Academic Master Plan Update 2007 - 2017

Objectives noted in blue are completed

<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Strategies 2007-17</th>
<th>Objectives</th>
<th>Responsible</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1: Enhance Academic Quality</td>
<td>MTSU will review and revise standards for admission, retention, and graduation across undergraduate and graduate programs and colleges to ensure consistency.</td>
<td>Review standards to meet and/or exceed peer institution standards; review standards for model programs; review standards for programs where demand exceeds resources.</td>
<td>UP: Associate VP for Admissions and Enrollment Services; Dean UC</td>
<td>Annual</td>
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STATUS UPDATE:

2007-2008
Fall 2006 - Fall 2007 retention rate 78.9% as compared to 80.8% for Fall 2005 - Fall 2006; 2000-06 graduation rate is 48.84%, 2001-2007 rate is 48.39%, an increase of 1.55%; Activities for non-traditional students include: Expanded Admissions Services to Off-campus Student Services (90% of MTSU students live off-campus); Revised OSS website; Revised 2007-2012 Strategic Enrollment Management Plan for MTSU received the 2009 Nontraditional Student Week Award from the ANTSHE; OWLS celebrated its 20th anniversary; Off-Campus Housing Fair attended by more than 450 students; 100+ students and their family members participated in the Fall of the year picnic and awards ceremony at Barfield Park in April.

2008-2009
Fall 2007 - Fall 2008 retention rate was 79.96% as compared to 78.98% Fall 2006 - Fall 2007 (an increase of 1.27); 2001-07 graduation rate is 48.39%, 2002-08 rate is 50.49% (an increase of 2.1%); OSS activities included: Idea Mapping Workshop for students with Jamie Nast; hosted annual Adult Learning Conference on "Using Technology to Prepare for Your Career"; initiated 10 students into Pinnacle Honor Society; OSS recognized for "Best Practices" and as one of only 6 institutions certified by ANTSHE as an outstanding institution serving non-traditional students, ranking second in the country behind Oklahoma State University in the point system for certification.

2009-2010
Fall 2009-2010 retention rate was 82.05% as compared to 79.96% Fall 2007-2008 (an increase of 2.09%); 2002-08 graduation rate is 50.49%, 2003-09 rate is 52% (an increase of 1.51%); Activities for students 25+ include; OCCS provided Idea Mapping workshops (105 students participated, an increase of 12% from the previous year); MTSU received the 2009 Nontraditional Student Week Award from the ANTSHE; OWLS celebrated its 20th anniversary; Off-Campus Housing Fair attended by more than 450 students; 100+ students and their family members participated in the Fall of the year picnic and awards ceremony at Barfield Park in April.

2010-2011
Fall 2009-2010 retention rate was 82.3% as compared to 82.05% Fall 2008-2009 (an increase of .25%); 2003-09 graduation rate is 52%, 2004-2010 rate is 52.9% (an increase of 3%); Activities for students 25+ include: MTSU was awarded a $50K Bernard Oisher Foundation grant to support scholarships for 15 adult-entry students for the 2011-12 AY. Due to university budget reductions, the June Anderson Center for Women and the Off Campus Students Support Center were consolidated into the June Anderson Center for Women and Nontraditional Students. The JA Center provided a variety of programs designed to meet the needs of non-traditional students, including the Idea Mapping Workshop attended by 110 students; Freshman Orientation Fair was attended by 600+ students; the Brown Bag Enrichment and Development Series - "Nontraditional Careers for Nontraditional Students"; Nontraditional Student Week in November; Nontraditional Student Potluck Dinner co-sponsored by the JA Center and OWLS (65 in attendance); MTSU sponsored a state-wide Adult Learning Conference. On-line student services: MTSU provides an electronic application process, online registration, online degree audit, an online bookstore available to off-campus students, a distance learning librarian that provides library services, online tutoring services available via SMARTthink (http://www.smartthinking.com/), and a web-based tutorial that provides information about these services.

2011-2012
Fall 2010-2011 retention rate was 78.3% as compared to 82.3% fall 2009-2010 (a decrease of 2%). 2004-10 graduation rate is 52.9%, 2005-2011 rate is 52.7% (a decrease of 2%). The University is implementing strategies to increase retention and graduation rates. See activities for adult students on the June Anderson Center for Women and Nontraditional Students website: (http://www.mtsu.edu/aac/). Improvements to on-line services for veterans were implemented with the addition of a vet tab in RaiderNet. Beginning fall, 2012, all new incoming students are assigned an academic counselor who will serve as a retention and success coach throughout their MTSU career. The Oisher Foundation grant was renewed, permitting 15 scholarships for non-traditional students for 2012-13. Funds for transfer student scholarships were increased.

2012-2013
Fall 2011-2012 retention rate was 78.1% as compared to 77.9% fall 2010-2011 (a decrease of 1.2%). 2005-2011 graduation rate is 52.7%, 2006-2012 rate is 51.8% (a decrease of 1.1%). Pilot centralized tutoring center in Walker Library was implemented Spring 2013. The University is implementing Quee for Student Success--a plan to improve retention and student survey (approximately 2,000 responses) were received, 8 advisors in the University College Advising Center, functioning as Academic Counselors made more than 6,500 phone calls to newly admitted students congratulating them on being admitted to MTSU. They followed up with a post card and subsequent emails. By spring, 2013, more than 500 students had responded with emails back to the advisors asking questions or reporting what they are most interested about, a question asked on the postcard. All UCAC advisors receive on-going training through staff meetings and 1:1 meetings with their direct supervisors and have participated in additional training with the enrollment management areas in preparation for the opening of the MT 1 stop in 2014. They are expected to set professional development goals and participate in professional development and research activities and are evaluated accordingly. In the Spring of 2013, the academic colleges assumed responsibility for advising all of their majors including those with prescribed course requirements. The colleges of Education and Mass Communication and the School of Nursing continue to partner with the UCAC for assistance in advising their pre-candidacy students. A survey of satisfaction with advising was administered by the Office of Institutional Effectiveness and Research in spring, 2013. Results will be used for program improvement.

2013-2014
Fall 2012-2013 retention rate was 78.8% as compared to 78.3% fall 2011-2012. 2007-2013 graduation rate is 46.2% (full and part-time students). The University College Advising Center ceased to exist during the fall, 2013 semester. All UCAC advisors lost their UCAC offices and were moved either to the new MTOnestop or to the various Colleges. University College retained four advisors to work with current undeclared majors. Beginning fall 2014, MTSU will no longer have undeclared majors. Instead, a plan has been developed to have incoming students who have not yet declared a major declare one of nine new "Macro Majors" or Academic Focus Areas. University College Macro Major advisors will work with these students during their first semester at MTSU to help them declare a major based on career path, and other predictive indicators, by the end of their Freshman year. UC Macro Major advisors have received training in the tools necessary to help Macro Major students move successfully into a major. EAD advising software has been purchased for predictive advising analysis and to improve advising processes.

MTSU will review and revise standards for admission, retention, and graduation across undergraduate and graduate programs and colleges to ensure consistency. Review standards to meet and/or exceed peer institution standards; review standards for model programs; review standards for programs where demand exceeds resources. UP: Associate VP for Admissions and Enrollment Services. 2009-2010 Review standards/peer institutions; 2010-2011 Review standards/model programs; 2011-2012 Review standards and whether demand exceeds resources

STATUS UPDATE:

2008-2009
Developed a Duplicated Admissions policy; implemented Duplicated admission agreement with NSCC; policy may be adopted at the system level.

2009-2010
Conducted a review of the admission standards for MTSU's Funding Peers and Performance Funding NSSE Peers which indicated MTSU's undergraduate admission standards are as high or higher than each of these institutions; additionally, a task force (Leadership Council Sub-group on Admissions, Retention and Graduation) studied MTSU's guaranteed admission standards in relation to increasing retention and graduation rates. Data from various sub-populations were reviewed and recommendations were sent to the President. A university delegation of faculty and administrators, led by Dean Mike Boyle, participated in AACUS's Greater Expectations Institute to study ways and develop strategies to improve MTSU student success (graduation rate).

2010-2011
An inventory of active retention activities for the campus was conducted, which identified 45 programs and services designed to support student success, retention and graduation. A consulting contract with Paskil Stapleton & Lord was established for the purpose of recommending changes in admissions and retention standards consistent with the Complete College Tennessee Act and the recently approved funding formula. Report from the consultants is due during fall, 2011, with recommendations to be sent forward to TBR for review in spring, 2012.

2011-2012
The consulting firm Paskil Stapleton & Lord was engaged to conduct a review of the Complete College Tennessee Act and make recommendations regarding a strategic enrollment management plan for MTSU. As a result, a draft plan was completed and is under faculty review. Enhanced freshman admissions standards are expected to be forwarded to TBR for approval during AY 2012-2013.

2012-2013
The faculty review of the draft Strategic Enrollment Management Plan for MTSU resulted in significant feedback, and a second writing committee was charged with updating and revising the draft. The second draft also received significant feedback, particularly from the Academic Deans. Final recommendations will be folded into the new MTSU Quest for Student Success Plan, which will be completed summer, 2013.
### Strategic Direction

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<th>Objectives</th>
<th>Responsible</th>
<th>Time</th>
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<tr>
<td>Study and planning related to enrollment management to date has resulted in the recently published, Quest for Student Success 2013-2016 (<a href="http://www.mtsu.edu/docs/QuestforStudentSuccess.pdf">http://www.mtsu.edu/docs/QuestforStudentSuccess.pdf</a>) The plan is a comprehensive, strategic initiative designed to improve retention and completion rates.</td>
<td>PER ANNUAL PERFORMANCE FUNDING REPORTING</td>
<td>2013-2014</td>
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Middle Tennessee State University will prepare students to become life-long learners.

Meet or exceed the national average score for critical thinking on the CCTST; Increase the scores on the NSSE related to civic engagement items.

**STATUS UPDATE:**

2007-2008 MTSU average critical thinking score of 17.7 exceeded the national average of 16.8 on the CCTST (requires students to draw inferences, make interpretations, analyze information, draw warranted inferences, identify claims and reasons, and to evaluate the quality of arguments using brief passages, diagrams and charts); MTSU's sub score means also exceeded national means in each category. MTSU seniors exceeded the NSSE average for the following items: Examined the strengths and weaknesses of your own views on a topic or issue; 2.71/2.86; Tried to better understand someone else's views by imagining how an issue looks from that person's perspective 2.84/2.83; Learned something that changed the way you understand an issue or concept 2.91/2.89; seniors did not exceed the NSSE average: Voting in local, state, or national elections 2.07/2.11.

2008-2009 MTSU average critical thinking score of 18.02 (61%) exceeded the national average of 16.8 on the CCTST and exceeded MTSU's 2007-2009 score of 17.7. MTSU's sub score means: Analysis 58%; Inference 50%; Evaluation 63%; Deductive Reasoning 82%; Inductive Reasoning 32%; NSSE data is forthcoming in August.

2009-2010 NSSE results: Responses from seniors improved for 84% of the questions included in this analysis compared to 2006 survey. 15% showed a decline, and one question had identical means in 2006 and 2009. Notable results include: seniors reported increased communication and activities outside of class with both faculty and other students; seniors find their coursework more challenging than in the past; seniors spend more time in meaningful, character-building activities such as community service and volunteer work; seniors spent slightly more time in on-campus jobs (shown by research to increase university loyalty) and less time working in off-campus jobs. (In spring 2009 Graduating Senior Survey completed by 96% of seniors planning to graduate in May, 72% reported working for “Basic Survival Needs” — food, everyday clothing, shelter.) Conclusions: Increasing numbers of courses on campus include activities and exams designed to improve students' critical thinking skills; NSSE question #2 includes elements that reflect the related skills of analyzing, synthesizing, making judgments, and applying what is learned to practical problems or in new situations. Data reflect increased efforts by faculty to improve these indicators.

