



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Vol Vision 2020: Journey to the Top

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Vol Vision 2020

Adopted in 2010, *Vol Vision* set the University of Tennessee, Knoxville (“UT”) on a journey to become a Top 25 public research university. This update to the strategic plan reinforces our commitment to the journey and establishes high-level direction for the next five years.

In January of 2015, Provost Susan Martin appointed a Milestone Review Committee of faculty, students, and staff to refresh *Vol Vision*. The committee evaluated progress since 2010, identified challenges, and led a community-wide listening tour that engaged over 1,400 stakeholders. The group then worked with campus leadership to develop *Vol Vision 2020*.

Objectives

Vol Vision 2020...

- Outlines high-level vision, strategic priorities, metrics, and goals
- Provides a framework for college and division action planning
- Guides resource decisions since priorities are incorporated into annual planning, budget processes, resource allocation, academic program review, performance evaluations, and other processes

Vol Visions 2020 Is Not...

- A multi-year implementation and resource plan
- A comprehensive list of tactical actions with assigned accountabilities

UT developed 63 action plans following the adoption of *Vol Vision* in 2010. The plans outlined tactical action steps, resource requirements, timelines, accountability, and metrics. UT will follow a similar process with *Vol Vision 2020*. We will assign coordinating teams for each priority. Accountability will be assigned for major initiatives, and action plans will be developed as a next step.

An important objective of *Vol Vision 2020* is to better engage colleges and divisions in action planning. In coordination with leadership, colleges and divisions will establish corresponding strategic plans, outline tactical actions, and adopt their own metrics of excellence in support of our strategic direction.

Resource requests associated with actions at all levels will be reviewed and prioritized through the annual budget and resource allocation processes.

Progress

UT has demonstrated significant progress across the strategic priorities and metrics established in 2010. Accomplishments include, but are not limited to:

- Improved graduation rates by 9 percentage points, from 60% to 69%
- Raised first-year retention by 3 percentage points, from 84% to 87%
- Increased Ph.D. degrees by 14%
- Grew sponsored research expenditures by nearly 50%
- Increased the number of Governor's Chairs to 14
- Narrowed faculty and staff salary gaps through five years of regular market and merit salary increases
- Achieved record-setting philanthropic giving of \$235 million
- Initiated a \$1 billion physical transformation of campus

Challenges

Vol Vision 2020 does not underestimate the difficulty of the road ahead. Continued and emerging challenges include, but are not limited to:

- Revenue base more tuition dependent; continued funding challenges
- Intense competition in recruiting students, both in-state and out-of-state
- Limited and fluctuating progress in student retention
- Limited progress in graduate education
- Student and parent concern with tuition and career outcomes
- Heightened competition for sponsored research and large-scale grants
- Sustained faculty and staff salary gaps
- Affordability and support for students with high financial need

Volunteer Difference

If UT is to be successful in the long run, we must differentiate ourselves rather than imitate other universities. An important difference between the original plan and this update is a new emphasis on the Volunteer Difference and our core values (see pp. 10 to 11). Our objective is to define and build on the unique set of strengths that set UT apart from peers. *Vol Vision 2020* outlines the Volunteer Difference and imbeds these themes throughout the plan.

Strategic Priorities

Vol Vision includes six strategic priorities, which are outlined below with illustrative supporting actions. The priorities are presented in greater detail in the Strategic Priorities section of the plan (beginning on p. 16).

Priority One: Undergraduate Education

Recruit, enrich, and graduate undergraduate students who are prepared to enter the global community as lifelong learners and authentic leaders

- Increase enrollment through recruitment and retention; increase number of Tennessee students and out-of-state students (up to 25%)
- Improve academic quality through Experience Learning and innovative new approaches to general education
- Improve retention by facilitating student transitions to UT in the first year
- Support on-time graduation with effective academic and career advising
- Engage alumni in student recruitment and career mentorship

Priority Two: Graduate Education

Strengthen graduate education through an emphasis on excellence and improvement of the graduate student experience

- Grow graduate programs in areas demonstrating excellence to be defined by colleges and departments
- Improve recruitment and financial support to attract excellent students
- Improve graduate student outcomes through focus on career placement and timely completion of degrees

Priority Three: Research, Scholarship, Creative Activity, and Engagement

Strengthen our capacity, productivity, and recognition across our total portfolio of research, scholarship, creative activity, and engagement

- Recognize contributions beyond sponsored research by better engaging colleges, departments, and centers to define indicators of excellence
- Improve competitiveness for sponsored research through proposal support and new strategic partnerships
- Increase student research opportunities to improve academic quality
- Invest in research and information infrastructure to support effectiveness

Priority Four: Faculty and Staff

Attract, retain, and recognize stellar faculty and staff who strive for excellence and proudly embody Volunteer values

- Continue to address salary gaps to support recruitment and retention of faculty and staff talent
- Recognize and reward faculty and staff excellence in performance through merit increases

Priority Five: Resources and Infrastructure

Develop a resource base for the future; continue transformation of campus infrastructure

- Diversify revenues through philanthropy and managed enrollment growth
- Improve operational efficiency through greater space utilization, business process modernization, shared resources, among other opportunities
- Continue to monitor and control costs
- Implement master plan to modernize campus and improve appearance in order to support recruitment and retention efforts

Priority Six: Diversity and Inclusion

Enhance diversity and inclusion to benefit our campus

- Recruit and retain students, faculty, and staff from diverse backgrounds
- Understand and improve campus climate to support retention and national recruitment
- Prepare students to succeed in a diverse and global workplace

Next Steps

Our ultimate success will depend on a sustained commitment to excellence and improvement as part of our institutional culture. Our objective is to incorporate this into the day-to-day work of the university rather than a periodic or one-time effort.

As we move forward with implementation, we will regularly update campus on progress against campus metrics and goals. We will provide updates on more specific action plans and progress associated with tactics. We will also report on progress at the division and college levels against their plans and indicators of excellence.

2020 Campus Goals

We continue with the metrics established in 2010 to measure progress against our priorities. The chart below shows our baseline performance, our current performance, and projected goals for 2020. We will need to formalize metrics for diversity and inclusion as a next step (illustrative example provided on p. 55).

| Description | 2010 Baseline | 2014 Comparative | 2020 Goal |
|-------------------------------------------------|--------------------------|-----------------------------|--------------------------|
| Undergraduate Education | | | |
| ACT Equivalent 75th/25th Percentile | 29 / 24 | 29 / 24 | Remain at Peer Range |
| First-to-Second-Year Retention | 84% | 87% | 90% |
| Six-Year Graduation | 60% | 69% | 80% |
| Graduate Education | | | |
| PhD Degrees | 277 | 317 | 365 |
| Master's/Professional Degrees | 1,845 | 1,811 | 2,083 |
| Research and Engagement | | | |
| Federal Research Expenditures* | \$70 M | \$128 M | \$227 M |
| Total Research Expenditures* | \$165 M | \$246 M | \$436 M |
| Faculty and Staff | | | |
| Faculty Salary Range (Full to Assistant) | \$108K to \$67K | \$130K to \$76K | Narrow Gap with Peers |
| Undergraduate Student to Tenure-Line Faculty | 20 | 19 | Remain at Peer Range |
| Faculty Awards** | 10 | 12 | Narrow Gap with Peers |
| Resources and Infrastructure | | | |
| Teaching and Support Expenditures/Student | \$16,100 | \$19,487 | \$22,400 |
| Five-Year Average Philanthropic Support *** | N/A | \$83.5 M | \$110 M |

*Research expenditures are the Knoxville area and include the UT Institute of Agriculture.

** The source for faculty awards data is the Center for Measuring University Progress (CUMP)

*** *Vol Vision 2020* adopts five-year average philanthropic support. This replaces the previous endowment per student metric.

Background and Process

Background

Vol Vision is the strategic plan for the University of Tennessee, Knoxville (“UT”). The mission, vision, values, and strategic priorities set forth in this plan serve as a unifying set of principles and goals that allow students, faculty, staff, and administrators to align actions and resource decisions around a common vision.

This plan grows out of a bold “Top 25 challenge” first proposed by Governor Phil Bredesen in 2009 and continues with support from current Governor Bill Haslam. Central to our plan is more than a decade of statewide work across these two gubernatorial administrations to develop some of our nation’s most creative higher education initiatives. Programs include the HOPE Lottery Scholarship, the Drive to 55, Tennessee Promise, the outcomes-based funding formula, and, most recently, the Reconnect and Complete initiative. Our strategic plan aligns UT as a strong partner in support of the state’s commitment to improving the lives of Tennesseans through higher education.

Milestone Review Process

Provost Susan Martin convened a Milestone Review Committee in January 2015 to refresh *Vol Vision* for the next five years. The first phase of the process, completed in August 2015, was a strategic assessment of past progress and future challenges, accompanied by recommendations for campus consideration. In the second phase, completed in December 2015, the committee engaged more than 1,400 students, faculty, staff, alumni, parents, and other stakeholders in nearly forty meetings, forums, and online feedback opportunities to gather input on strategic direction. Finally, the committee worked with campus leadership to develop *Vol Vision 2020*. See Appendix A for the committee’s membership and process.

Mission, Vision, Values, and the Volunteer Difference

Mission

The primary mission of the University of Tennessee is to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state of Tennessee, the nation, and the world. As the preeminent research-based land-grant university in the state, UT embodies the spirit of excellence in teaching, research, scholarship, creative activity, outreach, and engagement attained by the nation's finest public research institutions.

Vision

We seek to establish the University of Tennessee as a top tier public research university. Inherent in this vision is an acknowledgement that UT is currently a premier institution. Our vision reflects a desire to contribute to the legacy of the University and its longstanding tradition of excellence.

Journey to the Top

The journey means a long-term commitment to excellence defined as follows:

- **Public Research University.** We seek to establish UT as a top-tier public research university. Our vision balances undergraduate education outcomes with research and graduate education aspirations.
- **Excellence.** Our aspirations are broader than a single metric or ranking. The journey challenges each college, division, and department to strive for excellence and quality in programs and services.
- **Volunteer Difference.** We do not seek to imitate other universities. The journey embraces our Volunteer identity and builds on the strengths that differentiate UT from peers.
- **Commitment.** We do not underestimate the difficulty of the journey ahead. Our success will depend on a sustained commitment to improvement as a part of our culture.

We are on this journey to improve the quality of the university. Through this effort, we will increase the value of a UT degree to benefit students and alumni.

We will broaden the impact of our academic and research accomplishments. We will continue to drive economic development and support the state's higher education attainment goals as Tennessee's flagship university. Finally, we will position UT for long-term success in a changing and increasingly competitive higher education environment.

Volunteer Values

Vol Vision 2020 evokes the Volunteer Values first outlined in 2010.

Promoting an institutional culture of continuous improvement is the key to pursuing and achieving excellence. This culture is guided by adherence to core values that define the Volunteer spirit and permeate who we are, what we do, and our approach to living and learning at UT and beyond. Though our strategic focus may change over time, we remain committed to the following values:

- **Seeking Knowledge.** The Volunteer spirit is intelligent, curious, and honors freedom of speech and the free exchange of ideas. This type of inquiry encourages intellectual growth, a lifelong pursuit of knowledge, and a sharing of this knowledge, as embodied by the Torchbearer.
- **Leading with Innovation and Integrity.** We know that solutions to modern problems arise through an understanding and application of existing data, but also through creative thinking. Volunteers value character and integrity. The best leaders foster ethical and professional behavior such as open dialogue, transparency, and accountability within their groups.
- **Advancing Diversity and Inclusion.** The Volunteer community encompasses faculty, staff, students, and alumni of different cultures and backgrounds. Respecting the contributions and strengths of each individual is integral to teamwork and to fostering a culture of inclusive excellence.
- **Engaging Locally and Globally.** Volunteers get involved. Whether acting within our local and extended communities or embracing global challenges, the UT community strives to make a difference.
- **Embracing Responsible Stewardship of Resources.** Sustainability of resources, whether in terms of financial resources, infrastructure, or the environment, is key to a healthy institution. Practicing these values at UT builds a lifelong respect for managing resources responsibly.

