

**We Shall Achieve:
Excellence Through Partnerships**

**The Strategic Plan of The University of
Tennessee at Chattanooga
2008 - 2013**

Draft: September 24, 2007

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Introduction

For almost 125 years, The University of Tennessee at Chattanooga (UTC) has served this region's educational, cultural, and economic development needs. Our campus was founded as a private, liberal arts and professional institution, and those foundations remain important to our curriculum today. Over the years, we have built upon that foundation and adapted to the changing needs and influences of our community.

As the campus considers how best to meet the 21st century needs of our state and region, we must draw upon all available information and resources to develop a strategic direction that will carry the campus into the future. The University of Tennessee System strategic plan offers broad and appropriate direction in areas of student success, student access, outreach, globalization, economic development, and research. This strategic plan for UTC incorporates components of the University of Tennessee strategic plan and provides a framework for how campus directions are defined and how operations may be implemented.

Overview

The UTC strategic plan emphasizes specific directions and opportunities that are critical to our future success and will help to make UTC "distinctive." The plan's goal is to serve as a guide in our pursuit of excellence. The plan is not designed to be all things to all people, but to act as a guide to prioritize actions of highest strategic importance.

While the institution excels at many things, the plan focuses energies and resources on those actions that will make UTC stand apart from our competition. In particular, the plan hopes to build and expand on critical, collaborative partnerships to provide an excellent education for our students.

Process

The most recent efforts related to a strategic planning process occurred in 2003, when then-Provost John Friedl developed an Academic Strategic Plan.¹ In 2004, a Mission Review Task Force, under the direction of Dr. Marvin Ernst, was formed that concentrated on revising the University's mission statement. Neither effort produced fully implemented results. In response to changes (and challenges) at UTC in recent years, the Chancellor believed it was necessary to "examine the governing ideas, the environmental factors, and the areas of distinction that will provide the framework for UTC's progress." Thus was the genesis of the Strategic Planning Initiative.

The strategic planning process started in the spring of 2007. The chancellor identified co-chairs for the process and several committees and groups were formed: a University Planning Committee, a Governing Ideas Task Force, an Environmental Scan-Driving Forces Task Force, and a Distinctiveness Task Force (see Appendices A & B). The chancellor identified a series of planning assumptions that would be used as the primary framework and launching pad for work (see Appendix C). Several open sessions were held to seek input from faculty, staff, students, and greater community members. In addition, information and ideas were collected through

¹ The draft report is available at <http://www.utc.edu/Administration/AcademicAffairs/UTCAcademicStrategicPlan.pdf>

committees, open forums, and online surveys.

Institutional Vision, Mission, Core Values

The Governing Ideas Task Force was charged with reviewing the current institutional vision, mission, and core values. As a result of this process, the Governing Ideas Task Force proposes the following.

Vision

The University of Tennessee at Chattanooga aspires to achieve national distinction as a Carnegie Foundation Community Engagement Institution and lead the region through education, community outreach, and partnerships.

Mission

The University of Tennessee at Chattanooga is an engaged, metropolitan university committed to excellence in teaching, research, and service, and dedicated to meeting the diverse needs of the region through community involvement and strategic partnerships.

In fulfilling our mission, we are committed to our core values:

Preparing for the Future

- The development of ethical and socially responsible leaders, professionals, scholars, and citizens
- The creation of opportunities for those who seek truth, knowledge, and higher quality of life

Education and Engagement

- Excellence in teaching within a student-focused, supportive, and challenging environment
- Achievement and national recognition in research, scholarship, and creative endeavors
- Effective partnerships that provide meaningful involvement in educational, economic, and community development

Positive Institutional Environment

- A collegial, mutually respectful, and professionally rewarding environment
- Broad diversity of people and ideas to strengthen our institution and community
- Reasonable and affordable access to quality higher education

Metropolitan Universities: Definitions, Concepts and Philosophies

The concept of a metropolitan university is not a new idea, and is one that UTC identified in its last mission statement. Because there can be some confusion about the term, we offer the following definitions for clarification.

A metropolitan university interacts with a larger community, responds to needs from that community and uses the community as a living laboratory. Community refers to more than a location. Rather than giving the community control over the university, “the university must develop a clear understanding of when it should turn down what may appear to be a window of opportunity. The metropolitan university must be able to say ‘no’ in its own best interest.” (p. 13)²

“By choosing to fit into the metropolitan university model, a university accepts the added obligation to extend its resources to the surrounding region, to provide leadership in addressing regional needs, and to work cooperatively with the region’s schools, municipalities, businesses, industries, and the many other institutions and organizations in the public and private sectors.” (p. 11)³

The Carnegie Foundation, which classifies colleges and universities, recently added a new classification called Community Engagement. Although the classification for Community Engagement is an *elective* classification, meaning that it is voluntary on the part of participating institutions, the university must nonetheless meet various criteria and affirm that it has “institutionalized Community Engagement in its identity, culture, and commitments.”⁴ The Community Engagement classification shows that engagement is integral to the institution and drives the organization’s strategic planning in both its academic and non-academic pursuits.

Institutions can participate in and document Community Engagement in three ways: Curricular Engagement, Outreach and Partnerships, or both⁵. As posted on the Carnegie Foundation web page:

Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Curricular Engagement includes institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

² C. E. Hathaway, P. E. Mulhollan, and K. A. White. 1995. Metropolitan Universities: Models for the 21st Century. pp. 5 – 16. In D. M. Johnson and D. A. Bell (eds.) Metropolitan Universities: An Emerging Model in American Higher Education, University of North Texas Press, Denton, TX. pp. i – xxi, 1 - 360

³ Ibid.