2010-2011 MTSU average critical thinking score of 17.0 exceeded the national average of 16.8 on the CCTST (requires students to draw inferences, make interpretations, analyze information, draw warranted inferences, identify claims and reasons, and to evaluate the quality of arguments using brief passages, diagrams and charts); NSSE data forthcoming.

**2011-2012 Spring 2011 NSSE results:** Students who evaluated their entire educational experience at MTSU as positive (good or excellent) rose two percentage points to 84%. Seniors reported their coursework more challenging than in the past, reported increased number of hours spent preparing for class compared to the 2008 and 2009 surveys, are participating more in classes by asking questions and contributing to class discussions, and more students reported plans for, or having already performed, community service or volunteer work. Although these improvements were noted compared to three years ago, MTSU's 2011 results were below those of all NSSE respondents for 68% of the questions. Many were significantly below, as shown on the following comparison of means for each benchmark as summarized below. Note: NSSE groups questions into five types for benchmarking: Level of Academic Challenge (LAC), Active & Collaborative Learning (ACL), Student-Faculty Interaction (SFI), Enhancing Educational Experiences (EEE), and Supportive Campus Environment (SCE). Comparison of means for each benchmark is summarized below.

**Middle Tennessee State University NSSE Statistical Benchmark Mean Significance**

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<thead>
<tr>
<th></th>
<th>LAC 54.3</th>
<th>LAC 54.7</th>
<th>ACL 48.8</th>
<th>ACL 51.3</th>
<th>SFI 39.0</th>
<th>SFI 42.0</th>
<th>EEE 35.4</th>
<th>EEE 40.6</th>
<th>SCE 54.0</th>
<th>SCE 59.1</th>
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<tr>
<td>Statistical significance:</td>
<td>*p&lt;.05, **p&lt;.01, ***p&lt;.001 (2-tailed)</td>
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**2012-2013 NSSE was not administered in the 2012-2013 AY.**

**2013-2014 NSSE was administered during the spring semester with a response rate of 15.8%. NSSE results are not yet available and will be reported when received. MTSU average critical thinking score (2012-2013) of 17.1 exceeded the national average of 16.7 on the CCTST.**

### Strategic Direction

- Middle Tennessee State University will integrate student learning outcomes, program evaluations, and student evaluation of faculty processes.
- Establish a committee to review program evaluation processes for inclusion of SLOs assessment and student evaluation of faculty evaluation and make recommendations for integration of these assessment and evaluation processes; Implement recommendations of committee.

**STATUS UPDATE:**

2007-2008 Ad hoc pedagogy/evaluation committee established to implement New Student Evaluation of Faculty instrument beginning Fall 2008; Ad hoc assessment committee exploring integrated institution-wide assessment software.

2008-2009 New Student Evaluation of Faculty instrument implemented Fall 2008. SLOs/Program outcomes consultant, Dr. Ed Rugg conducted series of college workshops in preparation for SACS Fifth-Year Report. IE Plan format updated to reflect changing SACS standards related to SLOs for implementation fall 2009; Ad hoc Assessment Committee convened by Provost with representation from all colleges.

2009-2010 College Assessment Committee continues to meet to address SLOs and improvement processes. Updated IE Plan format implemented fall 2009. Coordinator of Learning Assurance hired to support development of SLOs/assessment/continuous improvement for each of the programs in each of the academic departments.

2010-2011 An integrative assessment/evaluation software system that includes SLOs management has been identified and is scheduled for campus-wide implementation beginning summer, 2011. College assessment coordinators continue to work on program, department and college assessments.

2011-2012 An integrative assessment/evaluation software system (TK20) was purchased and implemented. Phase I: Strategic Planning has been implemented and user training provided. System has been used successfully to complete an University assessment cycle (2011-2012). Phase II: Faculty is scheduled for implementation beginning Spring, 2013. Program assessment met SACS Fifth-year review standards.

2012-2013 TK20 Phase II Implementation: Faculty credentials pilot demonstration received for comment and feedback. Implementation now scheduled for early Fall 2013.

2013-2014 TK20 Phase II Implementation: Faculty credentials module has been received. MTSU will proceed with pilot implementation Summer 2014. I.E. monitored per annual processes and timeline.

Middle Tennessee State University will pursue improving the student-to-faculty ratio and the staff-to-student and faculty ratio to those of its peer institutions.

Increase number of FT faculty by 10 over each of the next five years; Increase the number of FT staff as appropriate to function.

**STATUS UPDATE:**

2007-2008 Increased the number of full time faculty by 30; student-to-faculty ratio is 21 to 1. Student to staff ratio is 16 to 1.

2008-2009 On hold due to budget constraints; faculty and/or staff continued to be hired to meet core institutional educational needs.

2009-2010 On hold due to budget constraints; faculty and/or staff continued to be hired to meet core institutional educational needs.

2010-2011 On hold due to budget constraints; faculty and/or staff continued to be hired to meet core institutional educational needs.

2011-2012 Increased the number of temporary faculty positions to address enrollment demands by 22 full-time positions. Increased the number of tenure-track faculty by 17 and advertised to fill in 2012-13. Increased staff positions in key strategic areas such as international education and advising.

2012-2013 Converted 30 temporary faculty positions to tenure-track and advertised for FT 2013-14. Created 7 new support staff positions to address understaffing in academic departments with high student/staff ratios.

2013-2014 Created new Assistant Vice Provost for Student Success position and one new pre-health advisor position.
Middle Tennessee State University will seek to attract a greater proportion of full-time students, living on or near campus, and further engage them in campus life. Develop and offer activities to increase student engagement on campus; develop and offer activities to increase alumni engagement on campus.

**Associate VP for Admissions and Enrollment Services; American Democracy Project Coordinator; VPUA**

**Annual**

### Status Update

**2008-2009** ADP activities: 4984 pocket copies of U.S. Constitution distributed to faculty for use in classes; appointed new coordinator of ADP; Expanded Constitution Week activities, including a "sign the Constitution" event in front of KUC (210 persons signed); displayed yard signs with the preamble and First Amendment across campus; offered a 1-hr EXL 2010 course, Civic Engagement Practicum; created an ADP Advisory Board; continued national presence at ADP conferences; 521 students participated in campus-wide presidential election activities; 1144 students, faculty and staff were registered to vote; international education: 264 MTSU students studied abroad in 33 countries (including summer 2009), 260 in-students studying here, 207 in-students related majors; 41 faculty involved in in-students programs/initiatives.

**2008-2009 Other Activities:** With the reopening of Lyon Residential Complex, Housing and Residential Life completed year the fifth year of the eight year $70 million renovation program; affiliated with various academically themed living-learning communities, Music in Monohan, the fine arts affiliated living-learning area in Monohan Hall, welcomed its first "Faculty-in-residence" to the community during 2008-09.

**2009-2010** ADP activities to advance civic engagement to forefront of the University: joined national ADP eCitizenship initiative, opened active Facebook page to engage and support students' activities; enhanced across-campus coursework, expanded experiential learning opportunities, developed new Raider Learning Community pairings for interdisciplinary teaching, and increased student civic engagement, through proactive Faculty Learning Communities; participated in national forum and webinar on civic engagement; deepened faculty commitment to civic engagement through increased activities of ADP faculty working group; convened campus-wide Roundtable Dialogue on freedom of speech, student political action, and student access to MTSU public space, which resulted in a policy change that affirmed to students the University's strong support for our students’ engagement across our campus; participated in Student Government Association and student government affiliated activities; developed and offered constitutional courses in the curriculum; engaged the Tennessee Higher Education Commission in research at national ADP meeting in San Antonio, TX; engaged the Tennessee Higher Education Commission in research; an ADP student served on a national invited panel of experts on student voting; continued campus polling location research, to enlarge discussions with Rutherford County Election Commission (RCEC) on student support for an on-campus polling facility; engaged the Tennessee Higher Education Commission in research; an ADP student served on a national invited panel of experts on student voting; continued campus polling location research, to enlarge discussions with Rutherford County Election Commission (RCEC) on student support for an on-campus polling facility.

**2010-2011** ADP activities (selected): Expanded Constitution Day programming over two weeks and integrated a greater number of students into Constitutional designs, musical performances, art displays, activities, and planning for upcoming presentations; brought internationally respected Supreme Court correspondent to campus to speak about Supreme Court decisions, changes, and internal processes for decision-making; included colleges of Liberal Arts, Business, Education, Mass Communication, Behavioral/Health Sciences, Honors and University Colleges, Walker Library, Student Affairs, Center for Student Involvement and Leadership, John Seigenthaler Chair of Excellence in First Amendment Studies, Distincted Lecture Committee, Development, University Relations, Business and Finance, MTSU Foundation, and WMOT into Constitution Day activities; conducted intensive voter registration drives on campus fall 2010; provided buses to Rutherford County polls throughout the weeks of Early Voting in Tennessee; supplied students individual copies of the U.S. Constitution in classes upon faculty request; facilitated a Faculty Learning Community on Civic Engagement (CE) with significant impact on curriculum integration; generated campus and nation-wide dialogue on how to institutionalize CE, including tenure/promotion criteria to support faculty member's decisions to increase CE components into course materials; showcased CE courses at Faculty Share Fair; hosted a university-wide roundtable brown bag during Scholars Week to discuss transitioning courses within a discipline to implement CE elements; saw germination/colorization of CE programming spreading independently through the campus, e.g., new Chemistry + Tennessee History EXL RLC pairing between the Colleges of Basic/ Applied Sciences and Liberal Arts, the study of the Constitution and the Constitution-concept posters in Graphic Design (Department of Art), the effort by the Department of Political Science to compile a service learning community partners data bank for faculty course projects; joined AASCU Civic Agency initiative and took students to Washington, D.C.; facilitated work and growth of student organizations focused on CE, e.g., the American Democracy Project Student Organization; through students' initiative and partnering with other student groups/Facilities Services participated in Earth Day programming; undergraduates in EXL 3030, Civic Engagement Practicum, participated/pooled in a variety of campus improvement initiatives throughout the academic year; contributed ADP student research to the policy development agenda for a tobacco-free campus; revisited campus polling location research to restart discussions for a County Election Commission presence on campus to support student participation in local, state, and national elections; heightened ADP MTSU Facebook and Twitter social networking visibility, including Event pages for ADP projects; furthered the brand of MTSU as the Tennessee university that graduates civically engaged, globally responsible citizens.

**2010-2011** Alumni Office recently completed a comprehensive survey of alumni to evaluate current program offerings and guide the development of new initiatives. The survey responses will be completed May 2011. The existing portfolio of programs and events is well received and generally viewed as high quality, but preliminary results indicate alumni would like more college/departmental activities and communications.

