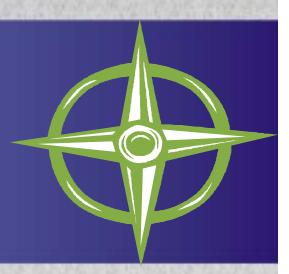# Setting New Directions

**Tennessee Board of Regents
2005-2010 Strategic Plan**

Setting New Directions:
The Tennessee Board of Regents
2005-2010 Strategic Plan

The Tennessee Board of Regents (TBR) strategic plan for 2005-2010 will bring about significant progress in moving the TBR system toward realizing a broad vision of TBR's future, the fulfillment of which will require multiple strategic planning cycles. That broad vision is based on an assumption articulated in *A Vision of Teaching and Learning*, produced as part of the TBR visioning project: "Higher education is the key factor in building greater economic prosperity for the state and a better quality of life for those who complete their educational goals."

We see TBR future this way:

The Tennessee Board of Regents is recognized as a collaborative system in which universities, community colleges, and technology centers work together, each with a distinct role, to provide seamless educational opportunity to all Tennesseans. In addition, TBR, in partnership with K-12, has been instrumental in improving the operations and the quality of the K-12 education system, both through its work in teacher education and its efforts to establish P-16 councils across the state, which have been successful in identifying and resolving local and regional P-16 issues. The student bodies and faculties and staff at TBR institutions are diverse from the standpoints of age, race, ethnicity, and economic background, so graduates are well-prepared to live and work in an ever more internationalized environment.

Each of TBR's six universities has a well-defined, unique mission, and there is no unnecessary duplication of academic programs or research emphasis, resulting in outstanding research and meaningful results. The thirteen community colleges within the system prepare students for the workforce through associate degree and certificate programs and also provide students seamless transfer to universities through established articulation initiatives. Serving a diverse population, the twenty-seven technology centers provide high quality workforce training that is economical and accessible to all residents of Tennessee and assists with employment opportunities, career advancement, and educational goals. The TBR's system-wide e-learning effort, another result of close collaboration among all institutions, has earned high honors in peer review and has been a major factor in providing an education to those who are unable to attend on campus.

The Planning Process

Arriving at the Strategic Plan for 2005-2010 has been a broad-based and participatory process among the Tennessee Board of Regents, system institutions, and the communities served across the state. Since convening an oversight committee of regents, institution faculty and staff, and others in May 2004 to begin the planning cycle process, the Office of Academic Affairs has worked closely with institutional representatives and key stakeholders to develop a blueprint for action that, through strong leadership, will exceed the expectations and needs of our state for quality education, access to education, and resourcefulness.

Leadership

Access to Learning — Resourcefulness

Quality

The oversight committee updated and reaffirmed the vision and mission of the Tennessee Board of Regents before establishing four key priority areas to serve as the foundation for creating goals the system and institutions would address. The importance of the four priority areas was reiterated by Regents Vice Chair Stanley Rogers during the development process: "The important thing to remember is that these key priorities with accompanying goals and action plans identified in our planning process will direct the entire system for the next five years." Working committees were formed for each of the priority areas to formulate the goals that the system and campus would emphasize.

Campuses revised their vision and mission statements during the fall of 2004. The vision and mission statements were approved by the Board of Regents before each campus proceeded to develop its plans based on the goals established through the working committees. During the spring of 2005, TBR institutions presented their plans in regional meetings across the state. These plans were tentatively approved by the board in June of 2005.

An ad-hoc committee of the board consisting of regents, campus presidents and directors, and central office staff was formed in June 2005 to develop the TBR system plan. Sub-committees developed objectives, strategies, and benchmarks around each of the four goals. The plan was presented to institutions for any adjustments needed in their plans and was approved by the board at its December 2005 quarterly meeting. The strategic plans for each institution also were given final approval at the December 2005 meeting.

Priority Areas

The four priority areas addressed by this system plan along with the plans of each of its institutions will set new directions for higher education in the state of Tennessee. For the 2005-2010 cycle, the planning process has identified four priorities: leadership, access, quality, and resourcefulness.

Leadership

Moving from where we are today to the vision of TBR future will require outstanding planning and execution. That is, we must identify incremental priorities to move us in the right direction, then establish clear goals, measurable objectives, and transparent benchmarks to address those priorities. The job of the board and the board office is to provide the strong system-level leadership required to both identify and achieve appropriate priorities.