⁴ <http://www.carnegiefoundation.org/classifications/index.asp?key=1213>

⁵ Ibid.

Outreach & Partnerships includes institutions that provide compelling evidence of one or both of two approaches to community engagement. Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).⁶

⁶ <http://www.carnegiefoundation.org/classifications/index.asp?key=1213>

Strengths/Weaknesses/Opportunities/Threats

The Environmental Scan-Driving Forces Task Force (Appendix B) was charged with determining the institution's strengths and weaknesses and identifying opportunities and threats. An environmental scan often consists of four activities that are designed to identify factors internal to the institution that can be classified as either strengths (S) or weaknesses (W), along with those external to the institution that can be classified as opportunities (O) or threats (T). This approach of analyzing a strategic environment is referred to as a SWOT analysis. The section of the report to follow consists of an "environmental scan" of the University.

An effective analysis should ideally "enable decision makers to understand current and potential changes taking place in their institutions'...environments" so that the future of the university is as "surprise free" as possible.⁷ Environmental scans can be as detailed and formal as time and resources allow, ranging from casual, unfocused approaches to long-term, professionally-directed continuous scanning modes that are systematically incorporated by the institution into its strategic planning. Most post-secondary institutions implement an ad hoc environmental analysis committee with university and community representatives;⁸ that has been the case with the present Environmental Scan-Driving Forces Task Force.

At a base level, the Environmental Scan-Driving Forces Task Force compiled a set of demographics to characterize the UTC metropolitan region. Major findings are summarized below, with the full demographics listed in Appendix D.

Population in the Chattanooga area is increasing, with growing populations of Black and Hispanic ethnicities. In addition, the population is aging, with a growth in people ages 35 - 64. Overall, college attendance and completion are rising as well.

In addition to demographics, the task force collected and reviewed a variety of data sources including responses generated by a university-wide electronic survey; brainstorming sessions within the Environmental Scan-Driving Forces Task Force; Task Force blogs; meetings of the six work groups within the Task Force, etc. To provide a sense of structure to the environmental scan, the work groups were drawn from the full Task Force and focused on identifying the driving forces associated with six general areas:

- (1) internal (primarily academic) strengths and weaknesses;
- (2) external (primarily academic) opportunities and threats;
- (3) political driving forces;
- (4) economic driving forces;
- (5) social driving forces; and
- (6) technology and environmental issues.

Obviously all of these broad areas overlap with each other—that is the nature of the beast. The Task Force acknowledges the interconnectedness of these somewhat arbitrary divisions while at the same time recognizing the benefits of adhering to them for the sake of discussion.

Each work group conducted web and literature searches and interviewed relevant

⁷ Morrison, J. L. (1992), "Environmental Scanning." In M.A. Whitley, J.D. Porter, and R. H. Fenske (eds.), *A Primer For New Institutional Researchers* (pp. 86-99). Tallahassee, Florida: The Association for Institutional Research.

⁸ Pritchett, M.S. (1990). *Environmental Scanning In Support of Planning and Decision Making: Case Studies at Selected Institutions of Higher Learning*. Paper presented at the annual forum of the Association for Institutional Research, Louisville, Kentucky.

individuals within the University, the broader community, and outside of the immediate region to obtain data related to its assigned task. Groups then met several times to identify and summarize the driving forces underlying the collected data. The entire task force met in early May to hear each work group chair report the findings of his or her group. Discussion of the reports among members resulted in universal agreement regarding the following strengths, weaknesses, opportunities, and threats.

UTC's Strengths

- Quality programs and instruction
- A strong reputation for teaching excellence
- Accredited programs
- Low faculty-to-student ratio
- A wide variety of undergraduate and graduate programs
- Location in Chattanooga with a variety of cultural and recreational activities
- A large endowment for an institution of its size
- Strong partnerships with the community at a variety of levels, both curricular and economic development
- Diverse student body
- Strong support for the use of technology and online learning tools

UTC's Weaknesses

- Perceived lack of student engagement and limited value-added experiences, such as internships/service learning experiences for students in many programs
- Difficulty in conveying the richness and variety of UTC's current community partnerships
- Lack of continual marketing and poor community visibility
- Difficulty of coordinating, defining, and communicating appropriate community-university partnerships for both town and gown audiences
- Limited state funding
- Aging facilities
- Low faculty and staff morale
- Limited support personnel
- Internal communication structures
- Decline in student retention
- Limited/no weekend academic program offered

UTC's Opportunities

- Globalization, the decline of a manufacturing economy, and acute social and economic needs of the Chattanooga region require community and economic development resources that currently exist within the University.
- Changing regional population demographics: a growing pool of potential students that span all age groups and ethnicities (for example, "baby boomers" that have reached retirement age)

- Existing partnerships with foreign institutions
- Already-established partnerships with a wide variety of community and regional agencies
- Globalization and the increasing numbers of Hispanic residents, with limited English language skills will require courses and certificate programs for residents of the Chattanooga region which prepare them for careers (both at home and abroad) requiring knowledge of other languages, cultures, business practices, health care, and educational systems.
- Increased need for science technology, engineering, and mathematics (STEM) graduates as detailed in Tennessee's master plan for higher education

UTC's Threats

- Increased competition from online and other private and public universities and colleges
- Inconsistent and/or inadequate funding (state and other funding sources)
- Technology obsolescence and the need for a renewal and replacement plan of technology resources
- Level of student preparation in feeder schools
- Rising costs (personnel, benefits, construction, utilities, etc.)