**2011-2012** Students engaged in the Experiential Learning Program (EXL) activities increased to 5,841 in 196 approved courses. One hundred fifty one students received the EXL designation. Selected ADP activities focused on institutionalizing civic learning as a fundamental, universal university-wide value and objective. Extended Constitution Day events over two days and Constitution Week programs over two weeks; displayed Thoughts on Democracy posters on campus, generating dialogue on the Four Freedoms principles; brought "John Adams Unbound" book talk to campus, thanks to Walker Library; hosted roundtable on Adams' presidential and legal history with presentations by Adams scholars from among the MTSU faculty; hosted roundtable on the Civil War for the Humanities Chair; Jim Leach to campus to speak about civic scholarship; held a First Amendment forum, developed by the John Seigenthaler Chair of Excellence in First Amendment Studies; conducted voter registration drives on campus during summer and fall 2011; supplied individual copies of the U.S. Constitution (c. 4,000) to students in the classes of all interested faculty; generated campus and nation-wide dialogue on how to institutionalize CE, including tenure/promotion criteria to support faculty member's decisions to increase CE components into course materials; submitted proposed civic learning additions for MTSU Outline of Faculty Data (OFD) to Office of the Provost for evaluation and university consideration; presented invited roundtable on civic learning in tenure and promotion criteria to national audience for discussion at American Association of Colleges and Universities meeting in Washington, D.C., in Jan. 2012; shared, with the College of Liberal Arts, in hosting former Supreme Court Justice Sandra Day O'Connor to campus at MTSU; spoke of the undergraduate membership of American Democracy Project Student Organization and its campus-wide visibility; through its commitment to environmental initiatives, students became involved in State Legislation proposing terminating mountaintop removal; students undertook community organizing and represented MTSU to seniors of the Tennessee Scenic Trails Association, presenting programming on the Tennessee Scenic Vista Protection Act of 2011; undertook university-wide student survey on MTSU undergraduate voting patterns, guided by the MTSU Poli; presented the results of voting poll and voting research at national ADP meeting in San Antonio, TX; an ADP student served as a member panel of experts on student voting; continued campus polling location research, to enlarge discussions with Rutherford County Election Commission (RCEC) on student support for an on-campus polling facility; engaged the Tennessee Higher Education Commission in research on state-wide policy for civic learning in higher education, following the Jan. 2012 release of U.S. Dept. of Education study A Crucible Moment: College Learning and Democracy in the Future; took eight students, six faculty, and THC director to ADP national meeting, June 2012, consisting the largest team (15) from any AASCU university. Int’l Ed: 339 MTSU study abroad students (representing 55 different majors) participated in 40 countries. 54 MTSU participants in non-academic, not-for-credit programs abroad; 37 int’l students participated in non-academic programs. 22 faculty teaching in study abroad programs or accompanying non-academic groups; 12 faculty are members of Int’l Education & Exchange Committee; 8 faculty advisors for bi-lateral exchange programs; total of 42 faculty involved in int’l education programs/initiatives.

**2011-2012** Evaluation of Alumni Survey completed. Selected Alumni Events: Pigskin Pregame (proceeds went to Alumni Legacy Scholarship); Centennial Gala: Homecoming, Spring into MTSU, Alumni Spring Weekend, Alumni Summer College; and Alumni Events in Knoxville, and Thailand.
2012-2013 Strategic Directions

2012-2013 EXL activities: ADP activities focused on the national election and on a campus civic health survey. Activities included: expanded Constitution Day (CD) events (09/17/13) across campus with individual CD ceremonies in each of the undergraduate colleges with its own local reading of the U.S. Constitution by deans, faculty and students; hosted a naturalization ceremony on campus for 288 new American citizens in partnership with the U.S. District Court, Middle District of TN, the U.S. Citizenship and Immigration Service, the U.S. Marshals Service, and the Rutherford County Election Commission with Chief Judge Daniel H. Zalla; President R. Gary Wadix presided (the ceremony was broadcast via live-stream simulcast); printed copies of the 19th Amendment to the Constitution in a hands-on do-it-yourself experience on MTSU’s replica eighteenth-century printing press at Walker Library; provided almost 6,000 copies of the U.S. Constitution to faculty for use in their classes in Constitution-based curricula; used presidential election (F 12/3) to advance student political and civic engagement via a voter registration drive on campus (TCA Wake-Up And Vote Early 11/11/13); hosted MTSU Tennessee Citizenship (TCA) Wake-Up And Vote Early 11/11/13; hosted MTSU Tennessee Citizenship (TCA) Wake-Up And Vote Early 11/11/13;

2013-2014 Strategic Directions

2013-2014 ADP focused on institutionalization, through integration of ADP into structure and programs of MTSU Center for Historic Preservation, and expansion of activities with increased community and state partnerships. Activities included: Holding Constitution Day (CD) commemorations 9/17/13 in eight colleges across campus, each college’s students, faculty, and staff hosted Constitution reading; approximately 800 students participated. Distributing c. 3,000 Constitutions to faculty for use in classroom Constitutional studies. Voter registration drives across campus on CD, National Voter Registration Day 9/24/13, and throughout year, in partnership with Tennessee Citizen Action and the Rutherford County League of Women Voters (LWV), which further supported ADP student involvement with LWV Sponsorship. Immigration and Dream Act CD debate with Blue Raider Debaters; broad student involvement. Hosting the Tennessee State’s Supreme’s SCALES (Supreme Court Advancing Legal Education for Students) program on MTSU campus, hearing full arguments in three official Supreme Court cases 10/13; hosted 200+ student-athletes to break into small groups for discussions and then a whole group discussion; hosted MTSU Sport Management students and faculty; hosted Saints of the South; hosted Saints of the South.

2014-2015 Strategic Directions

2014-2015 MTSU student-athletes will exceed NCAA APR benchmarks annually for student athletes in all sports. MTSU students will exceed NCAA APR annual benchmarks for all sports. Ethic Director; Director of Student Athletic Enhancement Center; Annual

2015-2016 Strategic Directions

2015-2016 APR benchmarks for all sports exceeding for sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2016-2017 Strategic Directions

2016-2017 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2017-2018 Strategic Directions

2017-2018 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2018-2019 Strategic Directions

2018-2019 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2019-2020 Strategic Directions

2019-2020 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2020-2021 Strategic Directions

2020-2021 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2021-2022 Strategic Directions

2021-2022 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2022-2023 Strategic Directions

2022-2023 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2023-2024 Strategic Directions

2023-2024 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2024-2025 Strategic Directions

2024-2025 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2025-2026 Strategic Directions

2025-2026 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2026-2027 Strategic Directions

2026-2027 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2027-2028 Strategic Directions

2027-2028 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2028-2029 Strategic Directions

2028-2029 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2029-2030 Strategic Directions

2029-2030 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2030-2031 Strategic Directions

2030-2031 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2031-2032 Strategic Directions

2031-2032 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2032-2033 Strategic Directions

2032-2033 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2033-2034 Strategic Directions

2033-2034 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2034-2035 Strategic Directions

2034-2035 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2035-2036 Strategic Directions

2035-2036 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2036-2037 Strategic Directions

2036-2037 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2037-2038 Strategic Directions

2037-2038 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2038-2039 Strategic Directions

2038-2039 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2039-2040 Strategic Directions

2039-2040 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2040-2041 Strategic Directions

2040-2041 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2041-2042 Strategic Directions

2041-2042 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2042-2043 Strategic Directions

2042-2043 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2043-2044 Strategic Directions

2043-2044 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2044-2045 Strategic Directions

2044-2045 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2045-2046 Strategic Directions

2045-2046 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2046-2047 Strategic Directions

2046-2047 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2047-2048 Strategic Directions

2047-2048 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2048-2049 Strategic Directions

2048-2049 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)

2049-2050 Strategic Directions

2049-2050 APR benchmarks for all sports except Men’s Basketball and Men’s Indoor Track (4 yr. Team Annual Performance Rate)
<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Strategies 2007-17</th>
<th>Objectives</th>
<th>Responsible</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Tennessee State University will review and improve processes that lead to enhancement of instructional quality.</td>
<td>MTSU will recruit and retain a diverse, highly qualified, and active faculty – both in instruction and scholarship who develop and deliver exemplary courses of study and engage students in collaborative inquiry.</td>
<td>Continue implementation of Faculty Recruitment Plan; Review relocation, research start-up, and other professional support systems and make recommendations for improvement; Extend mentoring program to new faculty.</td>
<td>UP; VPAA; Co-Director for LT&amp;ITC</td>
<td>Annual: Implement FRP; 2010-2011 Appoint ad hoc committee to review faculty hiring packages and other professional support.</td>
</tr>
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</table>

**STATUS UPDATE:**

- **2007-2008** Faculty Recruitment Plan implemented; mentoring program extended to new faculty.
- **2008-2009** Relocation, research start-up and other professional support reviewed annually for improvement; SOTL Mentoring Program Pilot completed; two faculty complete SOTL projects.
- **2009-2010** Relocation, research start-up and other professional support reviewed annually for improvement; SOTL Mentoring Program Pilot completed; two faculty complete SOTL projects.
- **2010-2011** Relocation, research start-up and other professional support reviewed annually in relationship to budget considerations; Teaching Excellence Mentoring Pilot Program continued to be implemented (led by Dr. Tim Graeff); Two additional Faculty Learning Communities implemented (Problem-based Learning and Civic Engagement); University Learning Community implemented (Retention).
- **2011-2012** Relocation, research start-up and other professional support reviewed annually in relationship to budget considerations. Developed and distributed Faculty Recruitment Hiring Guide to assist departments/search committees in hiring faculty. Faculty Recruitment Hiring Guide to assist departments/search committees in hiring faculty. Developing technologies to aid in this group closer to reality. 
- **2012-2013** Relocation, research start-up and other professional support reviewed annually for improvement; Teaching Excellence Mentoring Program continued implementation. Two new Faculty Learning Communities focused on professional development: a Mid-Career FLC, a Professional Writing FLC, and a Writing in General Education FLC. A FLC also pursued the study of Civility and Student Engagement. The Provost continued implementation of an academic year-long New Faculty Orientation Program to mentor incoming faculty.
- **2013-2014** Relocation, research start-up and other professional support reviewed annually for improvement. Teaching Excellence Mentoring Program was continued. Three new Faculty Learning Communities focused on professional development: a Mid-Career FLC, a Professional Writing FLC, and a Writing in General Education FLC. A FLC also pursued the study of Civility and Student Engagement. The Provost continued implementation of an academic year-long New Faculty Orientation Program to mentor incoming faculty.

| Middle Tennessee State University will increase the number and value of graduate assistantships to support more full-time graduate students. | Increase the number of full-time GAs; Increase the dollar amount of GAs & GTA's. | VPR & Dean CGS | Annual |

**STATUS UPDATE:**

- **2007-2008** Number of 9-month Masters' GAs increased to 216, a gain of 9 over 2006-2007; 12-month Masters' GAs increased to 53, a gain of 11; and 12-month Ph.D. stipends increased to 77, a gain of 7; dollar amounts remained the same.
- **2010-2011** Library budget increased $250,000 for FY 2010-2011. The gap between MTSU & ASERL membership criteria (ASERL 2008) shows a gap of 15% ($1.23 million).

