

AUSTIN PEAY STATE UNIVERSITY

STRATEGIC PLAN 2000 – 2005



REVISED MARCH 2002



APSU Vision Statement

Austin Peay State University, as a community of learners focusing on the academic, aesthetic, and personal development of its students, aspires to become nationally recognized as an excellent comprehensive liberal arts university that contributes significantly to the intellectual, economic, social, and cultural life of the region.

APSU Mission Statement

Austin Peay is Tennessee's designated comprehensive liberal arts institution and supports and promotes an atmosphere that is unusual at a public university. In ways similar to those of a private institution, Austin Peay nurtures learning and personal growth through small classes, close student/faculty interaction, and personal attention by the support staff. The university respects the voice and value of every member of its learning community. Students, faculty, and staff from throughout the world enrich the liberal arts experience. This rich variety of thought and life experience fosters a deeper understanding of our own and other cultures.

Undergraduate programs in the liberal arts and sciences and in pre-professional and professional programs are the nucleus of the university. Curricula promote critical thinking, communication and information skills, leadership, and a commitment to lifelong learning. The liberal arts core provides for all students a broad, multicultural foundation in literature, the arts, history, mathematics, and the natural and behavioral sciences. Graduate programs serve the needs of the region and provide advanced experiences for students preparing for doctoral studies. The graduate programs demand a superior level of academic achievement requiring scholarship, independent judgment, academic rigor, and intellectual honesty.

The educational experience is complemented and expanded through creative use of technology, interdisciplinary programs, team teaching, cooperative learning, community service, international programs, and collaborative research between faculty and students. Co-curricular experiences provide each student with resources and guidance that enhance academic success, further career goals, and promote intellectual and personal growth. The university provides programs to help students clarify values, develop physical well-being, work independently and collaboratively, and participate in shared governance.

Centers of Excellence in the Creative Arts and Field Biology as well as Chairs of Excellence provide unique learning opportunities. Both the main campus and the Austin Peay Center at Fort Campbell serve a diverse student body with complete academic programs. Off-campus and distance learning facilities offer curricula to expand the reach of the university to populations not easily served on traditional campuses. The university enriches the traditional instructional program through close interaction with the surrounding community. The university provides programs, services, and facilities that contribute significantly to the intellectual, economic, social, and cultural development of the region.

Austin Peay remains committed to the education of a non-racially identifiable student body and promotes diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status.

AUSTIN PEAY STATE UNIVERSITY
2000-2005 STRATEGIC PLAN
SUMMARY OF GOALS

GOAL 1: MEET THE EDUCATIONAL, ECONOMIC, CULTURAL, AND SOCIAL NEEDS OF THE REGION

- 1.1 Increase positive ties among the university, community, business, and industry.**
- 1.2 Increase enrollment to accommodate the higher education needs of a growing regional and state population.**
- 1.3 Contribute to the economic health of the region and employment opportunities for graduates.**
- 1.4 Improve and promote cultural opportunities and events in the region.**

GOAL 2: ENHANCE STUDENT/LEARNER CENTEREDNESS IN ALL ASPECTS OF THE UNIVERSITY'S OPERATION

- 2.1 Increase the retention and persistence rates of all students.**
- 2.2 Improve student and alumni satisfaction with administrative, academic, and support services.**
- 2.3 Implement more effective communication with students.**
- 2.4 Increase student leadership opportunities.**
- 2.5 Improve satisfaction with student governance system and opportunities for involvement in campus activities.**

GOAL 3: ENHANCE THE QUALITY AND ARTICULATION OF ACADEMIC PROGRAMS

- 3.1 Improve the quality of undergraduate programs.**
- 3.2 Improve the quality and expand the number of graduate programs.**
- 3.3 Increase support for library collections.**
- 3.4 Strengthen the liberal arts core curriculum.**
- 3.5 Increase and strengthen partnerships and articulation with other educational institutions.**

3.6 Increase international students and programs available to students, faculty, staff, and administration.

GOAL 4: ENHANCE THE QUALITY OF CAMPUS LIFE FOR ALL MEMBERS OF THE UNIVERSITY COMMUNITY

4.1 Increase salaries to make them competitive with peer institutions and reduce internal inequities.

4.2 Implement the Buildings and Grounds Master Plan.

4.3 Maximize university resources.

4.4 Actively promote the lifelong learning of faculty and staff.

GOAL 5: INCREASE THE VISIBILITY AND ENHANCE THE IMAGE OF THE UNIVERSITY

5.1 Increase private support of the university.

5.2 Develop an integrated strategic marketing plan to improve the university's image and standing regionally and nationally.