The University of Tennessee at Chattanooga Strategic Plan

Guided by the vision, mission, and the core values of The University of Tennessee at Chattanooga and the identified strengths and opportunities, the strategic plan for the next five years focuses on the priority of new or continuing critical partnerships. By creating and developing a network of partnerships for students, education and research, and diversity, UTC seeks to stimulate and nurture positive changes in the university and the Chattanooga regional community. This combining of resources through partnerships will enable all participants to accomplish significantly more than what the individual student, faculty member, staff member, alumnus, community member and institution, whether government or private, can do by acting alone. Achieving this critical direction/goal through carefully identified strategic initiatives will expand and highlight our students' educational experiences and will enable UTC to become an academic leader among America's metropolitan universities.

The goal is to continue existing partnerships and support the development of new critical collaborative partnerships, both internal and with external. *We view partnerships as the mutually beneficial exchange of ideas, resources and services to reach shared goals. We see the possibility of a variety of partnerships: partnerships for teaching, partnerships for research and creative activity, and partnerships for service. We believe that by focusing our efforts in this manner we will be able to maximize our resources to make the most of UTC's strengths.*

The strategic plan avoids a variety of disparate directions/goals, choosing instead to hold the university accountable for achieving this single focused goal. Each strategic partnership initiative is accompanied by a series of action steps with measurable outcomes and a time frame for completion so that progress toward achieving the initiative can be documented. The plan requires an investment in costs and in resources so that the institution can effectively meet challenges posed by the strategic direction/goal. These needed supports for partnerships are detailed in the last section of this document.

STRATEGIC DIRECTION/GOAL

As a metropolitan university, UTC will focus on internal and external partnerships designed to advance the educational, societal and economic development aims of the university, the University of Tennessee System, the Chattanooga region, the state and the nation. These educational, scholarly, creative, service, and economic partnerships will engage students, faculty, staff, alumni, critical community members, and targeted other organizations.

Strategic Initiative: Partnerships for Students [Teaching & Learning]

Create partnerships that provide distinctive educational experiences for students both in the classroom and beyond, lead to meaningful engagement between students and all other members of the University community, and enhance students' commitment to The University of Tennessee at Chattanooga.

Action Steps:

- Expand current partnerships between students and external groups so that every student would have the opportunity to complete a curricular experience that involves any one of the following: service learning, community outreach, internship, national or international exchange, off-campus clinical experience, or co-operative education. Each department would be charged with deciding what experiences are appropriate for their majors and whether to embed the experience in existing courses and/or develop new ones. [Responsible Areas: Academic Affairs, Student Development, Appropriate Faculty Committees]

Measurable Outcomes:

- Implementation of service learning, community outreach, internship, national or international exchange, off-campus clinical experience, or co-operative education in majors [short-term⁹]
 - External evaluation/recognition for distinctive program (e.g., SACS, departmental reviews, Carnegie recognition) [long-term]
 - Satisfaction surveys of students, faculty/staff, various partners [long-term]
- Create a distinctive educational experience outside the classroom that partners students with faculty and staff and creates a strong sense of community among all participants.¹⁰
[Responsible Areas: Academic Affairs, Student Development, Faculty General Education Committee]

Measurable Outcomes:

- Distinctive educational experience developed and implemented [short-term]
- Student satisfaction surveys [mid-term]
- Faculty/staff evaluation surveys [mid-term]
- Evaluation by external forces (e.g., SACS) [mid-term]

⁹ Identifies the estimated time period for completing the measurable outcome within the 2008 – 2013 time frame of the strategic plan. Short-term = two years or less; mid-term = two to four years; long-term = five years.

¹⁰ Possible example: Select a book all students would read each year before coming to the university. The type of book as well as the actual individual book for each class (freshman through senior) each year would be different. It could be a novel for freshmen, a book with a scientific focus (global warming and so forth) for sophomores, a book on globalization for juniors, a multicultural work for seniors, and so forth. Each student would have to participate in one or two discussion groups of the book during the fall semester. These discussion groups would be led by faculty (interested staff would be encouraged to participate as well) who would do a certain number of discussion sessions (say approximately 10-15—average of one per week) during the semester in return for a one-course release. Students would not receive credit for these but would be required to complete them for graduation. [Being selected as a discussion leader would be an “honor” -- a special recognition.]

- Provide institutional support to ensure a higher level of student success at the university. [Responsible Areas: Academic Affairs, Student Development] This includes but is not limited to the following:
 - An academic advising (scheduling) program that effectively assists students in obtaining the greatest benefit from the many offerings of the university, that supports their advancement at the university through graduation, and that allows them to graduate in a timely manner.¹¹
 - A faculty to student mentoring program that facilitates career and professional development opportunities and planning for students.¹²
 - A distinctive program that provides a concrete record of the mutual commitment between students and The University of Tennessee at Chattanooga to an engaged, educational experience both inside and outside the classroom.¹³

Measurable Outcomes:

- Academic advising (scheduling) program developed [short-term]
 - Development of an effective mentoring program as evaluated by students and faculty [short-term]
 - Development and implementation of distinctive program [short term]
 - Improved retention and graduation rates [mid-term]
 - Student satisfaction as revealed in surveys [mid-term]
- Identify and support distinctive programs. The provost, deans, and department heads should work together and use the criteria developed by the Distinctiveness Task Force to identify distinctive programs that qualify for additional resources.¹⁴ [Responsible Areas: Academic Affairs, Distinctiveness Task Force].

