcomes

- effective programs and services
- recruit faculty
- recruit staff
- benchmark to peers
- SACS QEP

Baseline:

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.

Annual Projected Progress

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2005-06: 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.

2006-07: Assessment and Adjustment

2007-08: Assessment and Adjustment

2008-09: Assessment and Adjustment

2009-10: 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 Objective: APSU Faculty Recruitment and Retention

APSU will develop programs and services that enhance the institution's capacity to recruit and retain high-quality faculty. Specific activities and initiatives:

1. 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.
2. Create a Center for Teaching and Learning Excellence to facilitate faculty development in methodologies and technologies that support learner-centered instruction.
3. Place a priority on compensation, recognition, and support for professional growth for all faculty and staff.

Related Outcomes

- effective programs and services
- recruit faculty
- recruit staff
- benchmark to peers
- SACS QEP

Baseline:

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Though recruitment and retention of high-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.

Annual Projected Progress

2005-06: The university will begin the process of 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.

2006-07: Assessment and Adjustment

2007-08: Assessment and Adjustment

2008-09: Assessment and Adjustment

2009-10: The university will have 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 Objective: 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 graduation. Specific activities and initiatives:

1. 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
2. Continue implementation of the Freshman Year Experience initiatives
3. Continue to work toward increasing retention and graduation rates by 10 percent

Related Outcomes

- effective programs and services
- recruit faculty
- recruit staff
- benchmark to peers
- SACS QEP

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Baseline:

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 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.

Annual Projected Progress

2005-06: The university will continue implementation of the QEP and conduct annual assessments of progress in the spring of each year.

2006-07: Assessment and Adjustment

2007-08: Assessment and Adjustment

2008-09: Assessment and Adjustment

2009-10: 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 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.

TBR Resourcefulness Priority

The Tennessee Board of Regents System will meet fiscal constraints through strategic development and management of financial, physical, human, and information resources as well as through entrepreneurial and innovative strategies built on collaboration in an increasingly deregulated environment.

4.0 TBR Resourcefulness Goal

The TBR System and its institutions will address fiscal constraints by advocating for appropriate levels of state support and by managing resources, benchmarking best practices, developing and documenting other sources of support, pursuing collaborative and entrepreneurial initiatives, and removing obstacles to competitiveness.

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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.

Related Outcomes

- use benchmark tools
- attain other support
- entrepreneurial initiatives

4.1.1 Objective: APSU Benchmarking

APSU will employ benchmarking tools in resource and management decisions. Specific activities and initiatives:

1. Continue implementation of the approved APSU Compensation Plan.
2. Establish peer benchmarks in academic program production, individual unit performance, resource availability, and workload comparisons.
3. Establish benchmarks for personnel and salary information.

Related Outcomes

- use benchmark tools
- attain other support
- entrepreneurial initiatives

Baseline:

The university successfully developed its Compensation/Equity Plan in 2002-03 and 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 ad hoc basis. In the past two years, the university has also explored opportunities for assessment involving unit evaluation

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with the CAS standards, Delaware Cost Study use, and academic audit processes.

Annual Projected Progress

2005-06: The institution will continue implementation of the Compensation Plan which employs 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.

2006-07: Assessment and Adjustment

2007-08: Assessment and Adjustment

2008-09: Assessment and Adjustment

2009-10: The university will have built upon its foundation and track record of using data and assessment results in decision-making.

4.1.2 Objective: APSU External Funding

APSU will build university support at local and national levels resulting in increased external giving and grant development. Specific activities and initiatives:

1. Progressively increase grant development and grant funding on an annual basis.
2. Progressively increase fundraising on an annual basis.
3. Increase pledges for planned/estate gifts by the end of the planning period.
4. Complete a new campus master plan and promote state support and/or private funding for new and renovated facilities.

Related Outcomes

- use benchmark tools
- attain other support
- entrepreneurial initiatives

Baseline:

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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 approximately \$22.0 million total.

Annual Projected Progress

2005-06:

2006-07: Assessment and Adjustment

2007-08: Assessment and Adjustment

2008-09: Assessment and Adjustment

2009-10: 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.

TBR Institutional Specific Priority

These are institutional specific goals and objectives