Volunteer Difference

Vol Vision 2020 builds on our unique set of strengths. As we asked campus stakeholders to reflect on our Volunteer identity, the following themes emerged and are incorporated throughout the plan:

- **Volunteer Community.** The Volunteer community and spirit extends across students, alumni, faculty, staff, and supporters. We are viewed as a positive workplace by faculty and staff. Our traditions of excellence, leadership, and service span over 225 years and connect the campus community as a whole. Our legacy of athletic excellence continues and contributes to the Volunteer spirit.
- **Mission.** UT is one of the few universities in the country that serve as both the state flagship and land-grant institution while also being located in an urban setting. As a flagship, we are comprehensive, valuing a balance of academic disciplines. We value access and engagement as part of our land-grant mission.
- **Academic and Research Excellence.** Our faculty expertise, academic programs, and research centers represent broad excellence across a multitude of disciplines. Our faculty include renowned scholars and leaders in their fields. Our partnership with Oak Ridge National Laboratory, in addition to those with other government, corporate, and nonprofit entities, provides unique opportunities for research and academic collaborations.
- **Student Experience.** We offer students a quality education with a wide variety of opportunities and experiences. We are a value in higher education. Our students maintain lower student debt loads than national averages.
- **Alumni Network.** Our alumni network spans more than 200,000 Volunteers across the globe with exceptional dedication to the UT community. Students frequently note that alumni connections positively influenced their decision to attend UT.
- **Place.** The Knoxville region provides UT with a dynamic environment and destination of choice —culturally rich with a healthy economic base and a location near the foot of the Great Smoky Mountains.

Progress, Challenges, and Areas for Improvement

Progress

UT has made substantial progress since the adoption of *Vol Vision* five years ago:

- **Undergraduate Education.** UT has maintained incoming student quality in an increasingly competitive recruitment environment. We increased first-to-second year retention and six-year graduation rates. In both metrics, we have narrowed the gap to peers. UT was recognized as a national leader in graduation and retention rate improvement with the 2014 “Most Visible Progress” Trailblazer award from the Association of Public and Land-grant Universities.
- **Graduate Education.** UT made investments in graduate stipends, developed innovative graduate programs, and worked to improve the graduate student experience. While UT has increased PhD degrees conferred, the number of master’s and professional degrees conferred has decreased. The gap between the peers and UT has increased in these areas.
- **Faculty and Staff.** UT has addressed both faculty and staff salary gaps through market and merit salary increases. Progress in philanthropy, including the Chancellor’s Faculty Support Challenge, has contributed to this effort. New programs were implemented to improve recruitment, support professional development, and promote a collegial work environment for faculty and staff.
- **Research and Engagement.** UT has increased both federal and total sponsored research expenditures over the past five years. Several actions contributed to this accomplishment including new partnerships, the Governor’s Chairs program, and increased support for proposal development. In addition, UT earned the “Community Engagement” designation from the Carnegie Foundation.
- **Resources and Infrastructure.** UT has strengthened its resource base over the past five years. Teaching and other support investments per student have increased. Philanthropic contributions reached record high levels last year. The campus has implemented cost savings and budget reallocation efforts. Finally, UT continues its physical transformation effort, initiating nearly \$1 billion in construction projects since 2010.

Rankings

Many of UT's colleges, departments, and programs rank very highly in the numerous higher education ranking systems. Some of these indexes rank the entire campus, while others are specific to colleges and programs. No two indexes use the same methodology and metrics.

The Center for University Measurement and Performance designated UT a Top 25 institution in its most recent rankings. UT is now ranked in 47th position in the 2016 *US News and World Report's Top Public Universities*, five spaces higher than our rank at the beginning of our journey in June 2010. UT is also ranked as a value in higher education in the *Kiplinger's Personal Finance* and Princeton Review rankings.

Four colleges compare favorably among public universities in their respective *US News* graduate school rankings as of 2015: the College of Social Work (No. 23), the College of Law (No. 27), the Haslam College of Business (No. 32), and the College of Engineering (No. 36). *DesignIntelligence* ranks the College of Architecture as 13th among public universities. Two colleges rank among the top public universities in *US News* undergraduate program rankings: the Haslam College of Business (No. 30) and the College of Engineering (No. 36). It is important to note that rankings do not exist for some colleges.

Many academic programs rank in or near the Top 25 of public universities or have achieved national distinction in their fields. These programs include, but are not limited to, the following: nuclear engineering, supply chain and logistics, sports management, clinical law training, biosystems engineering, aerospace engineering, civil engineering, electrical engineering, information sciences, art, printmaking, geography, microbiology, modern foreign languages (Spanish and Portuguese), clinical psychology, counseling psychology, anthropology, evolutionary biology and ecology, animal sciences, theatre - opera, agriculture economics, and food science. UT's online master's of social work program ranks second in the country. Similar to colleges, rankings do not exist for some academic programs.

In addition, the UT Libraries consistently ranks in or near the Top 25 of public universities in the annual rankings of the Association of Research Libraries.

Challenges

UT must acknowledge and adapt to a changing environment. The committee consulted with experts to identify the following trends that may impact our future:

- **Changing Revenue Base.** Like those of many other public universities, UT's resource base has changed in recent years. Where state appropriations once accounted for the highest percentage of total revenue, tuition and fees are now the largest source. While UT has experienced strong support from the State of Tennessee, funding levels are unlikely to return to previous percentages. Federal funding for research is also expected to increase modestly or remain flat. As a result, UT will be more dependent on enrollment, philanthropy, new partnerships, and other revenue streams in the future.
- **Increasing Competition for Students.** Recruiting students in the near future will become even more competitive than it is today. As universities across the country become more dependent on tuition, many are adopting aggressive recruitment and tuition discounting strategies even as the number of college-bound students is expected to decrease. In addition, undergraduate students and parents are increasingly concerned with affordability and career outcomes. Interest in graduate education typically fluctuates and has experienced a recent national decline. This may heighten competition for graduate students.
- **Shifting Demographics.** Tennessee is less racially and internationally diverse than the United States as a whole. However, demographics of both the nation and the state are projected to become more diverse. This trend underscores the importance of positioning the campus for future competitiveness. Furthermore, employers expect new graduates to be culturally conversant and demonstrate the ability to work across differences in an increasingly complex work environment.
- **Continuing Funding Challenges.** We began our journey in the face of economic challenges in 2010. UT's experience over the past five years demonstrates that substantive progress, even compared to better-funded peers, can be made despite lower funding levels. Funding challenges are projected to continue in the future. UT will need to continue to be resourceful, efficient, and entrepreneurial.

Areas for Improvement

The committee led a listening tour that engaged over 1,400 faculty, staff, students, administrators, alumni, parents, and others regarding strategic direction. This section summarizes themes for improvement from these sessions.

Suggestions for improvement in undergraduate education related to academic and career advising, recruitment, connecting students to campus early in their experience, Experience Learning and mentoring programs, affordability, and alumni connections. Many expressed the need to grow undergraduate enrollment, including in out-of-state enrollment. Student financial support, recruitment, and career development were identified as themes for improvement in graduate education. Students also expressed the need for process efficiency, often stating that processes and services are not always coordinated and designed with the students in mind.

Many faculty expressed the need to recognize contributions beyond sponsored research. There also is support to increase competitiveness for sponsored research. We need to improve the communication of our success stories and continue to invest in infrastructure.

Faculty and staff recommend that UT continue to address the salary gap, improve professional development, and increase diversity, especially in faculty ranks. Some expressed concern with the size of the faculty and level of staff support due to the pressures of growth. Many identified the need to build new staff capabilities to keep pace with changing campus needs. There was support for a greater emphasis on staff excellence.

Participants supported continued campus transformation with progress in sustainability and accessibility. Areas for improvement related to parking and dining. With respect to technology, participants expressed the need to continue work related to information systems integration and data quality and access.

Campus stakeholders strongly supported the new strategic priority. There was a common feeling that a diverse campus profile and welcoming community are essential for student and institutional success. Students representing different backgrounds—campus veterans, African-American, LGBTQ+, and others groups—each expressed feedback to the administration regarding campus climate throughout the process.

Strategic Priorities

Overview

In this section, we present the refreshed strategic priorities, and we provide an assessment of progress against the goals established in the original strategic plan in 2010. We comment on anticipated challenges and outline strategic directions, action priorities, and goals.

In many areas, the review compares UT's performance to that of a target peer group. This group includes the University of Georgia, Clemson University, the University of Minnesota, Texas A&M University, Rutgers University, Michigan State University, Indiana University, and Purdue University.

The data presented may not reflect the most recent year performance. Unless otherwise noted, the baseline year reflects 2009, and the year of comparative data is 2014.

For reference, a summary of the original strategic directions and goals adopted in 2010 under *Vol Vision* is provided in Appendix B.

Priority 1: Undergraduate Education

Progress

Over the past five years, incoming student quality, as measured by ACT scores, has remained equivalent to the target peer group. UT improved by 3 and 9 percentage points, respectively, in first-to-second-year retention and six-year graduation rates. This improvement surpassed target peers, and the gaps narrowed in both measures.

While we did not meet the goals of 90 percent first-to-second-year retention and 75 percent six-year graduation set by *Vol Vision*, progress in undergraduate education can be considered a success. As an indicator, UT was recognized as a national leader in graduation and retention improvement with the 2014 “Most Visible Progress” Trailblazer award from the Association of Public and Land-grant Universities.

UT Performance

| Metric | 2010 Baseline | 2014 Comparative | Change |
|----------------------------------------|------------------|---------------------|---------------|
| ACT Equivalent 75th/25th Percentile | 29 / 24 | 29 / 24 | At Peer Range |
| First-to-Second-Year Retention | 84% | 87% | +3% |
| Six-Year Graduation | 60% | 69% | +9% |

Target Peer Performance

| Metric | 2010 Baseline | 2014 Comparative | Change |
|----------------------------------------|------------------|---------------------|-------------|
| ACT Equivalent 75th/25th Percentile | 28.5 / 23.5 | 29 / 24 | + .5 / + .5 |
| First-to-Second-Year Retention | 90% | 92% | +2% |
| Six-Year Graduation | 75% | 79% | +4% |

Source: National Center for Education Statistics, IPEDS

An action plan developed in 2011 emphasized the importance of graduation in four years. To support this direction, UT adopted a new 15/4 tuition model, expanded sections in high-demand courses, and implemented uTrack. The uTrack system, supported by eight-semester graduation plans for each major,

provides students with a tool to help to stay on track for graduation. In addition, UT added professional advisors and increased access to other core support services such as tutoring. An integrated one-stop center for student service was established. UT expanded effective programs aimed at raising first-year retention rates with additional sections of Ignite Summit, new living and learning communities, and broader first-year studies programs. Finally, UT improved the use of data and analysis to identify reasons for attrition and develop more effective retention strategies.