5.3 Improve the success of intercollegiate athletic teams.

GOAL 6: ENHANCE AND INCREASE DIVERSITY AND ITS VALUE AMONG STUDENTS, FACULTY, STAFF, AND PROGRAMS

6.1 In areas of under-representation, increase and retain women and persons of color among students, faculty and professional and administrative staff in every sector of the university.

6.2 Provide programs and services that promote the values of diversity.

6.3 Improve opportunities, programs, and facilities for women and minorities in intercollegiate sports.

GOAL 7: SUPPORT ONGOING ASSESSMENT OF THE UNIVERSITY'S INTERNAL STRENGTHS AND WEAKNESSES AND EXTERNAL OPPORTUNITIES AND THREATS.

7.1 Develop comprehensive and cyclical university-wide assessment program to evaluate each academic and non-academic unit on its effectiveness in meeting university goals.

7.2 Assess both the external and internal environment on a regular basis.

GOAL 8: IMPROVE ACCESS TO TECHNOLOGY AND ITS USE TO ENHANCE THE UNIVERSITY'S MISSION

8.1 Expand technology hardware and applications available to students, faculty, staff, and administrators.

8.2 Educate all members of the university community in the skills and knowledge necessary to access and make use of the university's information resources.

8.3 Provide training, equipment, and software for faculty, staff, and students to facilitate the development of and enrollment in technology based courses.

8.4 Improve technology within student service areas to better assist students.

AUSTIN PEAY STATE UNIVERSITY
2000-2005 STRATEGIC PLAN
(STATUS AS OF OCTOBER 2002)

GOAL 1: MEET THE EDUCATIONAL, ECONOMIC, CULTURAL, AND SOCIAL NEEDS OF THE REGION

1.1 Increase positive ties among the university, community, business, and industry.

Baseline: Number of grants and research projects focusing on university/community partnerships

Target: Increase of 10% by 2005 in number of grants and research projects focusing on university/community partnerships

Status: In 2001-02 there was a total of \$2,170,357 in external grant activity processed by the Office of Grants and Sponsored Research.

Baseline: Number of credit/noncredit programs directed to meet the needs of local businesses and nonprofit agencies, e.g., Leadership Institute

Target: Increase of 10% in number of credit/noncredit programs directed to meet the needs of local businesses and nonprofit agencies.

Status: APSU worked in 2001-02 to establish the Tennessee Small Business Development Center for the surrounding region. Along with that operation, APSU operates the Clarksville/Montgomery County GIS Center for local governments and industry. Credit courses were extended to several local businesses during the last year. Among these offerings was the Management Technology program offered through Trane and the Clarksville Corporate Park.

1.2 Increase enrollment to accommodate the higher education needs of a growing regional and state population.

Baseline: Total headcount enrollment was 7,121 and graduate enrollment was 463 in fall 2000.

Target: Total headcount enrollment will be 8,015 and graduate enrollment 521 in fall 2004.

Status: Final fall 2002 information will not be available until November 1, 2002 because of the Fall II term at FCC. Initial indications reflect an increase of 4 to 5 percent over fall 2001.

Baseline: Total FTE was 5,671 in fall 2000.

Target: Total FTE will be 6,383 in fall 2004.

Status: Final fall 2002 information will not be available until November 1, 2002 because of the Fall II term at FCC. Initial indications reflect an increase of 4 to 5 percent over fall 2001.

Baseline: Extended Education non-credit programs served 2,138 people in 1999-2000.

Target: Number served by Extended Education non-credit programs will be 3,000 in 2004-2005.

Status: 2,255 people were served by Extended Education in 2001-02.

Baseline: There were 3 web classes at APSU in the fall of 2000.

Target: Increase of at least 20% in number of on-site evening/weekend and interactive television courses and addition of at least 10 web courses by 2004-2005.

Status: As of spring 2002 the university was offering 60 web courses and an additional nine courses through RODP.

1.3 Contribute to the economic health of the region and employment opportunities for graduates.

Baseline: Austin Peay currently has no Small Business Development Center (SBDC).

Target: The university will receive designation and funding for a SBDC.