**Middle Tennessee State University**

MTSU exceeded the Academic Progress Rate (APR) benchmark (930) for all sports programs with the exception of Women's Cross Country (857) and Women's Softball (828). Five programs had a perfect 1000 APR: Men's Basketball, Women's Basketball (1018 which includes bonus points for former students returning to graduate), Women's Golf, Men's Golf, and Women's Soccer. Men's Golf and Women's Golf received special recognition from the NCAA for Top 10 Percent. Other sports by APR: Baseball 937, Football 979, Men's Tennis 964, Women's Tennis 957, Men's Cross Country 958, Men's Indoor Track 963, Men's Outdoor Track 962, Women's Indoor Track 971, Women's Outdoor Track 956, Women's Volleyball 962, The four year average for all sports programs, IPED Graduation Rates (8 year) for each program: Football 89%, Men's Basketball 80% (however both transfers to other Universities were eligible when they transferred), Baseball 22% (4 were drafted and left the university to play professional baseball, 1 transferred eligible to a Junior college, nd 2 were not eligible when they left the university, both dropped out after the first semester), Men's Track 75% (one athlete left eligible), Men's Golf 100%, Men's Tennis 91% (two transferred eligible), Women's Tennis 957, Women's Cross Country 958, Women's Indoor Track 971, Women's Outdoor Track 956, Women's Volleyball 962, The four year average for all sports programs. The graduation rate for all programs was 24% as compared to the general student population rate of 46%.

MTSU exceeded the Academic Progress Rate (APR) benchmark (930) for all sports programs with the exception of Women's Cross Country (857) and Women's Softball (828). Five programs had a perfect 1000 APR: Men's Basketball, Women's Basketball (1018 which includes bonus points for former students returning to graduate), Women's Golf, Men's Golf, and Women's Soccer. Men's Golf and Women's Golf received special recognition from the NCAA for Top 10 Percent. Other sports by APR: Baseball 937, Football 979, Men's Tennis 964, Women's Tennis 957, Men's Cross Country 958, Men's Indoor Track 963, Men's Outdoor Track 962, Women's Indoor Track 971, Women's Outdoor Track 956, Women's Volleyball 962, The four year average for all sports programs. The graduation rate for all programs was 24% as compared to the general student population rate of 46%.
Middle Tennessee State University will provide adequate facilities to meet the diverse learning needs of students.

Middle Tennessee State University will increase overall space dedicated to academic programs; classroom, research and creative activities; laboratory facilities; and faculty/graduate assistant offices. Complete planning for new science building; complete construction of new science building; Complete planning for new education building; Complete construction of new education building; Develop partnerships to support space needs of innovative programs, i.e., concrete management program 2007-2012

STATUS UPDATE:
2007-2008 Planning for new science building complete. Bidding documents almost 100% complete; building design meets sustainable guidelines as defined by LEED; so that it would qualify for LEED certification and it meets the newly adopted state design guidelines for sustainability, chilled water plant under construction, project delayed due to budget constraints; New education building in early design phase, preliminary stages of developing engineered systems and sustainable design features; Relationship established with concrete management industry for funding support for new concrete management building, CIM building site confirmed, presentation drawings complete.

2009-2010 Planning for new science building is underway; the project is "shovel ready," awaiting construction funding; College of Education project design is complete. Budgeting of the project is now underway, and an early site utility project is now in construction for the project.

2010-2011 Science Building remains "shovel ready" awaiting funding and remains the top capital project priority for TBR and THEC for approval of construction capital funding. College of Education building construction is substantially complete, and final punch list and equipment move-in are underway; 4% on schedule for occupancy July, 2011. Early schematic design documents are complete for the Concrete Industry Management building. CIM developed a partnership agreement with Turner Universal to provide pre-construction Construction Management (CM) services to assist with the development of the project; fundraising for "in-kind" commitments for the project.

2011-2012 Construction funding for the Science Building was approved spring 2012 by the Governor and the General Assembly. Site work for the project is underway. The J.V design team and contractor are preparing to bid contracts with bids to be completed in August. Construction on the main building will begin in September, 2012; completion is scheduled for fall, 2014; and occupancy is expected in spring 2015. The College of Education building was completed on schedule and the building was occupied Fall 2011. Design is continuing for the Concrete Industry Management facility to best meet "in-kind" gift proposals by contractors. Turner Universal continues to provide pre-construction services to support the development of the project. Support facilities currently under construction include two new parking decks totaling approximately 980 parking spaces, and a new "one stop" facility serving visitors, Admissions, Records, Financial Aid, Scheduling, Bursars Office, and Academic Advising.

2012-2013 Construction and move-in planning continue on the Science Building on schedule. Completion is scheduled for fall, 2014, and occupancy is expected prior to the start of spring semester 2015. Design is continuing for the Concrete Industry Management facility to best meet "in-kind" gift proposals by contractors. Turner Universal continues to provide pre-construction services to support the development of the project. Support facilities currently under construction include two new parking decks totaling approximately 980 parking spaces, and a new "one stop" facility serving visitors, Admissions, Records, Financial Aid, Scheduling, Bursars Office, and Academic Advising. The two garages are scheduled for completion this summer, 2013, and occupancy of the Student Services Building is scheduled for summer, 2014.

2013-2014 Construction is on schedule to complete the new Science Building Fall, 2014 and ready for a rolling move-in through the fall, with full occupancy spring semester 2015. Development efforts continue for the Concrete Industry Management facility. Two new parking decks are complete and in use, and the new "one stop" facilities are complete and in-use by staff and students.

Middle Tennessee State University will continue to revise and implement a new Facilities Master Plan, Implement newly revised Facilities Master Plan, S/V/P Annual 2007-2008 Facilities Master Plan implemented 2008-2009 Facilities Master Plan implementation continues.

2009-2010 Facilities Master Plan implementation continues as funds become available for renovations and new construction.

2010-2011 Facilities Master Plan implementation continues as funds become available for renovations and new construction.

2011-2012 The following high priority projects defined by the Master Plan have been completed: New Science Building funded; new college of Education Building completed; new Student Union completed; new Admissions/Visitors Center under construction; Recreation Center/Health Services addition completed; additional chiller plan completed; plans for relocation of the Photography Department underway; next phase capital project priorities have been updated to include general academic classrooms and offices in the core campus. The Master Plan land use plan was updated and approved by TBR 05/2012.

2012-2013 Preliminary preparation will begin during FY 2013-2014 for a Master Facilities Plan update to coincide with the timeline for an update of the Academic Master Plan.

2013-2014 The Facilities Master Plan RFP is complete, and the planning team has been selected. Full planning is now underway following the schedule of the Academic Master Plan. Initial planning work sessions are scheduled for June, 2014, and will continue over the next year to completion in preparation of TBR, THEC and SBC approvals. Renovations required for the relocation of the Photography Department are now in progress.

Middle Tennessee State University will design and construct a new student center and provide a common space for the comprehensive offering of student services. Complete planning and construct new student center; complete planning for one-stop student services plan; Implement one-stop student services plan Vice Provost for Enrollment and Academic Services and S/V/P 2007-2008 Planning for new student center in design stage with bidding anticipated Fall 2008 and groundbreaking Spring 2009; planning for one-stop student services being revisited due to cost.

2008-2009 New Student Center design is complete, and construction of utilities for project is underway; groundbreaking for main construction project is scheduled for spring 2010. Through the planning process, the one-stop student services is now planned as part of an adjacent garage project; the garage/one-stop facility is in early planning, but there is no schedule for the project due to funding source evaluation now underway.
Strategic Direction  | Strategies 2007-17 | Objectives | Responsible | Time
--- | --- | --- | --- | ---
2009-2010 | Ceremonial groundbreaking for new student union was held 09/06/09; project is on schedule for completion by 01/30/12. As of 02/23/10, 148 caissons were drilled and completed in preparation for construction; cranes are on-site with installation of grade beams and foundation walls beginning by 04/30/10. One-stop student services facility and parking garage package has been approved by TBR. A schedule and timeline will be developed in 2010. | | | |
2010-2011 | New student union building project is on schedule; exterior granite, limestone, and brick is being installed; interior mechanical, plumbing, and electrical work is in progress along with dry wall installation. Project is scheduled to be complete in January 2012. Tuck Hinton has been selected as the project designer for the student services building/parking garage project. The project team signed off on the schematic design phase on April 7, 2011. The project now moves into design development and is scheduled to begin construction in May 2012. | | | |
2011-2012 | MTSU Student Union is on schedule for opening the final fall term 2012. Construction of new student services building and two student parking garages is underway. These projects are scheduled for completion by 2014. | | | |
2012-2013 | The MTSU Student Union opened in late August 2012. Both parking garages are in the final stages of construction and are expected to open for use in fall 2012. The student services building is currently under construction and is on schedule to be complete in early 2014. | | | |
2013-2014 | Completed. Both parking garages were completed and opened for student use for fall, 2013. The Student Services and Admissions Center, home to the MTSU One Stop, opened March 2014. | | | |

Middle Tennessee State University will develop processes that use benchmarks and/or comparative evaluations for continuous improvement and strategic decision-making. Continue peer institution benchmarks using: Delaware data; percent of alumni giving; establish college assessment coordinators; all divisions continue I.E. processes | SvP, UP, VPIT, VPUA | Annual | |

STATUS UPDATE: 
2007-2008: Academic departments used Delaware data in budget and IE preparation; percent of alumni giving increased to 6%, a .7% increase over 2006-2007; each college designated an assessment coordinator Fall 2007; all divisions continue I.E. planning and implementation (see http://frank.mtsu.edu/~mtsacs/). 
2008-2009: Use of Delaware data for budget and IE preparation continued. Alumni giving percentages remain on target at 6% with no increase over 2007-2008. "lost" alumni research conducted May 2008 that located 8,789 good address records and increased FY2009 alumni cohort number by almost 10%; significant increase in solicitable alumni makes increase a realistic benchmark; however, this dramatic increase in alumni numbers may not be reflected proportionally in alumni giving percentages; college assessment coordinators appointed for all colleges; all divisions continue I.E. planning and implementation (see http://frank.mtsu.edu/~mtsacs/). 
2009-2010: Use of Delaware data for faculty staffing evaluation (most colleges), budget, and I.E. preparation continued. Alumni giving continues to track at approximately 6% participation; Senior Gift Challenge initiative averages 10-12% participation per semester. All divisions continue I.E. planning and implementation (see http://frank.mtsu.edu/~mtsacs/). 
2010-2011: Use of Delaware data discontinued. TBR no longer requiring participation in Delaware study. Alumni giving has maintained an approximately 6% level, which compares favorably with the 5.2% national average for public Master's granting institutions. All divisions continue I.E. planning and implementation (see http://frank.mtsu.edu/~mtsacs/). 
2011-2012: Annual Giving continues to maintain a 5.5-6% annual rate of participation which compares favorably to the national average for like institutions. More importantly giving from alumni and friends continue to exceed the national peer average for public master's granting institutions. All divisions continue I.E. planning and implementation (see http://frank.mtsu.edu/~mtsacs/). 
2012-2013: All I.E. processes continued per assessment annual timeline. University Strategic Planning Committee met to review University planning processes and timelines. Annual Giving to MTSU continues to grow and exceed national peer norms. New reporting and accountability measures provide academic and program units with the ability to monitor and assess their fund-raising efforts. Staffing and resource allocation are now aligned with the development potential of individual colleges. 
2013-2014: I.E. processes continued per assessment annual timeline. University Strategic Planning Committee met to review University planning processes and timelines. New Academic Master Plan process was begun Fall 2013. Preparation was begun for compliance audit and GEP for SACSCOC reaccreditation (YOR is 2014-2015 with reaffirmation targeted for Spring 2016). Annual Giving to MTSU continues to grow and exceed national peer norms.