¹¹ Possible example: The university could duplicate or improve current advising practices in the College of Business and the College of Health, Education, and Professional Studies to accomplish this scheduling function. In these colleges, professional exempt level staff are employed to coordinate the scheduling function within the Academic Departments. These individuals could streamline the information flow to students about registering and ensure availability of staff during crucial times.

¹² Possible example: Students would be required to complete a Goals Assessment Worksheet which would be mailed at the time of admission to the university. After enrollment, students could be required to meet with a faculty mentor within the major at least once a year to discuss ways of implementing this plan. Additionally, faculty mentors could discuss “major fit,” as well as university policy, with students.

¹³ Possible example: Every entering student could be given a UTC Passport (nicely designed and durable) that had pages with certain requirements that had to be stamped/signed before graduation with the graduation itself being the last stamped page. This could include the activities mentioned in the action step(s) above (or those activities identified in their place) but could also include others items as well such as participation in one extra-curricular activity, a visit to the Placement Center, and so forth. Students would be given this passport upon their entry to UTC (at whatever classification) and be expected to keep its contents current throughout their college career. Records could also be kept as part of the student transcript, but replacement of the Passport would require a fee.

¹⁴ Possible example: Using the above procedure, Chemistry might qualify as a distinctive program on the basis of the following accomplishments in the past five years:

- Over \$250,000 awarded in scholarships to graduating students
- Over 100 students performing research
- Over 130 faculty/student presentations at conferences

Measurable Outcome:

- Current distinctive programs identified [short-term]

Over 60 publications in peer-reviewed journals
Over \$1.2 million in external funding awarded

Strategic Initiative: Partnerships for Education and Research

Create external educational and research partnerships that take advantage of UTC's distinctive programs, faculty expertise, and the resources of the Chattanooga metropolitan region.

Action Steps:

- Provide centralized administrative support to coordinate campus research efforts with a view of eliminating disincentives while stimulating scholarship.¹⁵ [Responsible Area: Academic Affairs]

Measurable Outcome:

- Centralized administrative support identified and provided. [mid-term]
- Identify, develop and deliver educational and research initiatives that meet the needs and opportunities within the business, social, and educational communities of the Chattanooga region. [Responsible Areas: Graduate Dean, Academic Affairs, Targeted Members of the Community] This includes but is not limited to:
 - identifying and creating undergraduate and graduate programs that are closely bound to established or emerging growth industries of the region, such as bio-fuels, health management, tourism, technology and so forth;
 - identifying and developing undergraduate and graduate programs that define new approaches and new fields of study;
 - providing access to university programs and resources through quality online and distance education;
 - increasing the number and the amount of graduate student assistantships to competitive national levels.

Measurable Outcomes:

- Needs and opportunities within business, social and educational communities identified [short-term]
- New programs targeting needs and opportunities within business, social, and educational communities proposed and developed [mid- to long-term]
- Number of online and distance education efforts [mid- to long-term]
- Number and amount of graduate student assistantships [mid-term]

¹⁵ Possible example: Expand the role and responsibilities of the institutional chief research officer to be equivalent to those of an Associate Provost of Academic Affairs. The chief research officer should be responsible for coordinating and facilitating the institution's research policies and programs, promoting research activities across UTC's academic units and among faculty, students, and staff, and fostering research collaboration with the business, social, and educational communities of the Chattanooga region. The chief research officer should oversee the activities of the Grants Office, Institutional Review Board, Institutional Animal Care and Use Committee, and assist in the coordination of the Provost Student Research Awards, Faculty Research Grants Committee and Faculty Development Committee.

- Expand existing and create new strategic global/international relationships and partnerships that will enhance institutional course offerings and faculty research and scholarship. [Responsible Areas: Academic Affairs, Targeted Members of the Community]

Measurable Outcome:

- Number of expanded and new global/international research partnerships [mid-term]
- Provide fiscal, library and other resources that support student, faculty and staff research, creative, and scholarly activity.¹⁶ [Responsible Areas: Academic Affairs, Business and Finance]

Measurable Outcome:

- Fiscal and other resources identified and provided [mid- to long-term]
- Sustain programs of excellence in the arts that build on and contribute to the cultural resources of the Chattanooga region. [Responsible Area: Academic Affairs]

Measurable Outcome:

- Number of public programs in the arts [short-term]

¹⁶ Possible examples: start-up funding for new faculty equipment, funding for re-tooling existing faculty and funding for new equipment after re-tooling, increased support for evaluation, statistical analysis, publishing student, faculty, staff scholarly findings, and increased support for student, faculty, and staff presentations of findings at regional, national, and international conferences

Strategic Initiative: Partnerships for Diversity

Embrace, celebrate, and sustain a campus community that is inclusive of diversity in all its forms.