Access

Increasing the number of Tennesseans with degrees and certificates is a critical area of focus for the TBR system. Vital to that effort will be the following: increasing educational opportunities for previously underserved Tennesseans; addressing barrier issues, including affordability; and managing enrollment streams to the three types of institutions in the TBR system (universities, community colleges, and technology centers).

Quality

While access and affordability are critical issues today, there is a growing concern about the quality of the education experience of students in institutions of higher education. Higher education must address what it adds to a student's overall educational experience. The question of what happens while students are getting a degree is going to lead to the demand for more public display of assessment of outcomes; in other words, how much and what are students learning as a result of their higher education? We will be increasingly asked to provide credible evidence that our academic programs are making a difference in what students know and what they are able to do on completion.

Resourcefulness

Achieving our vision will require additional financial resources and efficiencies. Although private fund-raising will continue to be emphasized, the major sources of revenue for TBR institutions will be state appropriations and student tuition and fees. With all the financial pressures facing Tennessee, increases in state funding over the next five years will be limited, and there will be a continuing need to raise tuition and fees. A major point of focus must be to identify financial resources that can be used for need-based aid for students who cannot afford the rising cost but are not eligible for achievement-based financial aid. Decisions leading to increasing tuition must also include addressing the basic financial needs of these students.

The TBR Mission

The mission of the Tennessee Board of Regents is stated as:

The Tennessee Board of Regents system, the largest system of higher education in Tennessee and the sixth largest in the nation, is committed to excellence in its educational programs, research, service, and outreach. Through innovation and judicious use of resources, the Tennessee Board of Regents system advances economic, technological, civic, and cultural well-being for Tennessee.

The TBR Vision

The vision of the Tennessee Board of Regents is stated as:

The Tennessee Board of Regents system will be distinguished by public trust in its program quality, research, service, wise use of resources, and commitment to access and diversity.

Goals, Outcomes, Strategies and Benchmarks

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 in an era of increasing globalization of knowledge and technological applications.

System Leadership Outcome

The system will have demonstrated leadership among comparable state systems and will have been recognized as a national model of best practice for promoting the value of higher education, meeting public accountability, and building P-16 and other school/college collaboratives.

Objective L1

Promote the achievements of the TBR system.

Strategy L1

Publicize, promote, and communicate the achievements of TBR institutions to the public including all stakeholders via media and other outlets.

Benchmark L1

a. By 2007, TBR will have promoted achievements via bi-annual media events and presentations to the legislature.
b. By 2010, TBR will have published a yearly (5 total) brochure on total system achievements.

Objective L2

Increase emphasis on internationalization system-wide.

Strategy L2

Internationalize curricula, facilitate faculty and student exchanges, coordinate financial strategies, increase study abroad opportunities, encourage sister university relationships, increase faculty international research, develop selective degrees and concentrations with an international focus, and take other steps to increase understanding of global concepts and other cultures.

Benchmark L2

a. By the end of 2006, the central office will have identified a means to support the coordination of system efforts in international education including federal, private (both international and domestic), research, and corporate fund development.
b. By the end of 2006, TBR will document current status of internationalization of institutional curriculum, strategies, and practices at all TBR institutions.
c. By the end of 2006, recognize faculty who achieve Fulbright Scholarships and other major funding for research and teaching abroad.
d. By the end of 2006, recognize institutions, faculty, and students who develop and implement major initiatives in international education that lead to an increased understanding of global concepts and other cultures.
e. By 2010, TBR will provide evidence that all its institutions are actively addressing issues related to international education/globalization within required curricula for completion of a degree or certificate and that institutions are committed to internationalism through documented actions.

Objective L3

Organize the system and its work to make the most effective and efficient use of resources important to public investment.

Strategy L3

Put in place collaborative regional structures that integrate universities, community colleges, and technology centers.

Benchmark L3

a. By the end of 2007, designate regions and regional leaders, and assign task of creating regional collaborative structures.
b. By the end of 2008, all TBR institutions will be part of a collaborative regional structure.

Objective L4

Ensure all Tennessee communities have an active, effective P-16 coordinating mechanism involving business and civic leaders, K-12, higher education, local advocacy groups, local community groups and others with a stake in higher education.

Strategy L4
Put in place collaborative structures that include all communities.

Benchmark L4
By 2010, P-16 mechanisms will cover the state and will have demonstrated their effectiveness in accordance with a model for evaluating institutional coordination and higher education promotion to be developed by the TBR system office and used system-wide.

Objective L5

Foster Tennessee's economic development and its international competitiveness in math, science, and advanced technology.