Status: APSU now is involved in a partnership with local agencies and staffs a Small Business Development Center. The TSBDC provided 683 counseling and followup sessions to 300 small business clients. Nine TSBDC clients secured more than \$145,000 in financing for their businesses. The TSBDC presented 31 seminars attended by 297 individuals.

Baseline: There is no organized plan in conjunction with community to develop University Boulevard.

Target: Austin Peay will create a partnership with other property owners, complete development plan, and spur development of a University Village on University Boulevard.

Status: Austin Peay is currently in conversation with a private developer about a private housing and retail development on University Boulevard. A draft agreement has been developed and is being reviewed by TBR and the State Comptroller.

Baseline: There is currently no formal tracking system for regional alumni employment and satisfaction with that employment.

Target: A system for tracking regional alumni employment and employer satisfaction will be developed and implemented.

Status: A survey of APSU seniors and recent alumni will be done in fall 2002 on employment opportunities in the Clarksville area. In addition to this effort, an employer survey is being done by APSU in spring 2003.

1.4 Improve and promote cultural opportunities and events in the region.

Baseline: Eighty-five (85) individuals participated in the Community School for the Arts in 1999-2000.

Target: There will be a 100% increase in participation in Community School for the Arts.

Status: In 2001-02 there were 177 individuals participating in the Community School, an increase of 108%.

GOAL 2: ENHANCE STUDENT/LEARNER CENTEREDNESS IN ALL ASPECTS OF THE UNIVERSITY'S OPERATION

2.1 Increase the retention and persistence rates of all students.

Baseline: Six year persistence rate for all first time freshmen starting in fall 1993 was 37.7% and for freshmen starting in fall 1994 was 35.7%.

Target: Six year persistence rate of students starting college as first-time full-time freshmen in fall 1998 will be at least 39.0%.

Status: Six year persistence rate for all first time freshmen starting in fall 1995 was 36.1%.

Retention and persistence have become the topic of APSU's quality enhancement plan for SACS and its focus on Standard 4B of performance funding. Teams have been appointed to address freshman life, advisement, support services, and an early alert system.

Baseline: Three year persistence rates for full-time and part-time master's degree students have not been tracked.

Target: A process will be established to track the progress of both full-time and part-time graduate students.

Status: Data cohorts have been created by the Office of Institutional Research & Effectiveness for tracking these students. This tracking is in addition to the new process for gauging fall to fall retention and six year graduation rate trends.

2.2 Improve student and alumni satisfaction with administrative, academic, and support services.

Baseline: Percent of satisfaction items on the enrolled student survey in which APSU students reported satisfaction levels above the statewide average for universities. APSU was above the state university average on 8 of 13 general satisfaction categories in 2001.

Target: On the 2005 enrolled student survey, APSU will show an increase of 60% in number of satisfaction items in which APSU students are above the state average.

Status: The next enrolled student survey will be conducted in spring 2003.

Baseline: Percent of satisfaction items on the 2000 alumni survey in which APSU alumni reported satisfaction levels above the statewide average for universities.

Target: On the 2004 alumni survey, APSU will show an increase of 60% in number of satisfaction items in which APSU alumni are above the state average.

Status: The 2002 alumni survey was done in the summer of 2002 and is still being evaluated against the statewide data.

Baseline: The bi-annual enrolled student survey, although it does include Fort Campbell students, does not sample a sufficient representative sample of these students to make separate analyses of these students valid.

Target: An assessment instrument will be developed (or existing tool modified) and a report prepared which distinguishes Fort Campbell students from main campus students.

Status: A committee has been formed by Institutional Research and Effectiveness to make modifications to the standard evaluation and dissemination of the Enrolled Student Survey. This work will be completed in January 2003.

Baseline: The bi-annual alumni survey does not distinguish students who completed the bulk of their baccalaureate education at Fort Campbell from those who completed all or most of their education on the main campus.

Target: An assessment instrument will be developed (or existing tool modified) and a report prepared which distinguishes Fort Campbell graduates from main campus graduates.

Status: A committee has been formed by Institutional Research and Effectiveness to make modifications to the standard evaluation and dissemination of the Alumni Survey. This work will be completed in June 2003.

2.3 Implement more effective communication with students.

Baseline: Effectiveness of current communication system at both the main campus and Fort Campbell Center is not determined.

Target: The current internal communications system with students at both the main campus and Fort Campbell Center will be reviewed and assessed and recommendations for improvement developed.