Over the past five years, campus leadership has worked to develop a culture that values “on-time” graduation. UT’s four-year graduation rate improved 8 percentage points over the past five years. Our on-time graduation strategy should be noted for its contribution to affordability, institutional effectiveness, and degree production. This direction also supports Governor Haslam’s Drive to 55, an initiative to increase the number of Tennesseans equipped with a college degree.

Challenges

Several issues present UT with a new set of challenges in undergraduate education. As identified in strategic considerations for 2020, a pressing challenge is the increasingly competitive environment for recruiting students.

Another challenge is the growing public emphasis on career outcomes. Our students need to be prepared to succeed in an increasingly complex workforce regardless of the major and occupation they choose. Success in today’s global workforce also requires leadership skills that include an ability to effectively work across differences. This underscores the importance of Experience Learning and student leadership development. It also reinforces the need to help students gain an appreciation for different backgrounds and cultures while at UT.

We have maintained a commitment to access and affordability over the past five years. Today, nearly half of UT students graduate with no student debt. Average debt loads for UT students fall below national averages. As an indicator of access, roughly 30 percent of UT’s undergraduate students are eligible for Pell grants, much higher than target peer averages. Our future challenge will be to continue this commitment to access in light of a changing resource base.

Finally, Tennessee is the first state in the nation to provide access to free community college for graduating high school seniors. The Tennessee Promise

program is likely to have an impact on UT's transfer student enrollment patterns in the future, but the full impact remains unknown at this point.

Strategic Direction 2020

Recruit, enrich, and graduate undergraduate students who are prepared to enter the global community as lifelong learners and authentic leaders

Over the next five years, UT will continue to admit qualified diverse students and improve the retention and graduation of those students. We strive to be within range of target peers in these categories by 2020.

We will achieve this goal by connecting students to innovative and meaningful learning experiences that prepare them for leadership in their fields upon graduation. Our objective is to equip students to make lifelong contributions to their professions and communities.

We will emphasize a quality undergraduate experience that is academically rigorous, situated in a community of care and support. Over the next five years, we will foster excellence in teaching and education innovation inside and outside the classroom. We will cultivate the leadership, communication, teamwork, and problem-solving talents of all students. We will enrich the classroom with real-world experiences, global awareness, and undergraduate research. We will also reinforce an appreciation for different experiences.

We will strengthen a culture that expects on-time graduation. This strategy is important to our ability to remain affordable, operate efficiently, and contribute to the Drive to 55. We will continue to improve academic support systems to help students remain on track to timely graduation. Over the next five years, we will emphasize effective advising to help our students explore, identify, and complete academic paths that lead to rewarding careers.

Students and alumni identify traditions, leadership opportunities, service, and connections as important attributes of the Volunteer experience. We will foster student engagement in experiences espousing the traditions of leadership and service that define our community. We will continue to engage our alumni to enrich our campus community and student experience, especially in student recruitment and professional networking.

With stronger competition for students expected in the future, our strategy to manage growth will include both student recruitment and retention. We will

proactively recruit well-qualified students and integrate retention strategies to support the success of students. We will strengthen transfer pathways to UT for veterans and those who participate in the Tennessee Promise. We will also work to diversify our campus profile through recruitment and student success.

We will continue our primary mission of service to Tennessee. We will provide an increasing number of Tennessee students with access to an affordable quality education. We will develop the talents of these students to allow them to contribute to the long-term vitality of the state of Tennessee through leadership, service, and innovation.

Finally, we will promote coordinated communication, services, and administrative processes with a student-centric philosophy. As a campus, we will encourage the highest levels of operational and cost efficiency balanced with a commitment of service to students. We will also continue to advance the use of data to improve overall effectiveness and services for students.

Action Priorities

Action priorities will serve as a framework to help guide efforts and resource decisions over the next five years.

Recruitment and Retention

- **Increase Undergraduate Enrollment through Recruitment and Retention.** Recruit and retain well-qualified students. Improve transfer pathways to UT. Increase out-of-state students by up to 25%. Continue our primary mission of access to Tennessee students.

Education Innovation and Student Experience

- **Innovate in Experience Learning and Education.** Pursue innovative opportunities to challenge and engage students in and out of the classroom through Experience Learning. Create a new approach to general education that reinforces Volunteer values and lays the foundation for academic success.
- **Support On-Time Graduation Expectations through Effective Academic Support Systems.** Transform our approach to advising to better serve the academic and career ambitions of students. Support on-time graduation expectations with effective student success programs,

clear paths to completion, courses when they are needed, and useful technology tools.

- **Engage Students in the Volunteer Experience.** Facilitate student transitions to UT by engaging students early in their college careers. Engage students in leadership and service opportunities that contribute to the campus, Knoxville region, and state. Emphasize student safety and wellness to enrich the Volunteer experience.

Engagement after Graduation

- **Emphasize the Lifelong Volunteer Network.** Encourage students to be Volunteers for Life, contributing their service and support to the UT community as students and alumni. Engage alumni to support student recruitment and career advising.

Effectiveness and Cost Management

- **Implement Student-Centric Communication and Efficiencies.** Coordinate to deliver communication, processes, and services from a student-centric perspective. Streamline processes for efficiency, but also improve service outcomes for students.
- **Elevate Quality and Use of Student Data.** Improve availability, reliability, and use of data to support effective decisions and manage costs.

2020 Goals

| Metric | 2010 Baseline | 2014 Comparative | 2020 Goal |
|----------------------------------------|------------------|---------------------|-------------------------|
| ACT Equivalent 75th/25th Percentile | 29 / 24 | 29 / 24 | Remain at Peer Range |
| First-to-Second-Year Retention | 84% | 87% | 90% |
| Six-Year Graduation | 60% | 69% | 80% |

Indicators of Excellence

Indicators of excellence will engage colleges and divisions in defining specific goals for undergraduate education. Examples may include:

- **Experience Learning:** Number of students engaged in Experience Learning, quality of outcomes
- **Volunteer Student Experience:** Number of students engaged in co-curricular activities and leadership experiences, quality of experience
- **Student Learning Outcomes:** Progress in discipline-specific learning outcomes
- **Career Outcomes/Placement:** Data on first job placement or advanced education of students after graduation

Priority 2: Graduate Education

Progress

UT's progress in graduate education over the past five years has been mixed. PhD degrees conferred increased by 14 percent, from 277 to 317. Target peers also increased degree production, at a higher rate. As a result, the gap to peers increased in this metric. Since the baseline year, master's and professional degree production decreased by 2 percent. In contrast, target peers increased in this category. Both graduate education metrics fell short of the goals established in *Vol Vision*: a 30 percent increase in PhD degrees awarded and a 15 percent increase in master's and professional degrees awarded.

UT Performance

| Metric | 2010 Baseline | 2014 Comparative | Change |
|----------------------------------|------------------|---------------------|-----------|
| PhD Degrees | 277 | 317 | +40 (14%) |
| Master's/Professional Degrees | 1,845 | 1,811 | -34 (-2%) |

Target Peer Performance

| Metric | 2010 Baseline | 2014 Comparative | Change |
|----------------------------------|------------------|---------------------|------------|
| PhD Degrees | 486 | 574 | +88 (18%) |
| Master's/Professional Degrees | 2,130 | 2,672 | +542 (25%) |

Source: National Center for Education Statistics, IPEDS

Since 2010, UT has taken action to improve graduate education. UT raised its commitment to graduate student funding to improve competitiveness in recruitment and retention. UT's investment in assistantships grew by nearly 24 percent, from \$31.8 million in 2010 to \$39.3 million in 2014. The median value of assistantships steadily increased during this time. It is important to note that the level of increase varied by department.

Highlights of accomplishments include growth in PhD and master's degree production in STEM-related areas and the expansion of professional offerings through new online programs. The number of graduate students receiving

National Science Foundation research awards more than doubled between 2010 and 2014. UT added new interdisciplinary and dual degree programs, including an innovative doctoral program aligned with the Bredesen Center for Interdisciplinary Research and Graduate Education.

Finally, UT expanded services to graduate students, including streamlined admissions processes, additional advising and mentoring programs, new leave-of-absence policies, new teaching certifications, and increased funds for travel. The Graduate School has worked with colleges, departments, and programs to increase efforts in diversity recruitment by initiating new visitation programs and facilitating stronger links to historically black colleges and universities and the McNair Scholars Program.

Challenges

Several issues present challenges in graduate education. On a national scale, there has been modest growth in master's degree applications, but a recent decline in PhD applications. Trends further demonstrate that doctorate recipients are more likely to pursue nonacademic careers than in the past, which relates to the need for additional career development for doctoral students.

Over the past five years, UT has experienced an overall decline in total graduate enrollment, driven by decreases in master's and professional degree candidates. The number of both master's and PhD applications remained flat. However, certain programs experienced growth despite the trend.

The graduate financial support and tuition model continues to be a challenge for many academic programs. While investment in graduate student funding has increased, the majority of disciplines continue to fall below the funding levels offered at competing universities. Some departments report that the number of available tuition waivers for students limits opportunities for growth.

There typically is a high cost associated with competitive student financial support packages, especially for doctoral students, to include stipends, waivers, and benefits.

The current out-of-state tuition structure poses challenges, particularly for online programs. Due to the lower pricing strategies of online competitors, many UT programs find it difficult to compete for students outside Tennessee and grow to scale.

Strategic Direction 2020

Strengthen graduate education through an emphasis on excellence and improvement of the graduate student experience

Excellent graduate programs and high-achieving graduate students are hallmarks of leading public research universities. Today, UT has several graduate programs of national prominence across a variety of academic disciplines. To achieve national distinction, we will need to foster excellence in academic programs, both existing and emerging. Over the next five years, we will increase graduate degree production through an emphasis on excellence.

As a broad strategic direction, we will engage academic programs to define measures of excellence in graduate education. Recognizing that growth in graduate education requires investment, we will develop a sustainable resource model to support growth goals. In line with the core values of a flagship university, we commit to comprehensive excellence and a healthy balance of growth across disciplines. We further commit to growth at the doctoral and master's and professional degree levels.

Over the next five years, we will encourage academic programs to develop recruitment plans for graduate education that align with academic strengths, faculty capacity, and student opportunity. We will emphasize growth in areas that demonstrate excellence. We will also encourage our faculty to integrate graduate education with areas of leading-edge collaborative research and scholarly activity, which may result in growth through innovative new programs.

We will support growth in master's and professional degree programs. Over the next five years, we will increase professional degree programs in areas of existing and emerging student demand, which includes programs for nontraditional and working students. This direction will require flexibility in the curriculum delivery to include models that leverage online modes of delivery and alternative schedules to accommodate working professionals. We will also review the tuition model for online programs to be more competitive on a national scale.

Over the next five years, we will improve our ability to recruit an exceptional body of graduate students. Our strategy will include recruitment of diverse and global students. During our period of stakeholder outreach, graduate students expressed that accomplished faculty, quality academic programs, and innovative research opportunities positively influenced their decision to enroll at UT. While we expect that our commitment to excellence will improve our ability to attract well-qualified students over time, we will improve our tactical recruiting practices to

be more competitive for these students. We will also improve financial support packages, including stipends, tuition waivers, and benefits, to be competitive in the market.

Prominent graduate programs demonstrate strong graduate student success and career placement results. Over the next five years, we will support students in completing programs in a timely manner. We will support graduate students in evaluating career options and provide relevant training to result in competitive placement after graduation. We will also engage our alumni network, where applicable, to assist with career placement for graduate students.