Strategy L5.1
Through P-16, focus teacher training efforts on improving math and science instruction.

Benchmark L5.1
By 2010, 95% percent of Tennessee's K-12 math and science teachers will have license endorsements in their fields.

Strategy L5.2
Tennessee Technology Centers and community colleges will focus increased efforts on the industrial training activities of the state.

Benchmark L5.2
By 2010, industrial training contracts will be increased by 25% at the Tennessee Technology Centers and the community colleges.

Strategy L5.3
Redesign teacher education programs to prepare teachers with the skills and tools to teach all student populations effectively.

Benchmark L5.3
By 2010, TBR teacher education programs will graduate students with the demonstrated skills and tools to teach all student populations effectively.

Leadership
Access to Learning — Resourcefulness
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Access to Learning Goal

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

System Access to Learning Outcome
The system will have modeled best practices in increasing the rate of participation in higher education, in increasing the diversity in higher education, and in demonstrating state leadership in P-16 and other school/college collaboratives.

Objective A1
Allow students who meet Hope scholarship eligibility requirements to have their full tuition and fees paid at the community college level.

Strategy A1.1
Adopt a full coverage tuition program at the community colleges.

Benchmark A1.1
a. By the end of 2008 the system will advocate changes to the current lottery legislation to provide for a full coverage tuition program at TBR community colleges.
b. By the end of 2010, all Hope eligible students will be able to attend community colleges at no cost in tuition and fees.

Objective A2
Increase the amount of "need-based" scholarships provided by the campuses.

Strategy A2
Identify sources of funds for need-based scholarships to students and review spending for that purpose within the current financial aid packages and foundation portfolios.

Benchmark A2
a. By the end of 2006, the system will study what "need-based" means for TBR and complete a review of the amounts of campus funds directed towards merit and need-based scholarships.
b. By the end of 2006, the institutions will complete a study of the potential for raising private, other non-state, or state-matching funds for need-based scholarships.
c. By the end of 2006, the Board of Regents will determine whether there should be an increase in the 10% authority.
d. By 2010, each institution will provide evidence that need-based scholarships as compared to total scholarships have increased significantly and that need-based scholarships take into account the full cost of attendance.

Objective A3
Increase scholarship opportunities for underrepresented groups, including students over the age of 25.

Strategy A3
Identify sources of scholarship funds and help students access these scholarships.

Benchmark A3
a. By the end of 2006 institutions will explore developing a pool of scholarship dollars set aside for these groups.
b. By 2010 at least 25% of the funds used pursuant to the 10% authority will be set aside for underrepresented groups.

Objective A4
Increase the retention and graduation rate of students.

Strategy A4
Ensure students have a reasonable chance of succeeding at the institution at which they enroll.

Benchmark A4
a. By the end of 2006, the system will complete a review of admission standards at universities.
b. By the end of 2007, all institutions will collaborate with K-12 to offer dual enroll students in math, science, and language arts campus level courses to prepare students for college level course work.
c. By 2010, institutions will increase retention rates to 95% of the Southern Regional Education Board average for universities and 98% for community colleges, with 100% of TTCs meeting the Council of Occupational Education minimum standards for completion rates.

Objective A5
Attract and retain greater numbers of students, faculty, and administrators from underrepresented groups.

Strategy A5
Institute substantive recruitment and retention efforts.

Benchmark A5
a. By the end of 2007 all institutions will have formalized and initiated a diversity plan including benchmarks, measurable outcomes, and assessment methods for increasing the number of students and employees from underrepresented groups.
b. By the end of 2007 all institutions will have identified three high schools with low post-secondary participation rates and high financial need to target with intensified efforts to increase the number of graduates who go on to higher education institutions.
c. By 2010 institutions will have met their benchmarks for enrollment of underrepresented students.
d. By 2010 institutions will have met their benchmarks for employment of underrepresented employee groups.

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Objective A6
The system will increase access by maximizing opportunities for students to enroll in distance education courses and programs.

Strategy A6
Develop and implement a strategic plan for structuring and providing e-learning opportunities throughout the system.

Benchmark A6
a. By the end of 2006 create an e-learning strategic planning committee to explore issues related to delivery of distance education courses and programs and to develop a strategic plan for delivery of e-learning courses and programs.
b. By the end of 2006 begin implementation of the strategic plan.
c.   By 2010 institutions and the system office will have met their benchmarks outlined in the strategic plan

Objective A7
Seek continuation of *Geier* funding for post-litigation diversity initiatives.