Status: APSU implemented a new web-based email system for all students in 2001-02. A committee that is evaluating student services at FCC is further addressing communication issues between the main campus and FCC. The Student Government Association is also increasing its presence at FCC by assigned a liaison to the center.

2.4 Increase student leadership opportunities.

Baseline: Number of student advisory groups where student leaders contribute to academic decision-making and participate in joint projects with the faculty.

Target: Increase of 10% in number of student advisory groups in each college/major.

Status: Data is being collected on the exact status of this goal. Anecdotally, many of the departments report using their existing academic society groups (for example the Political Science Club) for student advisory mechanisms.

Baseline: No co-curricular transcript is provided to students.

Target: A co-curricular transcript to document leadership and service experiences will be developed.

Status: The Co-curricular Transcript Committee has completed about half of its activities and has set fall 2003 as its implementation date.

2.5 Improve satisfaction with student governance system and opportunities for involvement in campus activities.

Baseline: Percent of students satisfied with student government in spring 2001 enrolled student survey.

Target: A minimum 20% increase in percentage of students who report they are satisfied with student governance system.

Status: Though it had been included on earlier versions of the survey, this question was not included on the 2001 statewide enrolled student survey. The university will add it to the 2003 version conducted in the spring of 2003. It should be noted that the Student Government Association was reorganized during the 2000-01 year and had its first full slate of officers during the 2001-02 year. APSU is now in its 2nd year with a reorganized SGA and has a full complement of officers in the executive, senate, and judicial branches.

Baseline: In 2000 APSU students reported a satisfaction level of 4.53 compared to the national average of 4.67 on the campus life variables in the Noel Levitz Student Satisfaction Inventory.

Target: APSU's campus life variables will reach the national average in 2005 as measured by the Student Satisfaction Inventory.

Status: New data is not available yet. This survey will be administered next in spring of 2003.

GOAL 3: ENHANCE THE QUALITY AND ARTICULATION OF ACADEMIC PROGRAMS

3.1 Improve the quality of undergraduate programs.

Baseline: 36% of undergraduate programs reviewed over the two-year period 1997-1999 met 90% of criteria.

Target: 70% or more of programs reviewed over the period 2003-2005 will meet 90% of program review criteria.

Status: As of 2001-02, only 1 of 6 programs has exceeded 90% of the criteria. However, none of those were below 85%. It should be noted that the THEC Performance Funding Program also measures the institutions using the program review criteria. Their sliding scale is more indicative of performance and has scored APSU at 9 of 10 for the past three years.

Baseline: Program review recommendations during the 2001-05 cycle.

Target: 90% or more of program review recommendations not involving improvement funding will be addressed within two years of completed review.

Status: Library resources and holdings have been the two most cited problems in accreditation and program review exercises. Steps have been taken in the 2002-03 budget to allocate \$100,000 new dollars to the library for expanding its collections according to the priorities set during a university-wide survey in spring 2002.

Baseline: Currently, the university has 7 nationally accredited programs at the undergraduate level.

Target: The university will maintain accreditation of currently accredited programs.
Status: All seven programs are accredited as of fall 2002.

Baseline: Current three-year average of scores on major field tests.
Target: Three-year average scores in 50% of program areas will be above the national average.
Status: Through the first two years of the 2001-05 performance funding cycle, APSU has been above the national average in 7 of 8 disciplines.

3.2 Improve the quality and expand the number of graduate programs.

Baseline: 67% of graduate programs reviewed over the two-year period 1997-1999 met 90% of criteria.
Target: 80% or more of graduate programs reviewed over the period 2003-2004 and 2004-2005 will meet 90% of program review criteria.
Status: Though this will be a future measurement, the three graduate programs evaluated during this cycle of performance funding have all met 9 of 10 criteria.

Baseline: Program review recommendations.
Target: 90% or more of program review recommendations not involving improvement funding will be addressed within two years of completed review.
Status: Library resources and holdings have been the two most cited problems in accreditation and program review exercises. Steps have been taken in the 2002-03 budget to allocate \$100,000 new dollars to the library for expanding its collections according to the priorities set during a university-wide survey in spring 2002.

Baseline: Currently, the university has 6 programs accredited at the graduate level.
Target: The university will maintain accreditation of currently accredited programs.
Status: All six programs are still accredited.