Consistent with our direction in undergraduate education, we will promote coordinated communication, services, and administrative processes with a student-centric philosophy. We will also continue to advance the use of data to improve effectiveness and evaluate excellence.

Action Priorities

Action priorities will serve as a framework to help guide efforts and resource decisions over the next five years.

Excellence

- **Define and Track Indicators of Excellence.** Define indicators of excellence at the college or academic department level.

Enrollment

- **Increase Graduate Enrollment through an Emphasis on Excellence.** Engage colleges and departments to develop growth plans to support excellence in graduate education, including doctoral, master's, and professional degree programs.
- **Improve Graduate Recruitment and Financial Support.** Improve recruitment of outstanding candidates by targeting well-qualified students. Improve recruitment of students from diverse backgrounds and international students. Develop a more competitive and sustainable model for graduate financial support to include investments in stipends, waiver allocation, benefits, and tuition support for students with prestigious externally funded fellowships. Evaluate tuition alternatives for online programs.

Student Success and Placement

- **Improve Graduate Student Success and Career Placement.** Ensure that graduate students complete degrees in a timely manner. Support graduate students with improved career coaching, training in teaching, and career placement support.
- **Emphasize Lifelong Volunteer Network.** Encourage graduate students to be Volunteers for Life, contributing their service and support to the UT community as students and alumni. Engage alumni to support student recruitment and career advising.

Effectiveness and Cost Management

- **Student-Centric Communication and Efficiencies.** Coordinate to deliver communication, processes, and services from a student-centric perspective. Streamline processes for efficiency, but also improve service outcomes for students.
- **Elevate Quality and Use of Student Data.** Improve availability, reliability, and use of data to support effective decisions and manage costs.

2020 Goals

| Metric | 2010 Baseline | 2014 Comparative | 2020 Goal |
|----------------------------------|------------------|---------------------|--------------|
| PhD Degrees | 277 | 317 | 365 |
| Master's/Professional Degrees | 1,845 | 1,811 | 2,083 |

Indicators of Excellence

Indicators of excellence will engage colleges and divisions in defining specific excellence goals for graduate education. High-level guidance for indicators is as follows:

- **Enrollment:** Enrollment trends, application trends
- **Student Qualifications:** Student entering qualifications, entering test scores and academic achievement (as applicable)
- **Student Progression:** Degree completion rates, time to degree
- **Student Accomplishments:** Graduate student accomplishments in research, scholarship, and creative achievement; prestigious awards and fellowships
- **Outcomes:** Career placement

Note: Indicators in graduate education may need to be tracked at the department level, depending on the college.

Priority 3: Research, Scholarship, Creative Activity, and Engagement

Progress

UT increased federal research expenditures by 83 percent, from \$70 million to \$128 million. Total research expenditures increased by 49 percent, from \$165 million to \$246 million. UT outpaced growth patterns of the target peer group in both percentage and total dollars. UT exceeded goals in federal research expenditure growth set in the original *Vol Vision*.

We note that for the purposes of this analysis the research expenditures listed below reflect the Knoxville area, to include the UT Institute of Agriculture. Since this area is integrated into the main campus organization at most target peers, the definition allows for a closer comparison.

UT Performance

| Metric | 2010 Baseline | 2014 Comparative | Change |
|-------------------------------|------------------|---------------------|---------------|
| Federal Research Expenditures | \$70 M | \$128 M | +\$58 M (83%) |
| Total Research Expenditures | \$165 M | \$246 M | +\$81 M (49%) |

Target Peer Performance

| Metric | 2010 Baseline | 2014 Comparative | Change |
|-------------------------------|------------------|---------------------|---------------|
| Federal Research Expenditures | \$182 M | \$240 M | +\$58 M (32%) |
| Total Research Expenditures | \$427 M | \$524 M | +\$97 M (23%) |

Source: National Science Foundation's Higher Education Research and Development Survey. Baseline is FY2008. Current is FY 2014. Values presented above include UT Knoxville and the UT Institute of Agriculture.

Several actions contributed to the increase in funded research. UT established new partnerships on multiple fronts. UT expanded its relationship with Oak Ridge National Laboratory, involving Governor's Chairs, joint faculty appointments, and joint institutes. UT has added seven Governor's Chairs since 2010. These efforts also included the strengthening of the Cherokee Farm

Innovation Campus. In addition, UT greatly expanded services to support faculty pursuing large grants, centers, and multidisciplinary initiatives. We also expanded outreach efforts between faculty and federal stakeholders in DC, including program managers. UT expanded support of faculty in pursuit of funded research from corporate and foundation sponsors.

UT faculty received several prestigious awards and recognitions from federal agencies and national foundations. In addition, faculty engaged increasing numbers of undergraduate and graduate students in research opportunities. We expanded the Office of Undergraduate Research to support this direction.

UT earned the Community Engagement designation from the Carnegie Foundation in 2015. With this classification, UT reinforces the institutional importance of its engagement and outreach mission.

Challenges

Measuring the full impact of contributions related to research, scholarship, creative activity, and engagement remains a challenge. *Vol Vision* metrics focus on research expenditures. These data points are regularly tracked by government agencies and viewed as important national comparative research metrics. However, funded research alone does not capture the full scope of faculty contributions. Measures of scholarship, creative activity, and engagement tend to be less standardized and more discipline-specific. Comparative data may not be readily available. Without a reasonable attempt to recognize our full breadth of accomplishments, we are unable to display our portfolio of achievements, engage the full potential of our faculty talent, and recognize excellence across the campus.

Projected federal funding levels present a separate challenge. Funded research remains critical to UT's ability to raise its national profile. However, federal funding levels tend to fluctuate. Growth in federal funding is expected to be modest or flat in the near future. UT has outperformed peers in funded research gains over the past five years. Maintaining this trajectory may require UT to cultivate opportunities to work with additional federal agencies than in the past. Growth in corporate and foundation partnerships in both domestic and international markets may also be more important over the next five years.

Aligning campus with anticipated changes in strategic priorities of major sponsors will be another challenge. Sponsors are expected to increase focus on transdisciplinary and big-team research. Attention to the responsible conduct of

research is expected to continue, emphasizing attention to compliance. The importance of commercialization is another emerging trend with both government and other external sponsors.

Quality research space, facilities, and start-up packages are important to attracting and retaining research talent. As an example in support of this direction, UT is pursuing a core facilities strategy to improve the quality of research infrastructure in a cost-effective, shared environment. While UT has made progress in both areas over the past five years, peers are also investing in these areas despite projections for modest to flat growth in federal funding.

Strategic Direction 2020

Strengthen our capacity, productivity, and recognition across our total portfolio of research, scholarship, creative activity, and engagement

Leading public research universities foster excellence across a diverse scope of research, scholarship, creative activity, and engagement in order to contribute solutions to local, national, and global problems. As UT continues our journey, we must broaden our scope to support innovation and scholarly contributions across all disciplines. We must also enhance our commitment to engagement and service to Tennessee, aligned with our mission as the flagship and land-grant university for the state.

Over the next five years, we will recognize and celebrate contributions across the total research portfolio—in funded research, scholarship, creative activity, and engagement, both in and across disciplines. We will engage colleges, academic departments, and research centers to define discipline-specific indicators of excellence to better identify the accomplishments of our faculty. Inherent in this initiative will be an expectation to track outcomes and celebrate success stories as a campus. We will also communicate our major accomplishments to national and international audiences in support of our academic reputation.

Over the next five years, we will shift our traditional paradigms to improve our ability to compete on national and international levels for large-scale research opportunities. We will pursue transdisciplinary research, which will require UT to cut across academic boundaries and disciplines to support new fields of discovery and innovation. We will seek opportunities that operate at the nexus of government, university, industry, and foundational partnerships. Finally, we will support opportunities to transition innovation into entrepreneurial ventures.

To further support our strategy to be more competitive for sponsored research, we will continue to improve proposal support for research grants and contracts. We will pursue strategic partnerships to expand our funded research opportunities. We will also deepen our relationship with current sponsors and target opportunities to partner with different federal agencies.

As a land-grant university and with the Community Engagement designation from the Carnegie Foundation, we will continue to focus on engagement as core to our mission. Engaged scholarship cuts across the missions of teaching, research, and outreach. Rather than being a separate activity, engagement is a particular approach that emphasizes campus-community collaboration. Over the next five years, we will support excellence in engagement to support this direction. We will integrate engagement with our educational mission through Experience Learning.

Leading research universities engage students in innovation and discovery. We will improve the integration of research, scholarship, creative activity, and engagement in our undergraduate programs to promote innovation and problem-solving skills. We will also provide our graduate students with meaningful opportunities to work with our faculty in order to make substantive contributions.

Finally, we recognize the need for research support and infrastructure if we are to be effective in our pursuits. We will implement a campus master plan that increases the amount and quality of research space. We will also pursue core facilities to provide research infrastructure and equipment in a more cost-effective environment. Finally, we will enrich a culture that values compliance with regulations and requirements of sponsored research.

Action Priorities

Action priorities will serve as a framework to help guide efforts and resource decisions over the next five years.

Excellence Across the Total Research Portfolio

- **Define and Track Indicators of Excellence.** Engage colleges, academic departments, and research centers to define indicators of excellence in research, scholarship, creative activity, and engagement. Track and report significant accomplishments of faculty across disciplines.

- **Recognize Excellence and Celebrate Success.** Recognize and support excellence across different disciplines and in transdisciplinary efforts. Enhance communication vehicles to promote innovation and scholarship accomplishments on a national and international scale to enhance the reputation of the university.

Paradigm Shifts

- **Support Transdisciplinary Research.** Continue to support transdisciplinary research through initiatives that promote teaming and integration across disciplines. Evaluate opportunities to align faculty evaluation and promotion processes to recognize and promote excellence in transdisciplinary research.
- **Promote Government, Industry, University, and Foundation Nexus.** Encourage a holistic approach to partnerships at the government, industry, university, and foundation nexus. Strengthen our research teams to pursue large-scale opportunities aligned with these partnerships.
- **Support Entrepreneurship and Commercialization.** Support opportunities to transition research discoveries to entrepreneurial ventures and other commercial opportunities where appropriate.

Excellence in Sponsored Research

- **Improve Proposal Competitiveness.** Continue to enhance the necessary proposal support for faculty to be competitive for funded research opportunities.
- **Develop Strategic Partnerships.** Continue to leverage regional assets and explore new alternatives for growth, including nonfederal and international sponsors.
- **Expand Federal Sponsors.** Pursue opportunities to partner with additional federal agencies in sponsored research to expand our opportunities. Strengthen relationships with existing partners.

Engagement and Outreach

- **Support Excellence in Engagement.** Continue to support excellence in engagement. Engage campus in tracking and communicating efforts.

Integrate engagement in educational mission through Experience Learning.

Education Mission

- **Increase Student Research Experiences.** Improve opportunities to engage undergraduate students in undergraduate research as part of Experience Learning. Improve the graduate student experience to include more opportunities to contribute to research, scholarship, creative activity, and engagement.

Effectiveness and Cost Management

- **Improve Research Infrastructure.** Improve research infrastructure through core facilities, libraries, and other essential campus-wide infrastructure. Implement core facilities and other shared resources where possible.
- **Enrich a Culture of Compliance.** Continue to enrich an institutional culture that values compliance with federal research standards and requirements.