Action Steps:

- Write a post-Geier Statement of Commitment to Diversity and Equal Opportunity that is specific to UTC. This statement would follow the UT System Draft Statement of Guiding Principles on Access and Diversity that has already been developed, but be specific to the UTC campus. The statement must be tied into the educational/academic mission of the University. [Responsible Areas: Chancellor, Executive Team, Faculty Senate, ERC, ESC, SGA]

Measurable Outcome:

- Completed statement approved by Chancellor, Executive Committee, and Faculty Senate [short-term]
- Support efforts leading to a diverse campus community by reactivating, renaming, and refocusing the Minority Affairs Committee. Expand the Committee to include broader campus participation. [Responsible Areas: Chancellor, Executive Team]

Measurable Outcomes:

- Specific scope and responsibilities of new committee defined [short-term]
 - Formation of new committee with scheduled regular meetings [short-term]
 - Development and implementation of initiatives from committee [mid-term]
- Promote the existing UTC Office of Multicultural Affairs and its mission to (a) create awareness of the Office and its programs, (b) generate interest in its activities, (c) increase attendance at its diversity events, (d) integrate diversity training in campus life, ensuring that diversity in all its forms is addressed (i.e., beyond just race and gender). [Responsible Areas: Chancellor, Executive Team, Student Development] This includes but would not be limited to:
 - Coordinating the mission and activities of this Office with the Office for Students with Disabilities and the International Students Organizations, as well as other similar groups, to integrate diverse groups on campus.
 - Developing a Center of Cultural Learning on campus.

Measurable Outcomes:

- Increased resources for the Office of Multicultural Affairs – financial and marketing staffing [short term]
- Increased awareness and interest among faculty, staff, and students [short-term]
- Higher attendance at events sponsored by the Office [mid-term]
- Number of diversity training programs held on campus or in community [short- to long-term]

- Proposal for the center developed that includes scope, responsibilities, administrative requirements, and resource needs [mid-term]
- Funding for the Center [mid-term]
- Completion and opening of the Center [long-term]
- Recruit and retain a quality, diverse faculty, staff, and student body. [Responsible Areas: Academic Affairs, Finance and Operations, Student Development]

Measurable Outcome:

- Increase in the number and/or percentage of underrepresented faculty, staff, and students [mid- to long-term]
- Expand the integration of diversity training in academic curricula beyond single courses in diversity (e.g., BMGT 436 Managing Diversity in Organizations). [Responsible Area: Academic Affairs]

Measurable Outcome:

- Number of courses that add diversity content to or integrate diversity training in their syllabi [mid- to long-term]
- Partner with the regional community in diversity programs. [Responsible Areas: Academic Affairs, Finance and Operations, Student Development]

Measurable Outcomes:

- Amount of donor funding for campus diversity programs [mid- to long-term]
- Number of external partners involved in campus diversity projects or activities [short-term]
- Improve access on campus by developing universally designed facilities with respect to signage and architecture (ADA compliant) and providing accompanying training programs and services. [Responsible Area: Finance and Operations]

Measurable Outcomes:

- Changes in campus signage [mid- to long-term]
- Changes in campus architecture [mid- to long-term]

Strategic Initiative: Enabling Partnerships

Create a learning, work, and community environment by enabling and supporting the university's strategic direction and mission through efficient use of human, fiscal, physical and communication resources.

As a realistic measure, the strategic planning committee decided to include the following selected initiatives to highlight their importance to the institution as a whole. These next action steps are routine areas that must be focused on in the next five years to attain our mission.

Action Steps:

- Enhance the institution's role as a metropolitan university. [Responsible Areas: Chancellor, Academic Affairs, Finance and Operations, University Advancement and Development, Student Development] This includes but is not limited to:
 - establishing an Office of Outreach and Community Engagement to assess and highlight University contributions in service and community involvement, and to act as a clearinghouse for community requests
 - providing documentation for being listed as a Carnegie Community Engagement Institution

Measurable Outcomes:

- Establishment and staffing of an Office of Outreach and Community Engagement [short-term]
 - Designation as a Carnegie Community Engagement Institution [mid-term]
- Articulate the institution's identity as a metropolitan university to its campus, regional, and state constituencies, and aggressively communicate its quality, student centered approach, accessibility, services, and successes. [Responsible Area: University Relations]

Measurable Outcome:

- Development and implementation of a comprehensive integrated marketing and communication plan [short-term]
- Provide appropriate technology for high quality instruction and student learning, promote scholarly innovation, participate in regional economic development, and provide services that support students, faculty, and staff [Responsible Areas: Academic Affairs, Finance and Operations]

Measurable Outcomes:

- Preparation and implementation of a university-wide technology plan [short-term]
- Increased support for the library collections and reference services [long term]

Establish and maintain a physical environment that is safe, accessible, aesthetically appealing, environmentally sustainable and responsive to 21st century instruction, learning, and research. [Responsible Area: Finance and Operations (Facilities Planning and Management)]

Measurable Outcome:

- Preparation and implementation of a revised campus master plan for capital outlay and capital maintenance [short-term]
- Develop and implement a resource allocation plan based on the priorities set by the strategic plan. [Responsible Areas: Chancellor, Academic Affairs, Finance and Operation, University Advancement and Development, Student Development]

Measurable Outcome:

- Development and implementation of a resource allocation plan based on the priorities set by the strategic plan [short-term]
- Implement a formal process for evaluating the institution's strategic direction, initiatives, action steps, and measurable outcomes.¹⁷ [Responsible Areas: Chancellor, Executive Team]

Measurable Outcome:

- Implementation of a formal process for evaluating the institution's strategic direction, initiatives, action steps and measurable outcomes [short-term]
- Expand, enhance, and diversify the institution's financial resources and continue to engage in responsible stewardship of these resources [Responsible Areas: Chancellor, Academic Affairs, Finance and Operation, University Advancement and Development, Student Development]

Measurable Outcome:

- Increase in and diversification of institutional financial resources [short-term]

¹⁷ Possible examples: Establish a University Planning Commission that will have the flexibility and capacity to review on a periodic basis the strategic plan and to make additions and deletions to the current plan and to make these changes known to the campus and university constituencies; Designate an individual to serve as the institution's chief planning officer who, working with the University Planning Commission, will oversee, monitor, coordinate, and advocate integrated campus planning.