3.3 Increase support for library collections.

Baseline: Annual Austin Peay Library expenditures were 16% and \$305,000 below the average of 11 peer institutions in FY 1998.
Target: Support for the Austin Peay library will be increased to produce a gap between annual expenditures for Austin Peay and the average of peer institutions of no more than 8% in 2004-05.
Status: Steps have been taken in the 2002-03 budget to allocate \$100,000 new dollars to the library for expanding its collections according to the priorities set during a university-wide survey in spring 2002. Data is being collected to determine where APSU stands relative to its peers as of FY 2002.

3.4 Strengthen the liberal arts core curriculum.

Baseline: There are no definitive criteria for measuring quality of and determining adequacy of current curriculum.
Target: University will conduct a formal review focusing on the liberal arts and establish benchmark items and peer institutions to chart progress and measure quality.
Status: Two initiatives are working toward this and related goals. The Liberal Arts Implementation Committee will work in 2002-03 to complete the work begun in 2001-02 by the Liberal Arts Study Committee. The standing Assessment Committee will also be evaluating our general education testing instruments and offer recommendations to appropriate academic bodies.

3.5 Increase and strengthen partnerships and articulation with other educational institutions.

Baseline: Number of program articulations with community colleges.

Target: Number of program articulations will be increased by 20%.

Status: This goal is impacted by the work to establish a core curriculum in the TBR system. Once set in place, the work to establish articulation agreements will become much less involved. It should be noted that in 2001-02, APSU reviewed and updated articulation agreements with CSTCC, HCC, NSTI, VSCC, CoSCC, CISCC, MSCC, SSSC, DSCC, and RSCC.

3.6 Increase international students and programs available to students, faculty, staff, and administration.

Baseline: In fall 1998, there were 25 international students.

Target: By fall 2004, number of international students will increase to 40.

Status: Over the last three years (1999, 2000, 2001) Austin Peay averaged 21 international students. As a result of the fiscal challenges facing Tennessee, APSU has been reexamining its goal of increasing international students. An international admissions committee and advisory group will work through the fall of 2002 to make recommendations. Other challenges resulting from the 9/11 tragedy have increased the time and costs associated with processing international students. These new regulations are being considered by the advisory group.

Baseline: Number of faculty, administrators, staff, and students traveling abroad as part of their academic program in 1999-2000.

Target: By 2004-05, number of faculty, administrators, staff, and students traveling abroad will increase by 50%.

Status: As a result of the 9/11 tragedy, fewer students have been able to participate in study abroad opportunities.

GOAL 4: ENHANCE THE QUALITY OF CAMPUS LIFE FOR ALL MEMBERS OF THE UNIVERSITY COMMUNITY

4.1 Increase salaries to make them competitive with peer institutions and reduce internal inequities.

Baseline: The Mercer Study conducted in 1997-98 provided knowledge of gaps between APSU and peer institutions but did not address internal inequities.

Target: A new salary equity study updating external comparisons, addressing internal inequities, and ensuring fairness and consistency will be conducted and fully implemented by 2004-2005 contingent upon availability of funding.

Status: APSU's equity plan was approved by TBR at its September 2002 meeting. In addition to the across the board 3% salary increase for 2002-03, the university has applied an additional 3% to the equity plan.

4.2 Implement the Buildings and Grounds Master Plan.

Baseline: No resources for implementing the Master Plan's grounds improvements have been identified.

Target: A phased plan for implementation of Master Plan's grounds improvements will be developed. In addition to this, a timeframe and priority list will be developed for progress in the following areas: security, classroom, grounds, and parking.

Status: Though there is a portion of the Campus Master Plan that addresses grounds improvements, a phased plan has not yet been developed. It should be noted that during 2002 a campus

horticulturist was hired and has taken many steps toward improving appearance of the university grounds.

4.3 Maximize university resources.

Baseline: Numerous functions are either underfunded or funded with non-recurring revenue sources.
Target: A formal assessment will be conducted to determine value added by each functional area to identify low producing programs and disciplines and a plan for internal reallocations to address needs will be developed.

Status: As a result of the fiscal challenges facing the state and the university, APSU reviewed all of its programs and services in developing the 2002-03 budget. Several functional areas, including International Education, Multiethnic Services, and Academic Advisement were eliminated as stand-alone units. In addition to these reviews, APSU is also conducting an evaluation of low producing academic programs. This report will be given to TBR in fall 2002.