Middle Tennessee State University will continue to identify and develop signature programs that meet the needs of the region. Conduct an internal and external scan to determine viable signature programs aligned with regional needs; develop programs to align with identified regional needs. | UP | Annual | |

MTSU PHONE

2007-2008: Ph.D. in Literacy Studies and B.S. in Biochemistry implemented Fall 2008; Three Ph.D.'s in the Sciences proposals developed and forwarded to TBR; M.S.W.-counseling degree (with APSU and TSU) approved by TBR for implementation Fall 2009; Teaching Quality Research Institute approved by TBR. 
2009-2010: Ph.D. in Math and Science Education, Computational Science, and Molecular Biosciences were approved by TBR (03/06/09) and (09/16/09) and THEC (09/16/09) for implementation Fall 2010; new concentrations in Physics in Teaching and Professional Sciences and concentrations in Healthcare Administration and Internal Organizational Leadership for RODP were TBR approved 03/10/10. M.S. in Forensic Science approved by THEC 06/10. Proposals for a DNP, a M.S.Ed. in Curriculum and Instruction, English as a Second Language, a Bachelor of Business Administration with a major in Office Management, graduate certificates in Archival Management, Museum management, Cultural Resources, and Historic Preservation, as well as a concentration in Aerospace Education in the MS in Aviation Administration degree have been submitted to TBR and are pending. The M.S. in Leisure and Sport, M.A. in International Affairs and the M.A. in Information Systems have been approved by TBR and are awaiting THEC approval. 
2010-2011: TBR approved the Actuarial Sciences concentration in MSIS/05/21, a concentration in Aviation Safety & Security Mgmt. in MS in Aviation Administration 02/28/11, and a minor in Organizational Communication (Speech and Theatre Dept.) 04/19/11. The M.S. in Leisure & Sport Management., M.A. in International Affairs, M.S. in Information Systems were approved by TBR and THEC (05/24/11); the B.S. in Dance has been approved by TBR and awaits THEC approval. A Graduate Certificate in College and University Teaching and 3 new certificates in RODP MSN are awaiting TBR approval. 
2011-2012: TBR approved graduate certificates in College and University Teaching, RODP MSN-Nursing Informatics, RODP MSN-Nursing Administration, US in Culture and Education, RODP MSN-Nursing Education; new minors in War, Policy and Society, Theatre, and Communication Studies; new interdisciplinary minor in Jewish and Holocaust Studies; new concentrations in CM in MBA, and MSPS-Geoscience; and the conversion of BS in Business Education to online. Both TBR and THEC approved the Ed.D. in Assessment, Learning and School Improvement (June and July, 2012 respectively). 
2012-2013: The Ed.D. in Assessment, Learning and School Improvement will be implemented Fall 2013. TBR approved new MSIP8 concentration in Engineering Management, MS in Management (THEC approved 09/09/2012), substantive changes to Secondary Education Minor Mteach, conversion of MS in Aviation Administration to online, MS in Management (THEC approved 05/02/2013), an Applied Physics concentration, BS in Mechanotronics Engineering (THEC approved 04/24/2013), Name changes approved: Digital Media concentration to New Media, Graduate Certificate in Cultural Resources Management to Heritage Studies, Mental Health Counseling concentration to Clinical Mental Health Counseling in M.Ed. in Professional Counseling. 
2013-2014: The following curriculum program proposals/changes were approved by TBR: M.S. in Criminal Justice Administration – Revised Joint Operating Agreement with Tennessee State University; Foreign Languages and Humanities – new undergraduate minors in Humanities, Italian, and Japanese (within B.S. & B.A.); B.A. in Global Studies degree designation changed to B.S.; B.S. in Global Studies & Cultural Geography, and a new concentration in Cultural Geography; and a new undergraduate Certificate in U.S. Culture & Education for Elementary Students. Letters of intent for new academic programs have been submitted to TBR/THEC for the following programs: M.S. in Finance (pending approval by TBR/THEC); M.S. in Genetic Counseling (letter of intent approved by TBR/THEC); B.S. with Individualized Major (letter of intent approved by TBR/THEC); M.L.S. in Library Science (letter of intent approved by TBR/THEC); M.A. in Liberal Arts (under TBR/THEC review); M.P.S. in Professional Studies (online) – new concentration in Human Resources Leadership (awaiting approval at TBR); D.N.P. in Advanced Nursing Practice (letter of intent for joint degree with Tennessee State University approved by TBR under review TBR/under review THEC); B.S. in Theatre with Teacher Licensure Option (proposal approved by TBR/awaiting THEC approval); Health and Human Performance - new undergraduate minor in Somatic Movement Education (under review by TBR); Change M.A. in Music degree designation to Master of Music (M.M.) under review by TBR); and Management and Marketing—a new undergraduate minor in Not for-Profit Management (under review by TBR).
Middle Tennessee State University will establish itself as a leader in mathematics and science education.  

**Strategic Direction:**

**Objectives:** Establish a TBR recognized state center for math and science education; Increase STEM grant support; Establish a Ph.D. in Math and Science Education; hire a Director for TMSTEC

**Responsible:** Dean of CBAS; Dean CEBS

**Time:** 2007-2008 Establish TMSTEC; 2007-2008 Increase grant support; 2007-2008 Develop and submit Ph.D. proposals

**STATUS UPDATE:**

2007-2008 TMSTEC officially established by TBR, Fall 2007; STEM (state and federal) grants received exceeded $2.9 M. Math and Science Education Ph.D. proposal approved by TBR, 2008; TBR TMSTEC Director hired.

2008-2009 MTSU received $6,612,575 for STEM education projects. Grants include: 2 NSF research grants ($267,246); NASA Aerospace research ($451,939); STEPing Up Undergraduate Research ($325,593); PK-12 ($558,370); and 2 Robert E. Noyce grants ($2,386,734) and Teachers Now (ED - $478,492); Ph.D. in Math and Science Education awaiting THEC approval.

2009-2010 Ph.D.s in Math and Science Education approved by TBR (03/06/09) and THEC (09/16/09) for implementation Fall 2010; Completed.

2010-2011 Completed.

Middle Tennessee State University will examine current academic processes and procedures to determine their effectiveness in meeting the mission of the University.

**Objectives:** Begin preliminary discussion to explore new academic structures, i.e., College of Visual and Performing Arts, College of Health Sciences and a University College.

**Responsible:** VP/UP

**Time:** 2008-2009

**STATUS UPDATE:**

2007-2008 New College ad hoc discussion group convened Summer 2008; stand alone education college discussion group convened Summer 2008

2008-2009 Ad hoc Education Committee report submitted to President; New college proposals submitted per Positioning for the Future recommendations

2009-2010 President McPhee approved a proposal to clarify the focus of the College of Education and Behavioral Sciences and a name change to the College of Education; additionally, he approved the restructuring of the College of Continuing Education and Distance Learning to the University College and established the new College of Behavioral and Health Sciences approved by TBR 05/24/10. Implementation of the proposed restructuring is pending awaiting THEC approval.


Middle Tennessee State University will examine current academic University processes and procedures to determine their effectiveness in meeting the mission of the University.

**Objectives:** Review the integration of SLOs and strategic planning goals; review resource use for efficiency and effectiveness

**Responsible:** SVP; UP

**Time:** 2008-2009

**STATUS UPDATE:**

2007-2008 Budgeting review to incorporate $5.1 M cut completed; budget building scenarios implemented

2008-2009 SLOs under review in anticipation of SACS Fifth-Year Report; President appointed Positioning for the Future workgroups, received recommendations for review; began implementation of selected recommendations.

2009-2010 Integration of SLOs and strategic planning continues in accord with the TBR and THEC planning cycles and in anticipation of the SACS Five-Year Report. All academic departments required to review SLOs during AY 2009/10 and provide evidence of using assessment to improve learning (see http://frank.mtsu.edu/~mtsacs/). Budget reviews continue to focus on budget cuts in anticipation of loss of stimulus funds 07/01/11.

2010-2011 All academic departments, as well as other University units, required to review IE plans during AY 10-11 and provide evidence of using assessment to improve (see http://frank.mtsu.edu/~mtsacs/). New University mission approved by TBR (03/25/11); strategic planning goals integrated with mission for new strategic planning cycle. Budget reviews continue to focus on budget cuts in anticipation of loss of stimulus funds 07/01/11.

2011-2012 All academic department and other University units required to review and complete IE plans for the AY 2011-2012 budget/assessment cycle. (See http://frank.mtsu.edu/~mtsacs/). Budget reviews and planning continue to focus on meeting core needs in a climate of reduced state funding. See Strategic Plan Update at http://www.mtsu.edu/erp/docs/splan10.pdf.

2012-2013 All academic department and other University units, required to review and complete IE plans for the AY 2012-2013 budget/assessment cycle. (See http://frank.mtsu.edu/~mtsacs/). Budget reviews and planning continue to focus on meeting core needs in a climate of reduced state funding. See Strategic Plan Update at http://www.mtsu.edu/erp/docs/splan10.pdf. University completed successful SACS Fifth-Year Review and will begin preparation for SACS reaffirmation of accreditation (2016) this fall. Preparation for a revised Academic Master Plan and Facilities Master Plan will begin fall 2013.

2013-2014 All academic department and other University units, required to review and complete IE plans for AY 2013-2014 budget/assessment cycle. (See http://frank.mtsu.edu/~mtsacs/). Budget reviews and planning continue to focus on meeting core needs in a climate of reduced state funding. Quest for Student Success Plan identified as top University priority. See Strategic Plan Update at http://www.mtsu.edu/erp/docs/splan10.pdf. University began preparation for SACS reaffirmation of accreditation (2016). Process for a revision of the Academic Master Plan and Facilities Master Plan began fall 2013.

Middle Tennessee State University will augment the resources and services of the Division of Information Technology to support and enhance the quality of educational endeavors and administrative services.

**Objectives:** Integrate and adapt technology systems to support best practices in teaching, learning, research and services; align resources with emerging technologies to provide appropriate administrative services to support all aspects of the University enterprise.

**Responsible:** VPIT

**Time:** Annual

**STATUS UPDATE:**

2007-2008 Educational endeavors: Conversion to a new TBR system-wide learning management system completed; faculty and students are using the new system to support on-ground, hybrid and online courses. Academic and statistical software support and other web-based resources provide research and service avenues for faculty and staff. A new web server expands the ability of faculty and staff to use emerging technologies to meet their learning, research and service goals.

2008-2009 Administrative services: Advances in administrative support continue with full deployment of Banner administrative suite and integration with campus resources; use of web content management system continues as a support to units for improving and managing department/unit web pages.

2009-2010 Educational endeavors: Support (system administration, instructional design consultation and software training) for the TBR system-wide learning management system continues with faculty using the tools for on-ground, hybrid and online courses. Support for additional internet and instructional technology applications is provided to allow faculty and staff to use emerging technologies to meet their learning, research and service goals. Academic and statistical software support and other web-based resources continue to provide research and service avenues for faculty and staff.

2010-2011 Administrative services: Administrative computing support is provided with continuing advancement of the Banner system’s integration with campus procedures. Deployment continues on the Luminis Content Management System for improving and managing department/unit web pages. Launched a new online reporting system to provide feedback on the student evaluation of teaching effectiveness process.

2009-2010 Educational endeavors: Support (system administration, instructional design consultation and software training) for the TBR system-wide learning management system continues with increasing faculty use of instructional technology tools for on-ground, hybrid and online courses. Support for additional internet and instructional technology applications is provided to allow faculty and staff to meet learning, research and service goals. Purchased a virtual environment “Island” and began the creation of a Second Life Learning Community. Academic and statistical software support and other web-based resources continue to provide research and service avenues for faculty and staff.