Conclusion

The Strategic Plan of the University of Tennessee at Chattanooga is the outcome of a strategic planning process initiated by the Chancellor and the collaborative efforts of three task forces, the University Planning Council, the university community, and friends from the Chattanooga area community. It acknowledges the institution's educational heritage as a private liberal arts and professional institution. Through bold and focused attention to strategic partnerships for students, for education and research, and for diversity, the plan emphatically reinforces our mission and with prudent actions aims to take the university to new levels of distinction and excellence as a metropolitan institution. Next steps for the planning process include the development of an institutional and departmental/unit operational and implementation plans that incorporate UTC's vision and mission and that meet the initiatives outlined in this plan. The challenges posed by the plan will be met through UTC's commitment to excellence: *We shall achieve.*

Appendix A: University Planning Council Members

University Planning Council Charge:

- Reviews the conclusions and recommended strategic directions and initiative provided by the Environmental Scan/Driving Forces, Governing Ideas, and Distinctiveness Task Forces
- Identifies a final set of institutional strategic directions, strategic initiatives, and action steps

***Roger Brown**, *Convener, Chancellor*

***Karen Adsit**, *Co-Chair, Professor and Director, Teaching Resource Center*

***Charles Nelson**, *Co-Chair, Acting Dean, College of Arts and Sciences*

***Terry Denniston**, *Strategic Planning Coordinator, Executive Assistant to the Chancellor*

Valarie Adams, *UC Foundation Associate Professor, Library*

Jeannine Alday, *Chief of Staff, County Mayor's Office*

Dee Dee Anderson, *Assistant Vice Chancellor of Student Development and Dean of Students*

Nancy Badger, *Director, Counseling and Career Center*

Richard Beeland, *Assistant to Administrator, Faith-Based Initiatives, City Mayor's Office*

Janetta Bradley, *Associate Professor, Teacher Preparation Academy*

Herbert Burhenn, *Acting Provost and Vice Chancellor for Academic Affairs*

Eli Cameron, *Executive Director, ML King Community Development*

Julia Cronin, *Student Employment Coordinator, Financial Aid; Employee Relations Council*

Joe Decosimo, *Senior Principal Emeritus, Joseph Decosimo and Company; UC Foundation*

Helen Eigenberg, *Professor and Head, Criminal Justice; Faculty Senate*

Tom Ellis, *Assistant Vice Chancellor, Operations*

David Fussell, *UTC Alumni Board President, Investment Management, UNUM Group*

Adam Green, *Student Representative*

Tom Griscom, *Publisher, Chattanooga Times Free Press*

Jim Hall, *UT Board of Trustees*

Shannon Hatmaker, *Graduate Student Representative*

Greg Heath, *Guerry Professor and Department Head, Health & Human Performance*

Steve Hiatt, *Director, Existing Business Development, Chattanooga Chamber of Commerce*

Wade Hinton, *Attorney, Snipes, Roberson & Hinton; Chair, Chancellor's Roundtable*

Bill Johnson, *Help Desk, Network Printer Administrator*

Jina Johnson, *Administrative Specialist, Payroll*

Steve Kuhn, *Professor, Mathematics*

Bento Lobo, *UC Foundation Associate Professor, Accounting & Finance*

David Noblit, *Attorney, Leitner, Williams, Dooley & Napolitan; Past President, UTC Alumni Board, UTNAA*

Charles Norman, *University of Tennessee System*

Gregory O'Dea, *Director of University Honors and UC Foundation Professor of English*

Phil Oldham, *Provost and Vice Chancellor for Academic Affairs*

Joe Owino, *UC Foundation Associate Professor, Engineering*

Lee Pierce, *Associate Director, Admissions and Recruitment*

Cindee Pulliam, *Director, Auxiliary Services; Exempt Staff Council*

Jim Scales, *Superintendent, Hamilton County Department of Education*

Cheri Thomas, *Administrative Assistant, Athletics*

***Yancy Freeman**, *Director, Admissions and Recruitment, Distinctiveness Task Force Co-Chair*

- ***Verbie Prevost**, Pryor Professor and Department Head, English, Distinctiveness Task Force Co-Chair*
- ***Nick Honerkamp**, Professor & Head, Sociology, Anth, & Geog, Environmental Scan/Driving Force Co-chair*
- ***Dick Gruetzemacher**, Director, Planning, Evaluation & Institutional Research, Environmental Scan/Driving Force Co-chair*
- ***Diane Halstead**, Professor, Governing Ideas Task Force Co-chair*
- ***Vanasia Parks**, Assistant Vice Chancellor, Business Activities, Governing Ideas Task Force Co-chair*
- ***Chuck Cantrell**, Assistant Vice Chancellor, University Relations*
- ***Barbara Verhine**, Administrative Coordinator, Chancellor's Office*

Appendix B: Task Force Members

Governing Ideas Task Force Membership

Task Force Charge:

- Affirms and/or clarifies UTC's existing Vision, Mission, Core Values
- Recommends to the University Planning Council strategic directions and initiatives based on its conclusions
- Shares information with other task forces and the UTC community at large

Diane Halstead, *(Co-Chair), UC Foundation Professor of Marketing, Marketing and Entrepreneurship*