4.4 Actively promote the lifelong learning of faculty and staff.

Baseline: Number of publications, presentations, and performances by faculty and staff and scholarly projects involving faculty/student collaboration.

Target: Each college and department will increase publications, presentations, and performances by faculty and staff and scholarly projects involving faculty/student collaboration by at least 10%.

Status: In fall 1999 APSU reported just over 800 publications, presentations, and performances and scholarly projects involving faculty/student collaboration. In 2001-02, APSU reported 1,182 such projects, a 48 percent increase.

Baseline: Minimal private dollars are available specifically for faculty and staff development.

Target: A minimum \$100,000 endowment specifically targeted to faculty and staff development will be established by 2004-2005.

Status: This has been identified as a specific item within the APSU capital campaign literature.

GOAL 5: INCREASE THE VISIBILITY AND ENHANCE THE IMAGE OF THE UNIVERSITY

5.1 Increase private support of the university.

Baseline: In 1999-2000, annual giving totaled \$1.4 million.

Target: Annual giving will increase to \$2 million by 2005.

Status: Annual giving totaled \$1.61 million in 2001-02.

Baseline: The percentage of alumni giving funds to the university was 11% in 1998-99.

Target: The percentage of alumni giving funds to the university will increase to at least 15% by 2004-05.

Status: The tentative figure for 2001-02 is 13% of alumni giving funds.

Baseline: Accurate knowledge of university's capacity for fundraising does not exist. No capital campaign has yet been established.

Target: A feasibility study will be conducted to determine potential fundraising capacity, prepare a case statement, and implement a major 75th anniversary campaign to address needs for scholarships, equipment, professional development, and other initiatives in support of academic and service excellence.

Status: The feasibility study has been completed. The university is in the silent phase of its \$15 million fundraising campaign. More than \$5.7 million has been pledged in the silent phase. The public kickoff will begin in fall 2003.

5.2 Develop an integrated strategic marketing plan to improve the university's image and standing regionally and nationally.

Baseline: No formally endowed speakers program currently exists.

Target: A financial plan for funding a distinguished speakers' program will be established.

Status: Several events were held during the last year. As a part of the 75th anniversary celebration, APSU sponsored a speaker series. Also during 2001-02 the Brown sisters (of Brown v. Board of Education) were hosted by the campus. A renowned motivational speaker, Les Brown, was also invited to the campus in the last year. During current academic year, APSU will be hosting Darryl Taylor through the Geier program as a Distinguished Visiting Professor.

Baseline: Superior and recognized programs are not systematically identified or promoted.

Target: A systematic method of identifying distinguished programs and a means for disseminating information regarding strengths to the broadest possible audience will be developed.

Status: The office of Public Relations has developed an Experts List that is being disseminated through various media and community groups. This list is used to highlight the strengths and resources of the APSU academic community. In addition to this activity, the university has been involved in targeted advertising for several programs. The Center for Field Biology and Center for Creative Arts have each been individually marketed. In the university's Fall Flash publication, the Physics and Astronomy program was highlighted. The university is still working toward putting in place a systematic method of identifying distinguished programs.

Baseline: Market research is conducted sporadically and unsystematically.

Target: A systematic program of market research focusing on new and expanded markets will be developed and implemented.

Status: The university involved between 20 and 30 faculty and staff in a study of recruitment practices, enrollment trends, and regional target markets. This group determined in spring 2002 that Davidson, Sumner, Wilson, and Williamson counties would be the first group of counties to be addressed through recruiting and marketing.

Baseline: APSU @ Fort Campbell Center academic programs are not systematically identified and promoted on campus.

Target: An integrated and systematic program to identify and promote programs at FCC to the campus and community at large will be developed.

Status: FCC has become a major focus of the discussions and recruiting packages originating from the offices of Public Relations and Admissions. A full-time recruiter is assigned to the FCC and a public relations team member works directly with that recruiter to systematically promote the Center's programs.

5.3 Improve the success of intercollegiate athletic teams.

Baseline: Enhanced sports programs in men's baseball, women's softball, football, volleyball, and basketball had conference finishes ranging from third to sixth in 1999-2000.

Target: Austin Peay will improve the visibility of sports and increase media coverage for all sports.