2010-2011 Administrative services: Administrative computing support was provided with upgrades to the Banner and Luminis systems and numerous other products to provide integration with campus procedures. Implemented the Banner Document Management Suite to allow digital archiving of records. Completed a web page redesign project deploying a new design, created a collaborative maintenance plan with university offices responsible for updating content and web posting guidelines. Continued deployment of the Luminis Content Management System for improving and managing department/unit web pages. Revised the Faculty Activity reporting system.
Strategic Direction

2012-2013 Educational Endevors: Support system administration, instructional design consultation and software training continues assisting with and encouraging faculty use of instructional technology tools, including the TRB system-wide learning management system for on-ground, hybrid and online courses. Instructional design and technology support is increasingly used by faculty in course and curricular design. Policy decisions for multimedia, collaboration, mobile learning and other emerging technologies to support faculty and staff in meeting learning, research and service goals. Faculty learning communities in multiple topics have been supported and actively involve faculty in teaching/learning, research and scholarship. Academic and statistical software support and other web-based resources continue to provide research and service avenues for faculty and staff.

2012-2013 Administrative Services: Administrative computing support provided through new software development and through upgrades to the Banner ERP, RaiderNet Self-service, and PipelineMT portal systems and numerous other products that provide enterprise data integrated with campus business processes. The Argos reporting writing tool was rolled out to several new offices and interactive dashboards were created to enable better analysis of Student Progression and Transfer data related to State funding formulas. Banner Workflow was expanded to automate additional business processes including expediting scholarship awards, new mobile apps were developed for students, and new RaiderNet functionality was added for students and faculty. Continue to collaborate with other divisions to design MTSU’s first comprehensive one-stop shop for student services. Completed installation and conversion to a new web content management system encouraging consistency in branding and navigation and positioning the site for further revitalization.

2013-2014 Administrative Services: Administrative computing support continues through new software development and through upgrades to the Banner ERP, RaiderNet Self-service, and PipelineMT portal systems and numerous other products that provide enterprise data integrated with campus business processes. Faculty learning communities in multiple topics continue to be supported and actively involve faculty in teaching/learning, research and scholarship. Academic and statistical software support and other web-based resources continue to provide research and service avenues for faculty and staff.

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Middle Tennessee State University will increase distinguished scholarship through interdisciplinary initiatives.

Bring all interdisciplinary programs under one reporting structure; Identify interdisciplinary initiatives that meet the needs of the region.

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Establish a post-doctoral research fellowship program; Increase the graduate assistantship stipend to the peer institution average; Develop a reward program for outstanding undergraduate and graduate research/creative activity; Increase funding support of summer research stipends.

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<th>Strategic Direction</th>
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<th>Responsible</th>
<th>Time</th>
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<tr>
<td><strong>STATUS UPDATE:</strong></td>
<td>2007-2008 Endowed Chair in Entrepreneurship established in Jennings Jones College of Business Summer 2008.</td>
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<td></td>
<td>2008-2009 The Endowed Chair in Entrepreneurship is expected to be fully funded by 2011.</td>
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<td>2009-2010 No new endowed chair funded in 2009-2010.</td>
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<td></td>
<td>2010-2011 No new endowed chairs established in 2010-2011. A challenge: Endowed Chairs include matching funds from the State of Tennessee and the state budget situation is not currently supportive.</td>
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<td></td>
<td>2011-2012 The University launched its Centennial Campaign in April 2012. One of the primary goals is to add new chairs and professorships. A number of proposals have been submitted and it is anticipated that one or more of these will be funded in the coming year.</td>
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<td>2012-2013 Secured a commitment for a new endowed Chair of Excellence in Accounting. Awaiting TBR approval.</td>
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<td></td>
<td><strong>2013-2014 TBR approved establishment of a new endowed Chair of Excellence in Accounting. A search will begin this year to fill that position. Also, a new Chair holder for the Wright Travel Chair in Entrepreneurship has been hired and will join the faculty in Fall 2014.</strong></td>
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Middle Tennessee State University will promote and support an entrepreneurial perspective on research productivity and technology transfer.

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<tr>
<td><strong>Develop the infrastructure for technology transfer</strong></td>
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<tr>
<td><strong>VPR and Dean CGS</strong></td>
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<td><strong>Annual</strong></td>
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**STATUS UPDATE:**

- **2007-2008** Office of Research Services, working with the Intellectual Property Advisory Committee and TBR Counsel, received 7 IP disclosures and considered 4 of them suitable for provisional patent applications. One utility patent and zero provisional applications were submitted to SPOT in FY08. Marketing sheets, a presentation, and an outline for a webpage were completed summer 2007. New language regarding IP policy that applies to the FREAK was written and royalties requested from several faculty projects involving commercialization. The Office also offered discounted contract research contracts with faculty/student team labor to 4 community-based inventors, but none accepted.
- **2008-2009** IPAC website (http://frank.mtsu.edu/~research/IPD&C_about.html) updated and expanded. Two MTSU inventors presented their technologies at TN Innovation Conference. Dr. Perry received $50K grant from TN Technology Development Corporation for his wheel hub motor. (Funding request was ranked the top application in TN). Received venture capital money to develop the motor; Intellectual Property Advisory Committee met; a provisional patent application was filed, and two inventors received and responded to the first office actions for their pending patents.
- **2009-2010** IPAC presented MTSU IPD&C policies and procedures to University community Fall 2009; website updated concurrent with MTSU website update; IPAC committee considered and rejected 3 disclosures; Dr. Charles Perry continues to work with venture capitalist, Dr. Miles Palmer, on developing a hybrid vehicle.
- **2010-2011** IPAC considered 3 disclosures; several inventors are working with TBR counsel Louis Svendsen to develop their IP for possible provisional patent.
- **2011-2012** Two patents were issued and another two are in process (official action expected soon), and one utility and one provisional application were made. IPAC considered 2 new disclosures. Process and procedure for MTAs developed and 3 MTAs were considered. Dr. Charles Perry is working with partner Ornich International to beta test on a fleet vehicle. A proposal to the Economic Development Administration (with partners ETSU and TTU) was made for support of early stage IP at these universities.
- **2012-2013** Two provisional patent applications culminated in a utility patent application. Two STTR proposals were submitted that involved MTSU as a partner. One was declined and one is pending. IPAC changed its membership but did not meet since no new disclosures were submitted.
- **2013-2014** Several IP/ commercialization events were held in collaboration with the Entrepreneurship Department during Global Entrepreneurship Week. Tech Transfer Office director Kevin Bloggs spoke about Technology Transfer at U of Memphis and a panel discussion about Resources for Entrepreneurs in Middle Tennessee with participants from TN SMTEC and LaunchTN were held at TN SBDC offices at the Rutherford Co. Chamber of Commerce. Two MTSU faculty participated in SMTEC workshops and two others participated in LaunchTN Venture Match. Two provisional patent applications and four utility patents (including international - PCT) were submitted. One patent issued in April. The IPAC met to consider two disclosures and gain two new members. Commercialization discussions / Letter of Intent for development of the hybrid retrofit kit was signed in Turkey. Discussions about potential commercialization of the FOCUS lab were held. A commercialization letter of intent was signed for commercialization involving the TN Center for Botanical Medicine. TBR conducted visits to TechConnect in Washington, DC with 2 inventors.

Middle Tennessee State University reaffirms its commitment to inquiry in an environment where the University’s Statement of Community Standards and Expectations and the First Amendment values of academic freedom and responsibility flourish. Incorporate the University Statement into New Faculty Orientation. Include the University Statement in Employee, Student and Faculty Handbooks.

<table>
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<tr>
<th>Incorporate the University Statement of Community Standards and Expectations formally into CUSTOMS; Incorporate the University Statement into New Faculty Orientation; Include the University Statement in Employee, Student and Faculty Handbooks.</th>
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<tr>
<td><strong>SrVP, UP; VPSA</strong></td>
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**STATUS UPDATE:**

- **2008-2009** Completed.
- **2009-2010** Completed.
- **2010-2011** Completed. University Statement of Community Standards and Expectations was revised into a University Statement of Values spring 2011; USOV will be incorporated into relevant campus publications noted above.

Middle Tennessee State University will create, implement, and improve strategies to communicate to its various constituencies the impact of its instructional, research, and service activities.

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<td><strong>Establish a publications calendar that produces a faculty focused, student focused, and alumni focused publication annually</strong></td>
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<td><strong>UP, VPUA</strong></td>
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<td><strong>2008-2009</strong></td>
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**STATUS UPDATE:**

- **2007-2008** New Associate VP for Marketing hired; student focus publication planned for fall 2008.
- **2009-2010** As part of the President's Positioning the University for the Future initiative, the entire Marketing and Communications program is undergoing a review and restructuring to assure that we can continue to provide timely service and information.
- **2010-2011** Plans developed and approved as part of the Positioning for the Future Initiative are being implemented. The MTSU Magazine has been relaunched and will be the cornerstone of future alumni communications. Additionally, the Office of News and Media Relations is working to release a new, real-time news page for 2011-2012, which will greatly increase the quantity and timeliness of university news.
- **2011-2012** Completed. A publications calendar has been established and the University is delivering a variety of constituent based publications in a timely, consistent manner. i.e., MTSU Magazine.

Middle Tennessee State University will plan and implement a Middle Tennessee State University Centennial 2011 celebration.

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<td><strong>Develop a written/pictorial history for alumni and friends of the University; establish a Centennial Committee</strong></td>
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<td><strong>UP, VPUA</strong></td>
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**STATUS UPDATE:**

- **2008-2009** Centennial publication subcommittee convened, in process of issuing publication RFP for commemorative book; DUR assumed lead in planning University's Centennial Celebration, especially in areas of designing graphics and coordinating and producing marketing materials; Centennial Committee is actively meeting.
Middle Tennessee State University will promote the Honors College as a national model program.

- Increase funding for student travel to major honors conferences.
- Increase travel funds for Honors faculty to present at honors conferences.
- Create a sense of shared purpose among the Honors community throughout activities.
- Validate program through NCHC review and endorsement.
- Create a different cohort (perhaps pre-professional) to parallel the Buchanan Scholars program.
- Increase the opportunities for Honors students.