Strategy A7
Identify best-practice *Geier* activities for funding under the appropriation requests.

Benchmark A7
a. By the end of 2006 the system post-litigation diversity plan will be finalized.
b. By the end of 2006 the system post-litigation diversity plan will be presented for funding by the state.
c. By the end of 2006 the campuses will have formalized diversity plans and identified funding sources for activities.

Objective A8
Increase speed and success of remedial/developmental work for students requiring it to become college-ready.

Strategy A8
Establish a best practice, system-wide, community-college-based remedial/developmental program that is substantially technology driven, composed of language arts and mathematics, and allows students to identify and focus on the academic areas where they are deficient.

Benchmark A8
a. By the end of 2006, complete the plan for a new remedial/developmental program.
b. By the end of 2007, implement the program at seven community colleges.
c. By the end of 2008, implement the program at all the community colleges.

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System Quality Goal

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

System Quality Outcome
The system will have modeled best practices in evaluating program and services, fostering quality improvement, and documenting change.

Objective Q1
Demonstrate value-added in students' academic experiences.

Strategy Q1.1
Develop and implement a system-wide student assessment of general education.

Benchmark Q1.1
By 2008, all institutions will have student assessments of general education.

Benchmark Q1.2
Results of student assessments will be placed in a database for retrieval and performance analysis.

Strategy Q.1.2
Implement National Assessment of Student Engagement *(*Universities-NSSE) and College Assessment of Student Engagement (Community Colleges- CSSE) across all TBR institutions.

Benchmark Q1.2
By the end of 2006, all institutions will have implemented NSSE and CSSE.

Objective Q2
Enhance institution instructional and research programs.

Strategy Q2
Implement Academic Audit system-wide both for learning and research enterprises.

Benchmark Q2
a. By the end of 2008, 60% of eligible programs will participate in the Academic Audit.
b. By 2010, 80% of eligible programs will participate in Academic Audit.
c. By 2010, all TBR universities will participate in an audit of research within 10 academic units each.
d. By 2010, 90% of all Tennessee Technology Centers programs eligible for state and/or national certifications will be certified.

Objective Q3
Hire and retain outstanding faculty and administrators.

Strategy Q3.1
Implement leadership development programs across TBR (Regents Academic Leadership Institute and others to promote staff leadership development such as Maxine Smith Fellows Program, Leadership TTC, American Council on Education Fellows, American Association of Community Colleges Future Leaders Institute).

Benchmark Q3.1
a. By 2010, 130 department chairs across TBR will have participated in Regents Academic Leadership Institute.
b. By 2010, 70 TBR personnel will have participated as Maxine Smith Fellows.
c. By 2010, 100 TTC personnel will have participated in Leadership TTC.
d. By 2010, 50 TBR personnel will have participated in national leadership development programs.

Strategy Q3.2
Seek to provide adequate financial resources and incentives through prioritization of institutional resources to attract and retain faculty, staff, and administrators.

Benchmark Q3.2
a. By the end of 2007, campuses will have updated equity plans.
b. By 2010, institutions will have fully implemented equity plans with recurring updates.

Objective Q4
Invest in selected programs that will raise national standing at universities, community colleges, and technology centers.

Strategy Q4
Provide evidence of program quality, service excellence, and the value added of general education through data collection and analysis (Academic Audit, Kansas and Delaware Studies, and Council on Occupational Education).

Benchmark Q4
By 2010, TBR institutions will be above the peer averages based on national benchmarks.

System 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.

System Resourcefulness Outcome

The system will have demonstrated resourcefulness by being an effective advocate for state funding, through effective use and management of resources, through pursuing non-state sources of support, and through entrepreneurial initiatives and removal of obstacles to competitiveness.

Objective R1

Demonstrate evidence of the need for comparable funding to maintain competitiveness.

Strategy R1.1
Document and compare funding from THEC/Council on Occupational Education peer institutions, make annual presentations to appropriate committees of the general assembly, and advocate that THEC recommend state operating funds for institutions to support the financial impact of additional enrollment growth.

Benchmark R1.1
The system will have sought and advocated for state appropriations to have reached Southern Regional Education Board/ Council on Occupational Education peer average funding support per full-time equivalent (FTE) student by 2010.

Strategy R1.2
Present models from other states of how impact of lottery programs on operating support was addressed and financed.

Benchmark R1.2
The system will have developed enrollment management and tuition strategies to ensure competitive funding per full-time equivalent (FTE) student served.