Status: APSU has enjoyed coverage in the last year of men's basketball on ESPN and FOX. In addition to coverage of these games, internally the campus TV and radio stations have begun covering games and distributing to local media markets. APSU is proud that it has two back-to-back

OVC championships (Women's Basketball and Women's Track). An OVC Golf Championship in 2002 also generated considerable media exposure.

GOAL 6: ENHANCE AND INCREASE DIVERSITY AND ITS VALUE AMONG STUDENTS, FACULTY, STAFF, AND PROGRAMS

6.1 In areas of under-representation, increase and retain women and persons of color among students, faculty and professional and administrative staff in every sector of the university.

Baseline: As of October 31, 1999, African-Americans represented 23.3% of administrators, 7.6% of faculty, 18.4% of professional staff, 17.9% of undergraduates and 12% of graduate students.

Target: By fall 2004, these levels of representation will be maintained or increased.

Status: As of Fall 2001, African-Americans represented 13.6% of administrators, 7.5% of faculty, and 19.6% of professional staff. Additionally, African-Americans represented 19.6% of undergraduates and 13.9% of graduates.

Baseline: As of October 31, 1999 women represented 50.0% of administrators, 39.0% of faculty, and 60.5% of professional staff. The university's Affirmative Action Plan calculates overall availability of female faculty at 53.5%.

Target: By fall 2004, the gap in actual percentage of women faculty and overall availability calculated by the Affirmative Action Plan will decrease and the percentage of women administrators and professional staff will be maintained or increased.

Status: As of Fall 2001, women represented 36.4% of administrators, 41.1% of faculty, and 67.4% of professional staff.

Baseline: As of October 31, 1999 persons of color represented 23.3% of administrators, 14.1% of faculty, and 22.5% of professional staff.

Target: By fall 2004, the percentage of persons of color among administrators, faculty, and professional staff will be maintained or increased.

Status: As of Fall 2001, persons of color represented 13.6% of administrators, 13.3% of faculty, and 23.2% of professional staff.

Baseline: Number of departments where faculty, administrative, and professional African-Americans, women, and persons of color are unrepresented or under-represented.

Target: As opportunities occur, the number of departments where African-Americans, women, and persons of color are unrepresented or under-represented will be decreased by at least 20%.

Status: APSU has acquired and allocated funds through the Geier program to bring in guest faculty in Music and Accounting in 2002-03. Each of these departments are examples of areas of under-representation.

Baseline: There is currently no formal tracking system for minority faculty, administrators, and staff at Austin Peay.

Target: Retention data for minority faculty, administrators, and staff at Austin Peay will be collected and analyzed in five-year periods.

Status: New employee cohorts are being developed to track faculty and staff from their first position through their current status.

6.2 Provide programs and services that promote the values of diversity.

Baseline: Currently, there is limited objective information on the climate for diversity at the university.

Target: Data will be collected and recommendations made to strengthen the campus climate for diversity.

Status: Major steps have been taken to remedy this problem. In 2001-02 a full study of the racial climate at APSU was conducted using two major surveys and student focus groups. The APSU Racial Climate Study was released in February 2002.

Baseline: No interdisciplinary strategies to foster diversity, cross-cultural knowledge, intercultural skills, and communications have been developed.

Target: Interdisciplinary strategies to foster diversity, cross-cultural knowledge, intercultural skills, and communications will be developed.

Status: African American Studies offerings rose from 57 student credit hours in Fall 2001 to 222 in Fall 2002.

6.3 Improve opportunities, programs, and facilities for women and minorities in intercollegiate sports.

Baseline: Gender Equity and Minority Sports Plan for Improvement was not completely implemented as of 1999-2000.

Target: Plan will be fully implemented in 2004-05.

Status: APSU has added Women's Soccer and has begun construction of a soccer field. A plan has been developed to move Men's Basketball locker room to create more space in the Dunn Center for Women's Athletics lockers and dressing facilities.

GOAL 7: SUPPORT ONGOING ASSESSMENT OF THE UNIVERSITY'S INTERNAL STRENGTHS AND WEAKNESSES AND EXTERNAL OPPORTUNITIES AND THREATS.

7.1 Develop comprehensive and cyclical university-wide assessment program to evaluate each academic and non-academic unit on its effectiveness in meeting university goals.

Baseline: An initial assessment was conducted in fall 1999.

Target: Each unit will develop a set of measurable performance indicators to gauge effectiveness and apply these indicators in at least one full-scale assessment over the period 2000-2005 and will demonstrate the use of the results for improvement. Academic unit evaluations will be coordinated with program reviews.