Vanasia Parks, *(Co-Chair), Assistant Vice Chancellor, Business Activities*

Jim Bowman, *Manager, Computer Labs*

Roger Briley, *Professor, Computational Engineering*

Richard Brown, *Vice Chancellor, Finance and Operations*

Mike Costa, *News Channel 9*

Matt Greenwell, *Associate Professor and Department Head, Art*

Lydia Grafton, *President, SGA*

Kelly Griffin, *Administrative Support Assistant, Communication*

Heather Grothe, *Administrative Specialist, English*

Rick Hart, *Athletics Director*

Jayne Holder, *Director, Alumni Affairs*

Theresa Liedtka, *Dean, Lupton Library*

Teresa McKinney, *Administrative Specialist, College of Health, Education and Professional Studies*

Gail Meyer, *Professor and Department Head, Chemistry*

Burch Oglesby, *Associate Professor, Health and Human Performance*

Irven Resnick, *Professor, Philosophy and Religion; Chair of Excellence in Judaic Studies*

Dan Saieed, *Hamilton County*

Jessica Steele, *Student Representative*

Dan Throgmorton, *Chattanooga State, Economic and Community Development*

Gavin Townsend, *Professor, Art; President, Faculty Senate*

Jim Tucker, *Professor, Graduate Studies Div; Chairholder, McKee Chair of Excellence*

Terry Zimmer, *Senior Administrative Svcs Asst, College of Arts & Sciences*

Environmental Scan/Driving Forces Task Force Membership

Task Force Charge:

- Identifies, analyzes, and synthesizes driving forces of the internal and external environment that will significantly impact UTC's future
- Recommends to the University Planning Council strategic directions and initiatives based on its conclusions
- Shares information with other task forces and the UTC community at large

Dick Gruetzemacher, *(Co-Chair), Director, Planning, Evaluation & Institutional Research*

Nick Honerkamp, *(Co-Chair), Professor and Department Head, Sociology, Anthropology & Geography*

Deborah Arfken, *Dean, The Graduate School*

Rich Becherer, *Professor, Harris Chair of Excellence in Marketing*

David Eichenthal, *Director, Community Research Council*

Valerie Epstein, *Chancellor's Roundtable*

John Freeman, *Professor and Department Head, Educ, Graduate Division*

Lydia Grafton, *SGA President and Chancellor's Roundtable*

Jean Howard-Hill, *Adjunct faculty member*

Ron Hodges, *Student Representative*

Valerah Hodges, *Purchasing Control Coordinator, Business Services*

Karen Hundt, *Director, Planning and Design Studio*

Anna Lane, *Administrative Assistant, Lupton Library*

Hayes Ledford, *Chattanooga Chamber, Vice President of Public Policy*

Kay Lindgren, *Associate Professor and Director of Nursing*

Irene Loomis, *Associate Professor, Mathematics*

Bob Lyon, *Vice Chancellor, University Advancement*

Chase Manning, *Student Representative*

Barbara Medley, *Associate Professor, Sociology & Dir, (CASR) Center for Applied Social Research*

Debbie Parker, *Associate Vice Chancellor, Business & Finance*

David Pittenger, *Acting Associate Provost, Academic Administration*

Mary G. Robinson, *Director, Student Success Center*

John Schaerer, *Special Assistant to the Chancellor*

Priscilla Seaman, *Associate Professor, Library*

Adam Trowbridge, *Online Technologies Coordinator*

University Distinctiveness Task Force Membership

Task Force Charge:

- Recommends criteria and a process for identifying (1) distinctive UTC experience and (2) exemplary signature programs that currently qualify or are readily achievable as areas of distinction
- Works with other task forces, the deans and department heads and the UTC community to both share and collect information on a regular basis
- Recommends to the University Planning Council strategic directions and initiatives based on its conclusions

Verbie Prevost, *(Co-Chair), Professor and Department Head, English*

Yancy Freeman, *(Co-Chair), Director, Admissions and Recruitment*

Ron Bailey, *Dean, College of Engineering and Computer Science*

Stephanie Bellar, *Professor and Associate Dean of the Graduate School*

Mike Biderman, *Professor, Psychology*

Joyce Blevins, *Administrative Secretary, Cooperative Education*

Jeff Burgin, *Dean of Students, Dir Multicultural Affairs*

Herbert Burhenn, *Acting Provost and Vice Chancellor for Academic Affairs*

Mike Butler, *Chancellor's Roundtable*

Roland Carter, *Professor, Music*

Richard Casavant, *Dean, College of Business*

Ruzha Cleaveland, *Chancellor's Roundtable*

Sandy Cole, *Director, Center for Community Career Education*

Linda Collins, *Associate Professor, Biological & Environmental Sciences*

April Cox, *Graphic Design Manager*

Joe DiNicolantonio, *Chancellor's Roundtable*

Bob Doak, *Chancellor's Roundtable*

Larry Ettkin, *Professor and Department Head, Management*

Erik Gray, *Unum Group*

Cherry Guinn, *Associate Professor, Nursing*

Paula Haynes, *Professor, Marketing*

Andrew Horton, *Director, Ticket Sales*

Charlotte Landis, *Chancellor's Roundtable*

Joshua Lief, *Chancellor's Roundtable*

Deborah McAllister, *Professor, Teacher Prep Academy*

Claire McCullough, *Professor, Engineering*

Jonathan Mies, *Assistant Professor, Geology*

Juan Moreno, *Student Representative*

Hugh Prevost, *Acting Vice Chancellor, Student Development*

John Riddell, *Vice President, Center for Entrepreneurial Growth*

Michelle Rigler, *Director, OSD*

Valerie Rutledge, *Professor and Head, Teacher Preparation Academy*

Jocelyn Sanders, *Acting Associate Provost, Academic Affairs*

Cathie Smith, *Associate Professor, Physical Therapy*

Tim Swafford, *Professor, Computational Engineering*

Mary Tanner, *Dean, College of Health, Education and Professional Studies*

Nancy Tolar, *Administrative Specialist, Chemistry*

Kim Turner, *Assistant Professor, Director, MBA Program*

Kim White, *CEO, Luken Holdings*

Page Wood, *Student Representative*

Rick Wood, *Trust for Public Land*

Appendix C: Planning Assumptions

The following planning assumptions were outlined by the Chancellor before the Strategic Planning process began.