Strategy R1.3
Work to ensure that Wilder-Naifeh scholarship amounts keep pace with increasing tuition costs.

Benchmark R1.3
By the end of 2008, will have made presentations to the General Assembly advocating Wilder-Naifeh scholarships covering 100% of tuition at TTCs.

Strategy R1.4
Develop models on enrollment levels and their effect on quality.

Benchmark R1.4
Present to the legislature information on how the interaction of enrollment, tuition, and state appropriations affects students and program quality.

Leadership

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Objective R2

Facilitate the most cost efficient system-wide implementation of a new Enterprise Resource Planning (ERP) system**.**

Strategy R2**.**1

Document the improvements accomplished through diligent attention to management and stewardship of limited resources.

Benchmark R2**.**1
a. Cohort 1a Finance Go Live; July 2005.
b. Cohort 1a HR Go Live; January 2006.
c. Cohort 1b HR Go Live; January 2006.
d. Cohort 1b Finance Go Live; July 2006.
e. Cohort 2 HR Go Live; January 2007.
f. Cohort 2 Finance Go Live; July 2007.
g. Cohort 1a and 1b Student System Go Live; August 2007.
h. Cohort 2 Student System Go Live, August 2008
i. Document improved services and more effective use of resources.

Strategy R2.2

Develop short and long-term strategies to consolidate administrative computing costs for hardware, software, and personnel that result in significant and measurable cost savings over 20 independently operated administrative computing centers.

Benchmark R2.2

Document improved services and regional and/or system-wide consolidations of administrative computing through shared hardware, software, and personnel**.**

Objective R3

Identify space utilization efficiencies and optimize capital outlay planning to include effects of e-learning delivery systems.

Strategy R3

Analyze space utilization and capital funding in comparison to peer institutions taking into account current and projected levels of credit and clock hour instruction delivered by on-line courses.

Benchmark R3
a. By the end of 2006 establish means and methods.
b. By the end of 2007 collect and compile pertinent data.
c. By the end of 2008 develop strategic peers and priorities.
d. By the end of 2009 refine and update pertinent data.
e. By 2010 establish recommendations for legislative consideration.

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Objective R4

Direct more resources directly to campus instructional programs.

Strategy R4

Enhance the Regents Online Degree Program revenue sharing with institutions to at least 40%.

Benchmark R4

a. By the end of 2006 evaluate Regents Online Degree Program administrative costs and identify minimum base recurring costs that must be supported at TBR system office level.
b. By the end of 2007 enhance the percentage of administrative fee revenue returned to institutions by minimum of 3%.
c. By the end of 2008 enhance the percentage of administrative fee revenue returned to institutions by 3%.
d. By the end of 2009 enhance the percentage of administrative fee revenue returned to institutions by 3%.
e. By 2010 complete transition of revenue sharing to institutions of at least 40% of RODP administrative fee revenue.

Objective R5

Increase funding from private sources.

Strategy R5

Develop private fundraising initiatives and activities, establish improvement goals for each institution, and move all institutions to the standardized Voluntary Support of Education (VSE) reporting system.

Benchmark R5

a. Increase private giving system-wide by an average of 5% per year through 2010, with an aggregate increase by 2010 of 25% over 2005 private giving levels.
b. Increase the donor base to 50% of the national average.

Objective R6
Increase funding from grants and contracts.

Strategy R6.1
Develop significant research and intellectual property as well as develop increased external grants and contracts.

Benchmark R6.1
Increase external funding for research grants and contracts by 5% per year through 2010.

Strategy R6.2
Implement a system-wide coordinated effort to enhance federal grant support for research, instructional/training, and public service initiatives.

Benchmark R6.2
By 2010, universities and community colleges will have realized increases in federal grant support.

Objective R7
Facilitate corporate alliances and entrepreneurial initiatives and partnerships with business and remove impediments to effective use of resources.

Strategy R7.1
Review all board policies and guidelines and offer revisions.

Benchmark R7.1
a. By the end of 2006 review and update purchasing and approval of agreements policies for maximum delegation to campuses for purchasing and contracting decisions.
b. By the end of 2007 complete review of all board policies and guidelines and recommend revisions that facilitate entrepreneurial initiatives.

Strategy R7.2
Document and evaluate fees for specialized services and training and analyze associated costs for delivery of these special programs.

Benchmark R7.2
Eliminate specialized programs that are not cost effective or establish appropriate charges to make the programs financially feasible.

Leadership

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