2020 Goals

| Metric | 2010 Baseline | 2014 Comparative | 2020 Goal |
|-------------------------------|------------------|---------------------|--------------|
| Federal Research Expenditures | \$70 M | \$128 M | \$227 M |
| Total Research Expenditures | \$165 M | \$246 M | \$436 M |

Indicators of Excellence

Guidance for indicators of excellence in research, scholarship, creative activity, and engagement to be defined and tracked at the division or college level* include:

- **Scholarly Outputs:** Books, chapters, publications in specific journals, citations, h-index for faculty, invited lectures, etc.

- **Sponsored Research:** Proposals submitted awards, expenditures, outputs, etc.
- **Creative Activity:** Exhibitions, displays, etc.
- **Engagement:** Partnerships (type, impact area, geographical area), outputs and products, etc.
- **National Awards and Recognitions:** Prestigious awards and recognitions received by faculty, students, and staff
- **Commercialization:** Patents, licenses, etc.

*Note: Indicators of excellence may need to be tracked at the department level, depending on college, and include research centers.

Priority 4: Faculty and Staff

Progress

Over the past four years, UT has invested \$56 million in market and merit increases to address both faculty and staff salary gaps. Since UT has increased salaries at a higher rate than peers, the gap narrowed in faculty salary over the past five years.

With respect to additional goals, both UT and peers have increased faculty awards since 2010. Compared to the baseline year, UT has improved from 20:1 to 19:1 in this metric. While UT did not fully accomplish its goals in the first phase of the journey, we are better positioned to attract and retain stellar talent as a result of progress.

UT Performance

| Metric | 2010 Baseline | 2014 Comparative | Change |
|--------------------------------------------------|------------------|---------------------|----------------|
| Mean Faculty Salary Range (Full to Assistant) | \$108K to \$67K | \$130K to \$76K | +\$22K to \$9K |
| Faculty Awards | 10 | 12 | +2 |
| Undergraduate Student to Tenure-Line Faculty | 20 | 19 | -1* |

Target Peer Performance

| Metric | 2010 Baseline | 2014 Comparative | Change |
|--------------------------------------------------|------------------|---------------------|----------------|
| Mean Faculty Salary Range (Full to Assistant) | \$120K to \$73K | \$134K to \$82K | +\$14K to \$9K |
| Faculty Awards | 32 | 36 | +4 |
| Undergraduate Student to Tenure-Line Faculty | 19 | 20 | +1* |

* A lower ratio is typically considered more favorable in this metric

Source: American Association of University Professors (Faculty Salary Range), Center for Measuring University Performance (Faculty Awards), National Center for Education Statistics, IPEDS (Undergraduate Student to Tenure-Line Faculty).

UT has made strides in improving faculty support. The Chancellor's Faculty Support Challenge resulted in \$21 million in new commitments and contributed

to sixty-six new funded professorships. Today, more than 170 faculty members, representing nearly 16 percent of faculty, are supported through professorships.

Since 2010, the total number of full-time tenure-line faculty increased by 4 percent with the addition of more than forty new faculty lines. These gains included an increase of Governor's Chairs, to a total of fourteen. UT also increased the number and percentage representation of female faculty and minority representation.

UT increased support for faculty in pursuit of national awards. Four members of our faculty have been admitted to the National Academy of Engineering or the National Academy of Sciences since 2010. UT faculty have received more than sixty prestigious national awards over the past five years, including National Science Foundation Career Awards, Fulbright awards, National Endowment for the Humanities awards, and American Council of Learned Societies awards. Our faculty members were recognized with thirteen NEH fellowships over the past decade, ranking fourth in the country among public universities.

UT expanded programs and services to improve our work culture and climate. STRIDE@UT and the Future Faculty Program were established to encourage faculty diversity. UT initiated department head workshops aimed at improving leadership abilities. New career pathways were structured for non-tenure-track faculty. UT also began new programs to encourage collegiality, including Faculty Pub, Faculty Appreciation Week, and Mic Nite.

With regard to staff compensation, UT has been able to offer market, merit, and equity increases over the past five years, which have been instrumental in closing some market gaps. Campus leadership has also increased the starting salaries of its lowest-paid workers. Career paths have been added in five areas: Police Department, Audit and Consulting Services, Creative Services, Advising, and Accounts Payable.

To support a broad culture of dialogue and transparency, an Employee Engagement Survey was distributed in 2011 and again in 2014 to communicate what the campus can do to become a better place to work.

Challenges

Sustaining the narrowing of the salary gap for both faculty and staff will be a challenge over the next five years. While improvements have been made, UT will

need to continue to address this issue with merit and market adjustments to remain competitive for talent. Significant market gaps also remain within staff compensation.

As a national trend, non-tenure-track and part-time faculty positions grew at a much more robust rate than tenure-line positions. At UT, non-tenure-track faculty as a percentage of total full-time faculty increased from 22 percent in 2010 to 27 percent in 2014. The committee acknowledges the important contributions of this segment in teaching, research, and engagement. While progress has been made, more attention is needed in career paths, compensation, and professional development.

Staff members are essential partners in faculty and campus productivity. Following national trends, UT's workforce needs are expected to evolve and grow in complexity. Professionals will be in higher demand to support UT's expanding needs in areas such as advising, compliance, data analysis, and information technology, as examples.

UT faces several workforce development challenges. We will need to provide the campus with adequate levels of staff support while also adopting the appropriate mix of skill sets for campus needs. We will need to develop the capabilities of our current staff and recruit and retain top staff talent by offering compensation at or above market means, career paths, and professional development support.

Strategic Direction 2020

Attract, develop, and retain stellar faculty and staff who exemplify our values and strive for excellence

The pace of our future progress will largely depend on the contributions and accomplishments of our faculty and staff talent. Strategic direction in the original *Vol Vision* priority emphasized faculty excellence. *Vol Vision 2020* engages non-tenure-track faculty and staff in a similar commitment to excellence.

To this end, we will strive to provide competitive total compensation packages to faculty and staff. We will work to develop a regular system of market and merit increases to manage salary gaps. We will improve our performance management approach to ensure that excellence is identified and rewarded at all levels. We will work to enhance commitment to the values that define our university culture. Through these efforts we aspire to be recognized as a workplace of choice, characterized by collegial community.

An important attribute of leading public research universities is an accomplished and nationally respected faculty. Over the next five years, we will actively recruit for top faculty talent on a national level, which will require competitive salary and start-up packages. We will support the professional progression and development of faculty at all levels and career stages, including both tenure-line and non-tenure-line faculty. We will seek to recognize and reward excellence for those who excel in teaching, achieve national recognition in their disciplines, and/or make exceptional contributions to the campus.

Over the next five years, we will emphasize a similar level of excellence in our staff. We will build the staff capabilities required to meet the growing challenges and complexities of a research-intensive university. We will actively develop the skills of our existing staff. We will also competitively recruit top talent on a national level to supplement our team in areas of critical need.

Action Priorities

Action priorities serve as a framework to help guide implementation actions and resource decisions over the next five years. The action priorities that follow are organized in faculty and staff categories due to the different nature of the issues and related actions.

Faculty

- **Continue to Address Salary Gap and Start-up Packages for Faculty.** Continue to address the faculty salary gap to target peers by monitoring competitiveness of the total package for new faculty hires, including salary and start-up, as well as providing regular market and merit salary increases for current faculty.
- **Improve Faculty Recruitment and Retention.** Continue to develop enhanced strategies to assure the successful hiring of a stellar diverse faculty. Enhance existing programs for dual-career faculty. Support programming aimed at work-life balance. Maintain a commitment to a civil, collegial, and inclusive campus culture.
- **Support Faculty Productivity and Reward Excellence.** Improve coaching and incentives to support faculty in pursuit of national awards. Encourage performance evaluation practices that reward excellence. Promote campus discussion on diversifying workloads of tenured faculty

to recognize different emphases in efforts over the course of a tenured faculty member's career.

- **Improve Faculty Development.** Enhance initiatives to support career progression and professional development for faculty at all levels through innovative training, development, and mentoring programs. Provide leadership training for interested faculty.
- **Support Non-tenure-track Faculty Excellence and Professional Development.** Continue to develop consistent institutional practices for promoting non-tenure-track faculty involved in research, teaching, and engagement. Improve professional development opportunities and better integrate non-tenure-track faculty into campus culture.

Staff

- **Address Staff Salary Gaps.** Provide competitive total compensation through a regular system of market and merit salary increases and competitive benefits for staff.
- **Improve Recruitment and Retention.** Improve recruitment to assure the successful hiring of a stellar diverse staff, both locally and on a national level, as appropriate for roles. Support programming aimed at work-life balance. Maintain a commitment to a civil, collegial, and inclusive campus culture.
- **Improve Professional Development and Career Growth.** Improve professional development opportunities to help current staff grow into evolving roles. Provide effective career paths, set clear expectations, and perform regular position analysis to support staff development.
- **Emphasize Excellence in Performance Management.** Improve the current system of performance management and evaluation to better recognize and reward excellence.
- **Recognize Excellence.** Implement a series of awards and recognitions for staff members who exemplify excellence and make noteworthy contributions to the campus community.

2020 Goals

| Metric | 2010 Baseline | 2014 Comparative | 2020 Goal |
|-------------------------------------------------|------------------|---------------------|--------------------------|
| Faculty Salary Range (Full to Assistant) | \$108K to \$67K | \$130K to \$76K | Narrow Gap with Peers |
| Undergraduate Student to Tenure-Line Faculty | 20 | 19 | Remain at Peer Range |
| Faculty Awards | 10 | 12 | Narrow Gap with Peers |

Campus Strategy Metrics

UT will track and report on appropriate metrics at a campus level for faculty and staff, respectively, on the following topics:

- Employee Engagement Survey
- Workplace Excellence Metrics
 - Compensation Gaps
 - Recruitment Outcomes
 - Retention Patterns

Priority 5: Resources and Infrastructure

Progress

Teaching and support investment per student increased by 21 percent. However, UT remains in a lower comparative position than peers. While UT made strong gains in endowment per student, comparative peers started at a much higher position due to longer-term endowment strength. Despite a significant increase in this metric, the total dollar gap to peers has widened.

Vol Vision outlines 2020 goals to increase teaching and support expenditures by \$8,200 (50 percent from baseline) and endowment per student by \$24,000 (nearly 170 percent from baseline). Even with substantial five-year progress, we are not on pace to meet these goals. However, UT is in a stronger position today as a result of the gains over the past five years.

UT Performance

| Metric | 2010 Baseline | 2014 Comparative | Change |
|-------------------------------------------|------------------|---------------------|----------------|
| Teaching and Support Expenditures/Student | \$16,100 | \$19,487 | +\$3,387 (21%) |
| Endowment/ Student | \$14,380 | \$24,058 | +\$9,678 (67%) |

Target Peer Performance

| Metric | 2010 Baseline | 2014 Comparative | Change |
|-------------------------------------------|------------------|---------------------|----------------|
| Teaching and Support Expenditures/Student | \$24,300 | \$27,200 | +\$2,900 (12%) |
| Endowment/ Student | \$38,400 | \$55,580 | +17,180 (45%) |

Source: National Center for Education Statistics, IPEDS and Audited Financial Reports (Teaching and Support Expenditures); Council for Advancement and Support for Higher Education (Endowment)

Progress in development and alumni giving has allowed UT to more expeditiously move forward with our strategic priorities. Our alumni and friends are excited about the journey and are investing their philanthropic resources at rates greater than we have ever seen, in both total gifts received and a growing donor base. UT

received nearly \$235 million in private and corporate gifts last fiscal year, making it the most successful fundraising year in campus history. In fiscal year 2015, more than 39,000 donors boosted private support by 79 percent over the previous year.