1. The Strategic Plan will address the period 2008-2013. However, the Plan must be flexible enough to permit UTC to take advantage of emerging opportunities and to adapt to a changing environment. Systematic reviews of the Strategic Plan will occur every three years during the implementation period.
2. UTC is a metropolitan university in a state university system. The word “metropolitan” is not a geographical designation. Rather, it is a philosophical approach to higher education that indicates our commitment to educate students who will live, work, create, and contribute to metropolitan communities anywhere in the world. More specifically, UTC students, faculty, and staff will see the community as a learning laboratory, as a partner in the teaching, learning, research, and economic development enterprises. The designation of “metropolitan” gives us a distinctive mission and clear set of guiding principles within the larger UT system and within American higher education.
3. UTC students will receive an excellent liberal education through our foundation curriculum in the fine arts, humanities, social sciences, science, and mathematics. Science, mathematics, and technology literacy is a goal for all UTC graduates regardless of major or field of study.
4. UTC students will have available to them a choice of high-quality, state-of-the-art professional and graduate programs. These programs will be closely partnered with business, industry, and other institutions so that they remain current and relevant to the needs of the metropolitan community locally and globally.
5. Higher education in the Chattanooga region and in the United States is a more competitive enterprise than at any time in our history. Therefore, UTC will seek competitive advantage through excellent teaching, sustained high quality in research and community service, and through our contributions to economic development that raise the quality of life for all of our constituents. We will systematically publicize our distinctiveness and our success in media reports, campus publications, scholarly journals, and targeted advertising.
6. UTC seeks to grow in student enrollment through focused, planned enrollment management practices. Growth will be moderate and steady so that we can secure adequate fiscal and capital resources and develop challenging and meaningful programs, degrees, and support services.
7. Diversity in all of its manifestations will continue to be a core value and a distinguishing characteristic of UTC. We will strive to recruit and retain a diverse student body, a diverse faculty, and a diverse staff in order to serve all of the citizens of our community, our region, and our state.
8. Diversity at UTC will include the opportunity to study, live, and work in cultures different from the student’s or faculty member’s own culture. We will develop and enhance international programs for students, faculty, and administrators.

9. UTC's Strategic Plan will complement and further the University of Tennessee system Strategic Plan. Therefore, included among our strategic goals will be the UT strategic goals of student access and success, research and economic development, and outreach and globalization. As with the UT Strategic Plan, the UTC Plan will include measurable objectives and benchmark measures by which we will monitor progress, refine the strategies, and constantly improve UTC's performance and service to our students.
10. Technology is both a means and an end of UTC educational programs. It is a "means" because we will employ the latest proven technologies to achieve our strategic objectives in teaching and learning, research, community service, and economic development. It is an "end" because we will prepare students who will pursue professional careers in emerging technologies that hold the promise for improving lives and enhancing productivity in the 21st Century.
11. UTC will demonstrate its commitment to employees through fair and equitable compensation, benefits, and working conditions. We will strive to develop and maintain a collegial, mutually respectful, and professionally rewarding environment for all employees.
12. UTC faculty and staff will incorporate into our culture a strategic planning mentality. That is, we will continuously survey our changing higher education environment, adapt our tactics and methods to be most successful, and measure our efforts so that we learn and improve as a university community.
13. State appropriations will remain relatively flat in their proportion to the total UTC budget. Therefore, we will aggressively seek foundation and federal government support, as well as private grants and gifts, to allow UTC to provide an outstanding, distinct, and relevant university education to our students.
14. UTC athletic programs will continue to be an integral part of the campus experience. We will emphasize teamwork, leadership skills, ethical decision-making, and individual responsibility in all scholarship and intramural sports.

Appendix D: Selected Demographic Characteristics of the Population 1990 and 2000

	1990	2000
Population	424,303	465,616
Race/Ethnicity		
% Asian	0.7%	1.0%
% Am. Indian	0.2%	0.3%
% Black	13.5%	14.2%
% White	85.7%	82.8%
% Hispanic	1.5%	1.7%
Gender		
% Female	52.3%	51.9%
% Male	47.7%	48.1%
Age		
% <5	6.7%	6.1%
% 5 - 11	9.6%	9.5%
% 12 - 17	8.5%	89.1%
% 18 - 34	26.0%	22.8%
% 35 - 64	36.2%	40.0%
% ≥ 65	13.0%	13.5%
Education Level		
% No High School	14.0%	7.8%
% Some High School	18.3%	15.3%
% High School Graduate	29.3%	29.6%
% Some College	17.6%	22.0%
% 2 Year Degree	5.1%	5.7%
% 4 Year Degree	11.0%	13.1%
% Graduate/Professional Degree	4.8%	6.6%
Poverty Status		
% Below	13.6%	11.9%
% Commuting ≥ 30 min. to work	30.1%	30.4%