Dean, College of University Honors

Annual

M T S U

MTSU Page 11

10/15/2014
The Honors College recruited an additional 15 students, from among 38 applicants, for the newly-initiated Honor’s Transfer Fellowship, and has added a special class UH 3900 (Honors Research Seminar) for these incoming students this fall. At least two incoming National Merit Scholars have accepted newly-created supplemental scholarships of $1,000 a year that the Honors College has created (at least one other has accepted a Buchanan Fellowship), and fundraising for scholarships has increased again this year. The Honors College has hired its first full-time faculty member (Biology), who will devote herself exclusively to honors classes; the college also hired an additional half-time freshman advisor. The College is preparing for another year of Excellence in Leadership, which will be held in the May session, now a full-term program, and which will include a trip to the country’s best two honors programs in the nation. For the second year in a row, Collage, the Honors College’s magazine of creative expression, which is also published semi-annually, received the coveted Gold Crown Award (in their one of only three in the nation) from the Columbia Scholastic Press Association. The second issue of Sciencia et Humanitas, the Honors College’s academic journal, was published, and, thanks to the way the publisher has organized the most submissions, is on the way to the publisher. The College established the Dears’ Distinguished Research Award to recognize the top three essays in each issue. The MTSU Circle of the Omicron Delta Kappa sponsored a national drive-in conference for the region. The dean and the interim associate dean had highly productive years in terms of scholarship. The dean published a book entitled The Writing and Rhetoric of the U.S. Constitution, co-edited and contributed extended essays to two-volume Encyclopedia of the Constitution, published another new textbook, three essays for on-line publications, presented a paper at a national conference to which he was invited, published a number of book reviews, and has had a new book accepted for publication and another that is currently under consideration for publication. The interim associate dean published A Companion to the Middle Ages and has edited a multidiplinary collection of essays, Prisons Writing from Boethius to Zana, based on the Spring 2012 Honors College Lecture Series by MTSU faculty members, which he has submitted to an academic press for publication. He gave scholarly lectures in Denver, Boston, and Nashville; is completing an online exhibition on “Baudelaire’s Poet” for the W. T. Bandy Center for Baudelaire and Modern French Studies at Vanderbilt; and published an article in a book of poems and a book of reviews. In terms of service, the dean helped with this year’s United Way campaign and continued to speak to local civic clubs and to coach the MTSU Mock-Trial teams, which sponsored a major national tournament and qualified again for national competition. The interim associate dean, who has been nominated for the MTSU Outstanding Public Service Award, directed and served as a volunteer in the Great Books in Middle Tennessee Prisons program and qualified for a seminar on leadership at Harvard University this summer. The University Honors College hosted its third open-house for high school students in the Spring of 2013 (with 375 visitors in attendance) on Presidents’ Day as well as several recruiting events throughout the year.

GOAL 2: Foster Student-Centered Learning

Middle Tennessee State University will develop and implement academic programs and initiatives that enrich student learning and success through experiential activities.

Middle Tennessee State University will implement the EXL Scholars Program.

Meet identified EXL Program 2007-2008 targets per the SACS GEP. EXL Scholars Program Coordinator

Annual

Middle Tennessee State University will enhance its focus on undergraduate and graduate scholarship.

Expand Scholars Week activities Director, Undergraduate Research; VPR

Annual

STATUS UPDATE:

2007-2008
ELX Program yielded: 218 course sections; 3,126 students enrolled; 64 EXL faculty; 15 EXL Scholars; 2,545 students participated in projects with community impact; 2,094 projects with community impact; 136,964 community impact; $1,095 million dollar impact for community work; all EXL targets were met.

2008-2009
EXL Program yielded: 236 course sections; 3,149 students enrolled; 69 EXL faculty; 120 EXL Scholars; 2,653 students participated in projects with community impact; 2,185 community-based projects; 139,561 community impact; $1.116 million for community work; all EXL targets exceeded.

2009-2010
EXL Program yielded: 247 course sections; 3,911 students enrolled; 95 EXL faculty; 126 EXL Scholars; 245 students graduated (summer 2009, fall 2009, spring 2010); 2,245 students participated in projects with community impact; 2,971 community-based projects; 160,040 hours spent on community activities; over $1,283,320 million impact for community work; all EXL targets exceeded.

2010-2011
EXL Program yielded: 196 approved courses; 173 approved instructors; 4,841 students enrolled in the program and 151 students who completed the EXL Scholars designation. The EXL Scholars received commendation as a model program from the SACS Fifth-Year Review of the program.

2012-2013
EXL program yielded: 237 approved courses; 192 approved instructors; 7,167 students enrolled in the program and 199 students who completed the EXL Scholars designation. The EXL program was reviewed in the SACS Fifth Year Review and received approval with commendation as a model for other GEPs. The EXL Scholars Program also received the Association for Continuing Higher Education (ACHE) South Outstanding Project of the Year Award.

2013-2014
Faculty reported 7,345 students participated in the EXL Program and 128 students received the EXL Scholars designation; 267 courses with 445 sections were conducted by 197 approved instructors; 5,632 students enrolled in projects with community impact; 4,656 community-based projects were completed with 340,016 hours of community impact; over $2.7 million impact for community work at $68 per hour; all EXL targets exceeded. Three workshops were held to assist faculty in adding service learning projects to academic courses. The EXL community awarded $8,808 service projects and $15,000 to support student service with the American Democracy Project. The University College Public Service Committee funded 14 grant applications totaling $23,728 for public service projects.

Middle Tennessee State University will continue to earn 7.21 points above the general average of MTSU students on General Education Field Tests, and the average graduate has a 3.820 GPA.

The College hosted a special dinner for all Buchanan graduates and awarded medallions; it also commissioned a bronze bust of Dr. James M. Buchanan that will be displayed in the Walker Library. The College also sponsored by MTSU Circle of the Omicron Delta Kappa, which the College sponsored and named. It is a special honor, and Phi Kappa Phi, with which the College is associated, received a Chapter of Merit Award. The associate dean, the previous interim, who was selected in mid-year after an extensive national search, has published a collection of essays from his lecture series. He is also the co-author of a book titled “Buchanan’s Prize” for the W. T. Bandy Center for Baudelaire and Modern French Studies at Vanderbilt; and published an article in a book of poems and a book of reviews. The College also hosted a special dinner for all Buchanan graduates and awarded medallions; it also commissioned a bronze bust of Dr. James M. Buchanan that will be displayed in the Walker Library. The College also sponsored the Student Paper Competition and a trip to the American Civil War. The College has established a new Institute for Leadership Excellence, which will be held in the May session.

The 6th annual Scholars Week had over 250 total presentations and six college Scholars Days. The university-wide event again covered the entire Murphy Center track and covered the entire Murphy Center track. The 5th annual Scholars Week was the biggest and best ever (over 320 total presentations and six college Scholars Days). The university-wide event again covered the entire Murphy Center track and covered the entire Murphy Center track. The 4th annual Scholars Week had over 210 total presentations and five college Scholars Days. The university-wide event again covered the entire Murphy Center track and covered the entire Murphy Center track. The 3rd annual Scholars Week had over 150 total presentations and five college Scholars Days. The university-wide event again covered the entire Murphy Center track and covered the entire Murphy Center track. The 2nd annual Scholars Week had over 100 total presentations and four college Scholars Days. The university-wide event again covered the entire Murphy Center track and covered the entire Murphy Center track. The 1st annual Scholars Week had over 50 total presentations and four college Scholars Days. The university-wide event again covered the entire Murphy Center track and covered the entire Murphy Center track.

The EXL program was reviewed in the SACS Fifth Year Review and received approval with commendation as a model for other GEPs. The EXL Scholars Program also received the Association for Continuing Higher Education (ACHE) South Outstanding Project of the Year Award.

MTSU
Page 12
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<td>Implement International Education Path</td>
<td>VP for International Affairs</td>
<td>Annual</td>
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<tr>
<td>Middle Tennessee State University will implement a program encouraging all departments, schools and colleges to bring outstanding scholars and successful professionals to the campus and classroom.</td>
<td>Each college will develop and implement a plan to bring outstanding scholars and successful professionals to campus/classroom.</td>
<td>UP, Deans</td>
<td>2008-2009 Develop plans 2009-2010 Implement plans</td>
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<tr>
<td>Middle Tennessee State University will increase global opportunities and partnerships for students and faculty members for learning, scholarship, and service.</td>
<td>Revise Institute of Leadership Excellence; review Turn-In software for faculty use in instruction; renew SMART Thinking on-line tutoring program for student use.</td>
<td>VPSA &amp; VP for Enrollment and Academic Services</td>
<td>Annual</td>
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<td>Middle Tennessee State University will continue to align specific majors, specifically Global Studies, Management and Marketing and Political Science, with limited approved and earlier to ~65 students in a Q&amp;A session. College Scholars Days were held in College of Business, Liberal Arts, Behavior and Health Sciences, Education, and Mass Communication.</td>
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<tr>
<td>2008-2009</td>
<td>International Education program(s) under review.</td>
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<td>2009-2010</td>
<td>Search for Vice Provost for International Affairs concluded; search failed; position to be readvertised fall 2010; VPIA will be charged to review international education and to develop a comprehensive plan for international education.</td>
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<tr>
<td>2010-2011</td>
<td>A Vice Provost for International Affairs was hired who will develop a strategic plan and set goals in collaboration with outside consultants to further engage the internationalization effort at MTSU.</td>
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<td>2011-2012</td>
<td>Completed. A MTSU International Affairs strategic plan, that includes recruitment and enrollment goals, was developed and implemented (Fall 2011) to &quot;actualize MTSU's vision of global leadership in scholarship and international engagement&quot;. An International Affairs Advisory Committee was created in January 2012.</td>
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<td>2012-2013</td>
<td>The new ICON (International Collaborative Online Network) was piloted with Dr. John Lipinski in the Jennings A. Jones College. Five new active partnerships in strategically identified countries for complimentary academic programs/majors were established.</td>
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<td>2013-2014</td>
<td>Several pilot programs were introduced to align specific majors, specifically Global Studies, Management and Marketing and Political Science, with limited approved and strategically selected semester and summer education abroad programs to significantly increase the number of students going abroad as part of these degree programs and making the experience and course articulations a pre-approved part of the degree program and academic map.</td>
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The Honors College offered the Fall Lecture Series, the History of MTSU, and a spring series on the Middle East. It hosted a lecture by Catalin Pavel on “The Secrets of the Lower City of Byzantium,” a school admissions officer, a special presentation by nationally-talented Ferguson, Dr. Richard N. Zane, a Stanford University chemistry professor; a Martin Lecture by Knox County Mayor, Dr. Mike Ragsdale; a seminar by Heather Reif, a visiting playwright; its third Institute for Leadership Excellence, involving approximately 30 students; and The MTSU Leaders Circle which has successfully petitioned to become a nationally-recognized chapter of Omicron Delta Kappa. The Dean collaborated in the planning for the MTSU former Gubernatorial Forum which was televised throughout the state.

COEBS hosted: Professional experts in CJA including among others: Criminal investigators, Dan Roye, Daniel Porter, Gerrard Ruddr, Dr. Vladimir Segevich, Charlie Witter, Capt. Todd Speerman, and LT. Chris Haynes, Marie Crosson, and Judges Don Ash and David Bragg.

In Health and Performance, visiting professionals included: Dr. Robert Pangrazzi, Professor Emeritus, ASU; Dr. Gregory Heath, Head, Department of Health and Human Performance; UTG; and Dr. Deborah, Health, Physical Education, Sport, and Recreation, University of Iowa; Dr. David Golik, Professor of Kinesiology, MTSU and Director, Institute for the Study of Youth Sports; Dr. Thomas Rowland, Pediatric Cardiologist and Professor of Pediatrics, Tufts University School of Medicine; numerous practicing applied health care and public health professionals, and physicians.

A selection of practicing professionals in Human Resources who shared their expertise with students in the classroom and through field experiences included: Ann Marie Jackson, ASID and President AMI Design, Inc.; Amanda Guffey, Interior Designer, Collaborative Studios; Mary Pittard, Mohawk Group; Pete Barile, Daniel Paul Chairs; Kent Kyle, Porter Paints; and Holly Meadows, LEED, Powell Design Studio.