The recent physical transformation of campus is a visible indicator of progress. UT has initiated nearly \$1 billion in construction projects since 2010. As an important part of this transformation, UT has also incorporated new campus beautification and landscaping efforts to improve the campus's appearance. This transformation represents a much-needed upgrade of physical infrastructure to include research space as well as residence hall modernization, which is expected to have a positive impact on recruitment and retention.

Sustainability remains a priority. UT's carbon emissions per gross square footage have decreased over the past five years, indicating gains from environmentally sound initiatives. The Make Orange Green initiative contributed to this success.

Advancement in information technology has allowed UT to improve instructional technology and systems to support data-driven decisions. To improve support for faculty, UT increased professional support for online and hybrid course development and delivery. The state of technology in the classroom has also improved through a series of upgrades. UT improved systems and reporting to support access to quality data. Progress includes the implementation of a new student system, development of an institutional data set to improve student data reporting, and implementation of several new systems to increase productivity. Based on a recent survey, IT services met or exceeded campus expectations in connectivity and access, collaborative technology, and IT support.

UT has routinely implemented administrative cost savings measures and identified opportunities to reallocate resources. Sample actions include nearly \$5.5 million in implemented recurring savings associated with facilities, information technology, auxiliary services, and transportation, among other areas. An additional \$4.2 million was reallocated through the budgeting process for strategic uses in academic units.

Challenges

As noted earlier, several challenges relate to UT's financial resources. We continue to fall behind target peers in comparative funding levels. This will be one of UT's most pressing challenges over the next five years.

Our challenge will be to pursue growth in different sources of revenue than in the past, which will require more emphasis on enrollment and philanthropic support. Another challenge will be continuing to improve the efficiency of our operations and manage costs. We recognize that opportunities exist to work more efficiently across divisions and units and improve scheduling to better utilize existing space capacity. We have made progress on the integration of our systems and use of data to support decisions. However, these challenges remain for the campus.

While our physical transformation reflects our aspiration to upgrade campus facilities, deferred maintenance remains a challenge. UT will have a sustained challenge in managing an aging physical infrastructure. Over 50 percent of UT's campus was constructed during a low-quality period prior to 1990 and requires continued renovation. UT faces a large deferred maintenance backlog requiring higher levels of reinvestment.

While advancements have been made in information technology, rapidly growing demands eclipse funding available to accommodate needs. Keeping pace with increasingly complex technology requirements is a continued challenge, as is maintaining high levels of IT security. UT will need to balance growing requests for increased bandwidth, data system integration, instructional technology, and reporting capabilities with limited staff and funding to deliver projects. However, IT continues to be an area of competitive importance. Peers continue to invest in infrastructure, enterprise systems, and instructional and research technology.

Strategic Direction 2020

Develop a resource base for the future; continue transformation of campus infrastructure

As we aspire to become a leading public research university, resources have been and will be critical to our advancement. The pace of our future progress will depend on our ability to make strategic investments. Over the next five years, developing a strong resource base that will enable us to accelerate progress and campus transformation will be a strategic imperative. Additionally, cost

management and efficient operations will be essential to our ability to maximize the strategic impact of existing and new resources.

Resources

Over the next five years, we will increase revenue from multiple sources to strengthen our resource base. We anticipate that the primary drivers of revenue growth will be enrollment and philanthropic support. We will grow enrollment through recruitment and strong retention and graduation rates. We will also diversify our student mix to include more students from out-of-state and international markets.

We will raise the level of philanthropic contributions to the university. We reached record highs this year and plan to continue this trajectory over the next five years. To achieve these aggressive goals in enrollment and philanthropic support, we will engage the campus in these efforts. Student recruitment, retention, and fundraising will be the responsibility of all colleges, divisions, departments, and units.

In addition, we will increase competitiveness for research grants, contracts, and partnerships. We project growth in sponsored research as outlined in this plan. We also acknowledge the opportunity for long-term gains from an emphasis on entrepreneurship and commercialization of research. It is important to note that while sponsored research offers the university an opportunity to share a portion of costs related to research with external sponsors, total costs are not fully recoverable.

We will require continued financial support from the State of Tennessee. As the state flagship university, our ability to provide Tennessee students with quality affordable education depends on state support. To align our actions with state priorities, we will improve in categories outlined in the Complete College Tennessee performance-based funding formula.

Finally, we will challenge our self-supporting strategic business units (auxiliaries) to increase net contributions to the university. Units in this area include residence halls, dining operations, bookstore, and athletics.

As the second component of our resource strategy, we will operate more efficiently as a campus to better allocate resources and manage costs. We will continue to align resource allocation with strategic priorities. We will regularly examine existing resource commitments to identify opportunities to reallocate resources to higher strategic uses. We will continue to improve our annual budget

planning process and program review practices to incorporate data-driven assessment and align resource commitments with strategic priorities at all levels.

We will engage the campus to identify and implement cost reduction and avoidance opportunities across all administrative areas. We will also improve the utilization of our existing physical assets through advances in space and schedule management. We will improve our operational efficiency by modernizing and automating our business processes. We will pursue organizational efficiency opportunities by sharing administrative and professional resources across units to maximize efficiency and manage workloads.

Campus Transformation

The transformation of campus through advancement in both physical infrastructure and technology is essential to our strategy in all areas, from the ability to recruit well-qualified students to the infrastructure needed to compete for sponsored research on a national scale.

Over the next five years, we will continue with physical infrastructure improvements through the implementation of our campus master plan. We will maintain a commitment to sustainability, which will contribute to long-term cost avoidance through enhanced energy management.

We also commit to developing a technology master plan to align with campus transformation efforts. Over the next five years, we will continue to advance the state of our data and systems to provide information essential to effective management of the university. We will continue to maintain a safe and secure computing environment while providing reliable access to the network. We will maintain high levels of support and services for technology integral to instruction and research activities.

Action Priorities

Action priorities will serve as a framework to help guide efforts and resource decisions over the next five years.

Resources

- **Diversify Revenue Base.** Diversify revenue base through philanthropy and managed enrollment growth. Evaluate new opportunities for revenue growth.

Effectiveness and Cost Management

- **Continue to Align Resource Allocation with Strategic Priorities.** Continue to align annual planning, budgeting, and resource allocation practices at all levels with *Vol Vision 2020*. Continue to evaluate opportunities to reallocate current resources to greater strategic priorities through continuous improvement.
- **Improve Operational and Organizational Efficiency.** Continue to engage campus in efforts to reduce or avoid costs through operational and organizational efficiencies. Improve efficiency of business processes through modernization, streamlining, and automation. Identify and implement opportunities to share resources across units.
- **Improve Space and Asset Utilization.** Engage campus to improve utilization of classroom and other space. Evaluate opportunities and incentives to better align class times and locations to maximize the use of quality space throughout the day.
- **Integrate Systems and Improve Quality and Use of Data.** Enhance functionality and integration of enterprise systems and other important information systems. Improve quality and availability of data to support institutional effectiveness and costs management initiatives.

Campus Transformation

- **Implement Campus Master Plan.** Continue with physical transformation of campus as outlined in the campus master plan. Continue efforts in sustainability. Ensure campus is accessible for all faculty, students, and staff.
- **Develop and Implement a Campus Information Technology Plan.** Develop and implement an information technology plan to support transformation efforts and align with the campus master plan. Address strategies and resource needs related to services provided to campus, enterprise systems and reporting capabilities, technology infrastructure and security, research technology, and instructional technology.

2020 Goals

UT Performance

| Metric | 2010 Baseline | 2014 Comparative | 2020 Goal |
|-------------------------------------------|------------------|---------------------|--------------|
| Teaching and Support Expenditures/Student | \$16,100 | \$19,487 | \$22,400 |
| Average Philanthropic Support | N/A | \$83.5 M | \$110 M |

For *Vol Vision 2020*, we are adopting more effective metrics to gauge progress in philanthropic support. Average philanthropic support provides a current view of performance. The previous endowment per student metric was subject to market fluctuations. The new approach will allow us to measure our progress against peers in a more tangible and meaningful way.

Campus Strategy Metrics

UT will track and report on appropriate metrics at a campus level on the following topics:

- Effectiveness and Cost Management
 - Resource Reallocation
 - Space Utilization Metrics
 - Implemented Cost Savings and Cost Avoidance

Indicators of Excellence

Indicators of excellence apply to the division level, as appropriate. High-level metrics should address:

- **Resources:** Appropriate indicators for sources revenue (e.g., enrollment, philanthropy, outcomes-based funding)
- **Campus Transformation:** Physical infrastructure, information technology

Priority 6: Diversity and Inclusion

Due to its growing strategic importance to the future of our campus, diversity and inclusion represent the sixth strategic priority in *Vol Vision 2020*. In the original *Vol Vision* plan, these initiatives were integrated across the strategic priorities. Our objective with this strategic priority is to provide an institutional framework to align future actions.

This priority initiated as a recommendation from the Milestone Review Committee and was further reinforced by support from the campus community. Students, faculty, staff, alumni, parents, and others expressed strong support for this direction during the stakeholder engagement phase.

It is important that diversity be understood in broad terms. For the purposes of the strategic plan we adopt the American Association of Public and Land-grant Universities Commission for Access Diversity and Excellence statement: “Diversity can be broadly defined to include all aspects of human difference, including, but not limited to race, gender, age, sexual orientation, religion, disability, social-economic status, and status as a veteran.”

We also adopt the Association of American Colleges and Universities’ definition of inclusion: “Inclusion is the active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.”

Progress

In this section, we comment on the change in the demographic makeup of campus. Where possible, we compare UT to populations at target peers. We also comment on socioeconomic diversity, disability status, and status as a veteran based on available, self-reported data.

Students. Over the past five years, UT has made progress in gender and racial diversity in the undergraduate student body. The campus increased the number and percentage of female students. This percentage is slightly higher than target peer averages. The number and percentage of students from diverse populations also increased over the past five years. However, UT’s undergraduate population is less racially diverse and less international than populations at target peers.

With respect to graduate student enrollment, the percentage of female students remains slightly higher than target peer averages. Similar to the undergraduate population, UT's graduate population is less diverse than peers'. A notable gap exists in the percentage of international graduate students in comparison to peers.

Nearly 30 percent of UT's undergraduate students are eligible for the federal Pell grant program, which is higher than the 22 percent average at target peer groups. This demonstrates that compared to peers, UT has a higher percentage of students from socioeconomically challenged backgrounds. An estimated 25 percent of UT's freshmen cohorts identify as first-generation students, with neither parent possessing a four-year degree. Roughly 7 percent of students in these cohorts were from families with neither parent having progressed to college.

In most recent reporting, UT made nearly 700 accommodations with students based on special needs or disabilities.

As of fall 2015, more than 500 students reported status as a veteran. More than 900 students are receiving veterans benefits based on status as a veteran or family of a veteran.

Faculty and Staff. UT has made progress in the number and percentage of female tenure-line faculty. UT compares favorably to target peers in this area. UT has also experienced an increase in representation from diverse populations; however, UT is less racially diverse in tenure-line faculty compared to target peers.

UT compares favorably to peers in the diverse makeup of its executive team. With respect to staff demographics, UT has a less diverse gender balance and racial mix than peers.

Challenges

Our goal is to support a community that is welcoming to all. Our challenge is to understand the dynamics of our campus climate. This plan provides action steps to gauge our campus climate as a regular practice.