Status: In 2001-02 APSU implemented a new system for tracking unit-level progress toward meeting unit objectives and their relation to broader university goals. The Institutional Effectiveness System (IETS) is now being used by all academic and non-academic units of the university.

7.2 Assess both the external and internal environment on a regular basis.

Baseline: An initial environmental scan was conducted in the summer of 1999.

Target: Every three years an updated environmental scan will be developed to highlight potential needs for new programs and services.

Status: With the reorganization of the Office of Institutional Research and Effectiveness, this project was pushed from the summer of 2002 to the spring of 2003.

Baseline: No internal report on achievement of strategic planning benchmarks currently exists.

Target: An internal report will be developed and issued annually.

Status: Annual status reports will be made to the Strategic Planning Committee on progress made toward 2000-05 university goals. The SPC will also receive reports from the Institutional Effectiveness Tracking System on unit-level activities toward meeting overall university goals.

GOAL 8: IMPROVE ACCESS TO TECHNOLOGY AND ITS USE TO ENHANCE THE UNIVERSITY'S MISSION

8.1 Expand technology hardware and applications available to students, faculty, staff, and administrators.

Baseline: Most university services are now provided only manually and most students and some faculty and staff do not have access to an e-mail system capable of handling attachments.

Target: All university services will be available online, e.g., paying library fees, ordering sports tickets, ordering textbooks, requesting time with an advisor, etc. and 95% of students and 100% of faculty and staff will have access to an e-mail system capable of handling attachments.

Status: All university personnel and students now have access to email capable of handling attachments.

Baseline: It is estimated that no more than 60% of departments have minimum technology equipment and an annual replacement plan for technology has not been implemented.

Target: 75-80% of university offices will have minimum technology equipment and an annual replacement plan for technology in all university offices will be implemented.

Status: It is very difficult to quantify the statistic generated by the planning committee in 2000, however we have made great progress toward filling requests of the various academic and non-academic units. In July 2002 a request was made of all departments to evaluate their technology needs and submit requests to the Standing Technology Committee. Of all of the requests that came in and were ranked by the Technology Committee, almost 50 percent have been tabbed for funding and purchase in fall of 2002.

8.2 Educate all members of the university community in the skills and knowledge necessary to access and make use of the university's information resources.

Baseline: Both training programs and the demand for them have been sporadic and largely unpredictable.

Target: A three-tiered training program consisting respectively of traditional hands-on instruction (Tier 1), self-paced multimedia instructional units (Tier 2), and a Help Desk facility with archived problem solution sets (Tier 3) will be established.

Status: A full-time Help Desk was put in place in 2001 and serves the technology needs of the entire campus. In addition to this service, training sessions have been made available to faculty and staff in such areas as Word, Excel, Frontpage, etc.

8.3 Provide training, equipment, and software for faculty, staff, and students to facilitate the development of and enrollment in technology based courses.

Baseline: No state-of-the-art multimedia laboratory exists for faculty and staff for training and development of instructional materials.

Target: State-of-the-art multimedia laboratory will be established and funded by a perpetual endowment.

Status: Through the Extended Education unit, APSU faculty have access to full support in the development of online courses and the use of various instruction technologies.

Baseline: Fewer than 20% of the university's classrooms are equipped as SMART classrooms.

Target: A minimum of 60% of all general use classrooms and laboratory classrooms will be equipped as SMART classrooms.

Status: As of fall 2002, 78% of all general use classroom and laboratory classrooms were equipped as SMART classrooms.

8.4 Improve technology within student service areas to better assist students.

Baseline: A cyber cafe containing 8 networked student stations is currently under construction. University-owned computer systems are not currently available in common areas of student dormitories.

Target: The cyber cafe will be expanded to 16 stations and groups of computers similar to those used in the cyber cafe will be available in all campus dormitories.

Status: In addition to the computer labs available in many buildings across campus, all of the APSU dormitories are being wired for network access.

Baseline: No outlets for portable computer connections in lobby/study areas for academic buildings and the library.

Target: Outlets will be installed in all lobby/study areas for academic buildings and the library.

Status: All of the dormitories at APSU are in the process of being wired for technology. Selected common areas of all of these buildings will have access points for portable computers. In addition to this effort, APSU is conducting a pilot of wireless connectivity in the Library and the common areas of the new Sundquist Science Building.

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