Students and parents are increasingly concerned with career outcomes tied to their investment in higher education. Today's graduates must be more prepared to engage in a national and international workforce than in the past. Our

challenge is to create an educational experience that results in students being more culturally aware and equipped with the leadership skills to work across differences.

Demographic trends show that both Tennessee and the nation are likely to experience growth in diverse populations in the near future. This projected change will have an impact on the future pool of prospective students and candidates for UT's workforce. Our current challenge is to strengthen our collegial culture today to position the university for the future.

We also expect growth in demand from both graduate and undergraduate students who transition from the military as veterans or as children and spouses of veterans. The demand from adult learners is expected to increase. Furthermore, we anticipate growth in demand from students requiring special accommodations. Our challenge is to build a welcoming environment for all students, including those with nontraditional profiles.

As an additional challenge, the regulatory environment related to diversity and inclusion in higher education is expected to grow in complexity. Regulations associated with Title IX, the Americans with Disabilities Act, and other landmark legislation require proactive leadership, campus education, and a culture of compliance.

Strategic Direction 2020

Enhance diversity and inclusion to benefit our campus

Over the next five years, we will work to recruit and retain well-qualified undergraduate and graduate students from diverse and global backgrounds. We will improve our pathways for transfer students to support veterans, adult learners, and other students from non-traditional backgrounds. We will provide support for students with socioeconomic challenges. We will work to ensure that the campus is accessible and responsive to students who may have special needs or disabilities.

We will also work to recruit and retain faculty and staff from diverse backgrounds. We will ensure that the sense of community and commitment to professional advancement that defines our Volunteer community extends to our entire workforce.

We aspire to provide an educational experience that prepares our students with capabilities to lead in their professions. This direction began with our previous

quality enhancement plan, Ready for the World. Over the next five years, we will work to integrate exposure to and appreciation for different backgrounds into the curriculum and in co-curricular opportunities. We will support our students in developing the leadership and teamwork skills to effectively work across differences. These skills are highly valued by leading corporations, nonprofits, and governmental institutions. We will also encourage our faculty to carry out research, scholarship, and engagement to advance issues related to diversity, inclusion, and access.

As a foundation for this strategic priority, we will actively work to understand and improve our campus climate to the benefit of students, faculty, staff, alumni, and visitors. We will reinforce our commitment to develop a respectful, safe, inclusive, and welcoming campus environment.

Action Priorities

Action priorities will serve as a framework to help guide efforts and resource decisions over the next five years:

Campus Profile

- **Recruit, Retain, and Support the Success of Students from Diverse Backgrounds.** Improve recruiting and retention efforts to increase enrollment of undergraduate and graduate students from diverse and global backgrounds.
- **Recruit and Retain Faculty and Staff from Diverse Backgrounds.** Recruit, retain, and support the professional development of faculty and staff from diverse backgrounds.

Campus Climate

- **Understand and Enhance Campus Climate.** Establish a baseline understanding of campus climate. Engage students, faculty, staff, and alumni to identify innovative ways to promote inclusion and understanding across campus.
- **Promote Education and Training.** Develop effective education and training programs to support awareness and inclusion.

Education and Research

- **Prepare Students for Success in the Global Workplace.** Enhance the curriculum to support intercultural and international understanding. Improve cultural awareness through an emphasis on international experiences, including study abroad.
- **Support Research and Engagement.** Encourage faculty to engage in research, scholarship, and engagement in the areas of diversity, inclusivity, and accessibility.

Effectiveness and Cost Management

- **Enrich a Culture of Compliance.** Continue to enrich an institutional culture that values compliance and strives to maintain the highest level of compliance with federal and state regulations.

Metrics

UT will track and report metrics at a campus level on the following topics:

- **Campus Climate Survey.** A campus climate survey will be developed and administered on a regular basis to understand stakeholders' perception of the UT environment. The survey will be designed to help UT identify areas of strength and challenge in order to engage the campus in specific actions to improve the campus climate. The survey will be structured to track progress over time.
- **Campus Profile Metrics.** Campus profile metrics will be developed to track progress. At this time, the campus profile metrics are limited to self-reported information. As a result, the campus profile metrics include information on gender, race/ethnicity, socioeconomic status, first-generation status, status as a Veteran, and disability accommodations.

The summary chart in this section is an illustrative list of campus profile metrics. This chart is intended as a starting point. These metrics are likely to evolve and improve over the course of the next five years.

With respect to the illustrative metrics, the definition of minorities includes individuals identifying as Black or African American, Hispanic of

Any Race, Asian or Pacific Islander, Two or More Races, or Native American or American Indian. This information is self-reported.

For the purposes of student retention and graduation, the campus profile metrics also outline Under-Represented Minorities (URM). This grouping includes individuals identifying as Black or African American, Hispanic of Any Race, Two or More Races, or Native American or American Indian. URM is commonly used in higher education reporting with many universities and federal institutions using this approach.

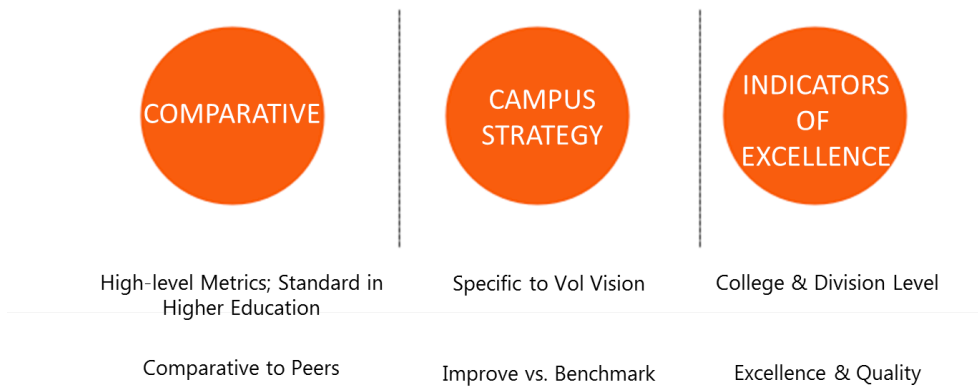
Campus Strategy Metrics

| Description | 2010 Comparison | 2015 Baseline |
|------------------------------------------------------------------------|--------------------|------------------|
| Undergraduate Education | | |
| <i>Enrollment</i> | | |
| Female | 48% | 49% |
| Minorities | 14% | 18% |
| International | 1% | 2% |
| <i>First-to-Second Year Retention</i> | | |
| Female | 87% | 87% |
| Minorities | 83% | 81% |
| Under-represented Minorities | 83% | 80% |
| <i>Six-Year Graduation</i> | | |
| Female | 63% | 74% |
| Minorities | 55% | 64% |
| Under-represented Minorities | 55% | 62% |
| <i>Socioeconomic Status</i> | | |
| Pell Eligible | 29% | 29% |
| <i>First-Generation Status (First-Time, Full-Time Freshmen)</i> | | |
| Neither Parent with Four-Year Degree | N/A | 25% |
| Neither Parent Progressed to College | N/A | 7% |
| Graduate Education | | |
| <i>Enrollment</i> | | |
| Female | 53% | 53% |
| Minorities | 11% | 16% |
| International | 14% | 15% |
| Faculty and Staff | | |
| <i>Instructional Faculty</i> | | |
| Female | 40% | 43% |
| Minorities | 13% | 17% |
| <i>Executive/Administrative Employees</i> | | |
| Female | 46% | 47% |
| Minorities | 9% | 12% |
| <i>Staff</i> | | |
| Female | 57% | 55% |
| Minorities | 11% | 13% |
| Veterans Status | | |
| Students with Veterans Status | N/A | 500 |
| Students Receiving VA Benefits | N/A | 900 |
| Disability Accommodations | | |
| Number of Accommodations | N/A | 700 |

Metrics and Implementation

Excellence Framework

The Excellence Framework includes three categories:



Comparative Metrics. These metrics, adopted in 2010, allow UT to set performance goals and compare progress to a set of target peers. For comparative purposes, the target peer group includes the University of Georgia, Clemson University, the University of Minnesota, Texas A&M University, Michigan State University, Rutgers University, Indiana University, and Purdue University. The approach to metric and peer selection is further explained in *Appendix B: Vol Vision Background*.

Campus Strategy. Campus strategy metrics align with strategic priorities. These metrics may be customized for UT. The goals for these metrics may be to demonstrate improvement rather than to benchmark or narrow the gap. Campus strategy metrics will address the following areas: Faculty and Staff Excellence, Diversity and Inclusion, and Effectiveness and Cost Management.

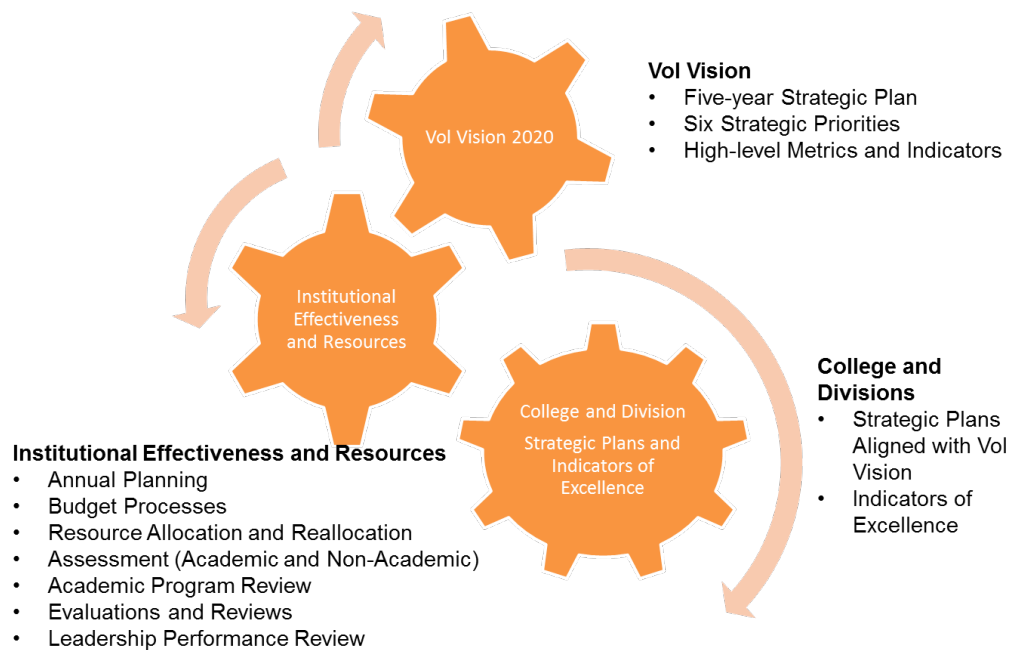
Indicators of Excellence. Indicators of excellence evaluate progress in excellence and quality at the college and division levels. While guidance is provided *Vol Vision 2020*, we recognize that colleges and divisions should define these metrics. Indicators of excellence should be regularly tracked and incorporated into strategic planning efforts at colleges and divisions. Indicators should also be high-level and aspirational. If peer data is readily available, comparison to an appropriate peer set is encouraged. Indicators will address the following areas, at a minimum: Undergraduate Education, Graduate Education, and Research and Engagement

Implementation

Vol Vision 2020 serves as a framework to guide campus, college, division, department, and unit strategies, actions, and resource decisions.

Institutional effectiveness and resource allocation practices should align with *Vol Vision 2020*. These practices include annual planning, budget processes, assessment, and academic program review. College and division strategic plans and tactical action priorities should also align with the plan.

As illustrated in the graph below, the goal is to connect three dimensions to ensure that the strategic plan is integrated into the day-to-day work of the university.



The following implementation guidance will be important to progress and change:

- **Accountability.** A successful approach to implementation will balance campus-wide initiatives with college and division actions. Where possible, accountability for progress should be assigned. For initiatives requiring campus-wide change, executive sponsors and cross-functional teams should be appointed to coordinate actions. The key to implementation success will be the engagement of vice chancellors and deans to envision

and implement strategic plans and tactical actions that align with *Vol Vision 2020*.

- **Campus Engagement and Effectiveness.** Due to its growing importance to the future of the university, UT will need to engage all campus stakeholders in responsibility for enrollment, student retention, and philanthropic success. We will also need to emphasize reallocation and campus-wide effectiveness as important crosscutting strategies, which should be the responsibility of all vice chancellors and deans.
- **Communication.** As noted throughout *Vol Vision 2020*, we will need to recognize excellence and improvement across campus. Stakeholders frequently suggested that we “tell our story” to support our reputational goals. This means communicating success stories to local and national audiences with an emphasis on areas of academic excellence and research innovation.
- **Progress Reporting.** Progress should be regularly reported to campus stakeholders against strategic priorities in *Vol Vision 2020*. It is also recommended that divisions and colleges provide annual reports of progress against their strategic plans and indicators of excellence in the future.

Appendix Materials

Appendix A: Milestone Review Committee and Process

Provost Martin appointed Milestone Review Committee members who represent campus stakeholders, including faculty, staff, and students. A list of committee members is provided below:

| | |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chair | Dean Steven Smith, Libraries |
| Academic Representation | <ul style="list-style-type: none"> ▪ Susan Benner, Associate Dean and Director, College of Education, Health, and Human Sciences ▪ Chris Cox, Professor and Associate Head, Civil and Environmental Engineering ▪ Mark Dean, Professor, Electrical Engineering and Computer Sciences ▪ David Golden, Professor, Food Science and Technology ▪ Catherine Luther, Professor and Associate Dean, College of Communication and Information ▪ Larry McKay, Professor, Earth and Planetary Sciences ▪ Annette Ranft, Professor and Senior Associate Dean, Haslam College of Business ▪ Beth Schussler, Associate Professor, Ecology and Evolutionary Biology ▪ Tina Shepardson, Professor, Religious Studies |
| Divisional and Staff Representation | <ul style="list-style-type: none"> ▪ Student Life: Frank Cuevas, Assistant Vice Chancellor and Executive Director, University Housing ▪ University Advancement: Lee Patouillet, Associate Vice Chancellor, Alumni Affairs ▪ Marketing and Communications: Erik Bledsoe, Creative Services Director ▪ Diversity and Inclusion: Rickey Hall, Vice Chancellor for Diversity and Inclusion ▪ Research: Janet Nelson, Associate Vice Chancellor, Office of Research and Engagement ▪ Finance and Administration: Jonee Lindstrom, Associate Vice Chancellor, Finance and Administration ▪ Athletics: Jon Gilbert, Senior Associate Athletic Director ▪ Human Resources: Mary Lucal, Interim Assistant Vice Chancellor for Human Resources |
| Student Representation | <ul style="list-style-type: none"> ▪ Undergraduate Students: Beverly Banks, Loren Lee ▪ Graduate Students: Jeremy Auerbach, Nathan Meek |
| Committee Support | <ul style="list-style-type: none"> ▪ Provost's Office: Serena Matsunaga ▪ Institutional Research: Denise Gardner |

Objective

The role of the Milestone Review Committee is to complete a high-level strategic assessment of the *Vol Vision* strategic plan. The committee is also charged to lead community engagement discussions to gather feedback from campus on strategic direction for 2020.

Process

The committee established a three-phase process to refresh the strategic plan. Work began in February 2015 with a goal of completion by December 2015.

The first phase was designed to provide campus with a fact-based assessment of progress against goals established in *Vol Vision*. In addition, the chancellor and provost proposed the following questions for consideration during the process:

- How do we increase academic rigor and improve graduation rates in undergraduate education?
- How do we elevate and increase research, scholarship, and creative activity among our faculty and graduate students?
- How do we increase the diversity of our faculty, staff, and students?
- How do we minimize costs, manage resource trade-offs, and increase efficiency of the university?
- How do we utilize technology to enhance student learning and student achievement?
- How do we increase emphasis on globalization and sustainability?

The committee met from February to June 2015 to evaluate accomplishments in the five priorities included in *Vol Vision*, consider the strategic questions, and evaluate external trends that may have implications for UT in the future. The committee then summarized its observations in a report to serve as a foundation for campus engagement.

The second phase of the process, completed in December 2015, focused on stakeholder engagement. The committee engaged more than 1,400 students, faculty, staff, alumni, and parents in the feedback process. Nearly forty forums, meetings, and online feedback surveys were completed. The feedback was provided to the committee throughout the fall semester to inform the development of the working draft of the strategic plan.

In the final phase, the committee worked with UT leadership to revise the strategic plan and produce *Vol Vision 2020*.

Appendix B: Vol Vision Background

Vol Vision is the original strategic plan for the University of Tennessee. The plan was developed in 2010 to establish the vision, values, strategic priorities, and goals to guide the university through 2015.

The *Vol Vision* process engaged hundreds of campus stakeholders in focus groups and discussions regarding the future of the university. During this process, the university accepted then-governor Phil Bredesen's Top 25 challenge. To supplement the *Vol Vision* campus engagement work, a separate task force was appointed to develop an approach to the goal.

The effort contributed a set of recommendations related to a new peer set, areas of focus, and metrics to *Vol Vision*. The task force selected peers based on rankings, AAU membership, research performance, and institutional characteristics similar to UT's. Three peer groups were established. The Top 25 target peer group more closely reflected UT's institutional characteristics and served as a reasonable comparison set. A broader aspiration group reflected high-end performance thresholds. The current peer group consisted of three universities with performance levels similar to UT's during the time of the task force evaluation.

The task force then adopted a set of twelve metrics that extended beyond undergraduate education to reflect research university aspirations. Areas of focus included undergraduate education, graduate education, research, faculty, and resources and infrastructure. The task force evaluated frameworks associated with the different national rankings (e.g., U.S. News and the Center for Measuring University Performance) and criteria for membership in the Association of American Universities. Since the objective of the task force was to evaluate UT's position relative to its peers over time, it was necessary for metrics to be regularly reported by UT and for comparative peer data also to be regularly reported by reliable sources. The final gap analysis provided a comparative assessment of UT's relative standing to the target group across the five dimensions.

The work of the task force was incorporated into *Vol Vision*. The strategic plan outlines five strategic priorities, which align with the five dimensions and metrics identified by the task force. The strategic plan also makes use of the task force recommendations on peer groups.

Peer Groups

| Schools by Grouping | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Top 20 US News Rank (Count – 16) University of California – Berkeley University of California – Los Angeles University of Virginia University of Michigan – Ann Arbor University of North Carolina – Chapel Hill University of Illinois – Urbana-Champaign University of Wisconsin – Madison University of California – Davis University of California – Santa Barbara University of Washington – Seattle Pennsylvania State University University of Florida University of Texas – Austin The Ohio State University University of Maryland – College Park University of Pittsburgh | Aspiration Group |
| #21 – #30 US News Rank (Count – 8) University of Georgia Clemson University Purdue University Texas A&M – College Station University of Minnesota Rutgers, The State University of New Jersey Indiana University Michigan State University | “Top 25” Target Group |
| #31 – #39 US News Rank (Count – 3) Auburn University Iowa State University North Carolina State University – Raleigh | Current Peer Group |

Gap Analysis, 2010 Baseline

| Areas of Focus | Metrics | UTK | Top 25 Target Group | UTK vs. Top 25 Target Group |
|----------------------------------------|----------------------------------------------------------------|-----------------|---------------------|-----------------------------|
| Undergraduate Education | ACT Equivalent (75 th /25 th Percentile) | 29/24 | 28.5/23.5 | + .5/ .5 |
| | Retention Rate (1 st to 2 nd Year) | 84% | 90% | -6 pts |
| | Six-Year Graduation Rate | 60% | 75% | -15 pts |
| Graduate Education | Number of Ph.D. Degrees | 277 | 486 | -209 |
| | Number of Master’s and Professional Degrees | 1,845 | 2,130 | -285 |
| Research | Federal Research Expenditures | \$70 M | \$182 M | -\$112 M |
| | Total Research Expenditures | \$165 M | \$427 M | -\$262 M |
| Faculty | Avg. Tenure-Line Salary Range | \$67 to \$108 K | \$73 to \$120 K | -\$6 to \$12 K |
| | Undergraduate Student/Tenure-Line Faculty | 20 | 19 | +1 |
| | Faculty Awards | 10 | 32 | -22 |
| Financial Resources and Infrastructure | Teaching and Support Expenditures/ Student | \$16,100 | \$24,300 | -\$8,200 |
| | Endowment/ Student | \$14,380 | \$38,400 | -\$24,020 |

**VOL VISION
STRATEGIC PRIORITIES AND GOALS
2010 - 2015**

PRIORITY 1: UNDERGRADUATE EDUCATION

Recruit, develop, and graduate a diverse body of undergraduate students who, through engagement in academic, social, and cultural experiences, embrace the Volunteer Spirit as lifelong learners committed to the principles of ethical and professional leadership.

- Continue to attract first-year students with ACT scores equivalent to Top 25
- Raise first-to-second year retention rates from 84 percent to 90 percent in 2015
- Raise six-year graduation rate from 60 percent in 2010 to 75 percent in 2015

PRIORITY 2: GRADUATE EDUCATION

Educate and graduate increasing numbers of diverse graduate and professional students who are equipped to address the pressing concerns of their fields, to extend the frontiers of knowledge, and to contribute to the public good through service to the academy or their professions.

- Increase the number of PhDs awarded by 30 percent, from 277 in 2010 to 360 in 2015, with the goal of 486 in 2020
- Increase the number of professional and master's degrees awarded from 1,845 in 2010 to 2,000 in 2015, with the goal of 2,130 in 2020

PRIORITY 3: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Strengthen our capacity and productivity in research, scholarship, and creative activity to better educate our students; enhance economic, social, and environmental development; support outreach to our various constituencies; and extend the reputation and recognition of our campus.

- Increase federal research expenditures by 50 percent, from \$70 million in 2010 to \$105 million in 2015, with the aim of \$182 million in 2020
- Increase total research expenditures by 50 percent, from \$165 million in 2010 to \$247.5 million in 2015, with the aim of \$427 million in 2020

PRIORITY 4: FACULTY AND STAFF

Attract and retain stellar diverse faculty and staff who will proudly represent our campus, execute our mission, embrace our vision, exemplify our values, and collaborate to realize our strategic priorities.

- Increase average tenure-line salary range to meet the mean for our peers
- Increase the number of faculty awards from ten in 2010 to thirty-two in 2020

PRIORITY 5: INFRASTRUCTURE AND RESOURCES

Continually improve the resource base to achieve campus priorities by carefully balancing state revenues, tuition, and private funding, and by embracing stewardship of our campus infrastructure and a culture that values sustainability.

- Increase operating expenditures/student by an additional \$8,200 by 2020
- Increase endowments/student by an additional \$24,000 by 2020