2010-2011 Selected list of invited speakers: MTSU FIRE (CLA and CBAS) co-sponsored a lecture by national expert, Dr. Jan Garavaglia, on “Forensic Pathology: Fact and Fiction”;

Timothy Ard, an Outstanding Actuarial Science Alumus, spoke to students in actuarial-science classes (CBAS); Samya Masm spoke on “The Road to Lost Innocence: Human Trafficking and Sex Slavery—A Personal Journey” at the MTSU Women’s and Gender Conference (CLA); social-justice advocate Angela Davis discussed a variety of topics, including prison reform, reliance against cowardice and exploitation of workers in Colombia to a campus-wide audience; U.S. Sen. Bob Cooper discussed the proposed Commitment to American Prosperity Act to a campus-wide audience (JUCC); Dr. Gary Name, a national expert, spoke on “Take a Stand: Stop Bullying” (JUCC and Distinguished Speaker Series); musician Béla Fleck conducted “A Conversation with Béla Fleck” (The Winham Series, CLA); State Senator Andy Berke reflected on his role as a state senator to a political science class (CLA); Civil-rights attorney Fred Gray addressed the early days of segregation and how they compare to today’s era of civil rights as a guest lecturer (MTSU Intercultural/Diversity Affairs Center, the Center for Student Involvement/Leadership and MTSU Black History Month); Wall Street Journal writer Stephen Moore addressed the current economic climate to a campus-wide audience (JUCC, B Wright Travel Chair in Entrepreneurship and the Young America’s Foundation); Tennessee Sixtine Congressional/District Candidate Forum was held on campus (School of Agriculture/Animal Science and Rutherford County Farm Bureau);

Elizabeth Davidson, a national expert, lectured on “Harriet Beecher Stowe: A Literary Soldier” (Distinguished Lecture Committee); the fall Honors Lecture Series hosted Dr. Ronnie Littlejohn to discuss “New Conflucian Political Theory” (MTSU Confucius Institute and Honors College); NPR’s Nina Totenberg addressed a campus-wide audience on “Establishing Justice: The New Supreme Court” (MTSU’s Distinguished Lecture Fund, CMC, JUCC, Honors College, CLA, ADP, WPLN); and Dr. Peter Baldwin presented a distinguished lecture on “The Armenian Genocide and Modernity”.

2011-2012 Selected guest lectures include: ADP, the Honors and Liberal Arts Colleges brought Justice Sandra Day O’Connor for a campus-wide lecture, The FIRE sponsored a lecture by Dr. William Bass, world renowned forensic scientist; James Leach, Chairman of the National Endowment of the Humanities presented lectures sponsored by ADP, Walker Library and the Center for National Preservation among others;

170+ survey responses with faculty needs assessment. See http://www.mtsu.edu/ltanditc/ for complete listing of faculty development resources and activities.

MTSU will provide faculty opportunities to develop student-centered learning approaches and to use integrative technologies effectively to enhance student learning. LT and ITC will implement the Center’s faculty development plan.

MTSU will implement programs and initiatives to assist faculty in developing and maintaining a student-centered learning focus.

STATUS UPDATE:

2007-2008 Hosted 20 FD workshops attended by 300+ faculty from 36 fields; hosted Learning Spaces one day workshop (40 faculty attended); 100+ faculty attended 3-part Visual Learning First Tuesday Series; sponsored faculty travel to national T&L conferences; began exploration of faculty learning communities; continued Faculty Mentoring Program; held working breakfasts for adjunct faculty

2008-2009 Hosted FD workshops attended by 295+ faculty and graduate students from over 50 disciplines; hosted workshop on multicultural teaching issues led by Dr. Peggy McIntosh; piloted new Academy for Teaching Excellence (with added SOTL component) as outgrowth of Faculty Mentoring Program; initiated first Faculty Learning Community (focus: Effective Teaching Strategies to Increase Civic Engagement

2009-2010 See http://www.mtsu.edu/land/tfc/ for listing of faculty development resources and activities.

2010-2011 Hosted 26 FD workshops attended by 244 faculty and graduate students; 56 faculty attended 3-part Problem Based Learning First Tuesday Series; hosted a fall Open House attended by 22 faculty and ShareFar attended by 31 faculty; hosted a fall showcase event on “teaching students with disabilities” with 23 attendees; hosted a spring showcase event on problem-based learning led by Dr. Michael C. Hoshikawa with 25 attendees; sponsored 4, year-long faculty development communities, with 38 faculty members participating; and collected 170+ survey responses with faculty needs assessment. See http://www.mtsu.edu/lftc/ for complete listing of faculty development resources and activities.

2011-2012 Hosted 26 workshops and events that with 360 faculty members and graduate students participating, The Center’s Instructional Design Specialist provided individual course consultation to 40 faculty members. In addition, the Executive Board used the results of the spring 2011 needs assessment to develop new workshop topics that targeted faculty interests, such as the new E-Bibliography Series that promote innovative ways to use mobile devices in the classroom to facilitate student learning. The Academy of Teaching Excellence was launched to help new faculty members cultivate excellence in their personal teaching practices, develop professionally, and make connections with other faculty members in the MTSU community. Four first-year faculty were named “Fellows” for meeting or exceeding the Academy’s criteria. The Center, in conjunction with Academic Affairs, ITD, and the University College, continued to support four existing Faculty Learning Communities and sponsored two new ones (devoted to “University Space” and “Faculty Development”). See http://www.mtsu.edu/land/tfc/ for complete listing of faculty development resources and activities.

2012-2013 Hosted 24 workshops and events to support teaching effectiveness at MTSU with a total of 463 participants ranging from faculty members, graduate students, and guests of the university. The Center's video archive of workshops continues to expand, with 21 past workshops now on file. The Center's Instructional Design Specialist provided individual course consultation to 51 faculty members. This consultation included courses that are offered through face-to-face, hybrid, or online delivery. The Faculty Fellows program resulted in approximately 15 faculty members who will have completed the program. The Faculty Fellows have a scholarly interest in teaching and learning and they share their insights by networking with peers, striving to maintain strong teaching standards on campus, and supporting the academic community. The LTTCF offered a new workshop series entitled "Veteran Student other disciplines; and the Fall Academic Sponsorship Series which was televised throughout the state.

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MTSU will implement programs and initiatives to assist faculty in developing and maintaining a student-centered learning focus.
MTSU will provide appropriate faculty office and instructional support staff spaces to enhance the student-centered learning environment. Each full-time faculty member will be provided an appropriately defined office space; instructional support staff will be provided appropriately defined space.

**STATUS UPDATE:**
- **2007-2008** Every full-time faculty member will be assigned appropriately defined office space by Sept 1, 2008.
- **2008-2009** Completed. The University continues to provide full-time faculty and instructional support staff appropriately defined office space.
- **2009-2010** Completed. The University continues to provide full-time faculty and instructional support staff appropriately defined office space.

**Middle Tennessee State University will engage students in learning through the use of appropriate technologies.**

- **2010-2011** Although a few English faculty shared offices in 2010-2011 and the closing of the Vaughn House caused temporary relocation of Criminal Justice faculty into a shared space, the opening of the new education building in August 2011 will provide enough new office space to eliminate faculty sharing of offices in 2011-2012.
- **2011-2012** The University continues to have a shortage of office spaces, but is using library research studies to meet the demand for office spaces. Some full-time temps have chosen to share office space in order to be close to their department; however, a library research study has been offered to these faculty. Offices are being created in three recently vacated spaces in the KUC for science program advisors, faculty, and graduate students and should be completed by the end of the fall semester 2012.
- **2012-2013** The University continues to have a shortage of office spaces and uses the library research studies as offices. Additionally, the University is converting classroom space into additional offices this summer. The new science building will be completed in 2014 and will provide additional office spaces; planning has begun for allocation of the backfill of the old Davis and Wiser science building offices to those departments in most need. Additionally, a new building for the College of Behavioral and Health Sciences was proposed to the state and accepted. The dates for construction have not been determined at this time.
- **2013-2014** The University continues to have a shortage of office spaces and uses the library research studies as offices. Although the move to the new science building will result in several vacated offices, those will be occupied by the new academic advisors hired summer 2014. This office shortage will be relieved when the Davis and Wiser-Patton renovation project and the Bell Street office project are both completed in 2016. A new building for Math and Computer Science is being proposed to provide additional office and classroom spaces for the 2013-2014 academic year.

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Middle Tennessee State University will develop and implement initiatives to promote information literacy in a rapidly changing technological environment. Increase library instruction offerings to more fully integrate information literacy into the University’s curriculum; Develop a culture of information literacy on campus through increased outreach, networking, faculty development, and collaboration.

**STATUS UPDATE:**
- **2007-2008** Director of Information Literacy hired 05/08; Plan to be developed for implementation Fall 2008 that defines learning outcomes for general education courses, introductory major courses, and senior capstone courses; Conversations have begun with various groups (MTSU Writing Center, Honors College, Scholars Week, and LT & ITC) to promote extracurricular information literacy initiatives.
- **2008-2009** 1) Library instruction increased 37% (219 to 300 classes) library faculty focused on increasing number of English 1020 & University 1010 classes seeking formalized instruction, library reached 83% of University 1010 classes in 2008-2009 (as opposed to 78% the previous year) and 41% of the English 1020 classes (as opposed to 24% the previous year); instructional offerings to upper level courses were expanded, including marketing, nutrition, agricultural science, and anthropology. 2) Library partnered with LT&ITC in SP ’09 to offer “First Tuesdays” workshop series on Information Literacy to faculty; series consisted of three workshops: “Beyond the Research Paper: Alternative Assignments for Library Research” (by Pozzebon, Vance, and West), “When Wikipedia Fails: Teaching Students to Evaluate Information” (by Vance), and “Copy & Paste Plagiarism: Promoting the Ethical Use of Information” (by Vance). The information literacy librarian also served on the Scholars Week Committee, hosted a Faculty Publications display in the Library, started an outreach program with local high school librarians to promote K-12 collaboration, and continued to do outreach with other on-campus constituents.
- **2009-2010** Library faculty taught 309 classes in 2009-10 (+ 3% from previous year; +41% from 2007-08). The library administered the SAILS Information Literacy exam in Fall 2009 to assess the research skills of incoming freshmen and help target library teaching. The Information Literacy Librarian was also actively involved in the campus-wide Scholars Week Committee’s planning and events. Library faculty continued to focus outreach efforts on Univ 1010/2020, Engl 1020, and Comm 2200 classes by offering training workshops for faculty in those departments. The library worked with the University Writing Center to coordinate support for student research and writing.
- **2010-2011** Library faculty taught 467 classes during Fall and Spring semesters. The 51% increase from the previous year reflects the Library’s agreement with the English Department that all sessions of English 1020 be required to have a library instruction class. The value to students of this approach is to assure that all incoming freshmen receive library instruction. The Library also developed online training modules to be used with all sessions of Comm 2200.
- **2011-2012** Library welcomed the University Writing Center to the Library, resulting in better coordination of the research and writing assistance available to students. A new Digital Media Center was opened. Planning for the Research Commons was initiated and it is scheduled to open in 2011. A Student Advisory Group was formed to provide input on Library programs and policies. Finally, the Learning, Teaching & Innovative Technology Center was moved into the Library and Library faculty play an active role in programs of the Center.
- **2012-2013** Library faculty taught 402 classes this academic year. The continued partnership with the English Department yielded a library instruction saturation rate of 85% for English 1020 course Series. The Research Commons opened. The library hosted an in-house retreat for librarian instructors to focus on training, assessment, and learning outcomes. The library partnered with the LT&ITC to offer a faculty development workshop on information literacy and offered an undergraduate library workshop as part of the University College’s Academic Success Series.
- **2013-2014** The library faculty continued their partnerships with campus faculty to reach students at the point of need for library research skills. Walker Library hosts the Academic Student Success Series which provides seminars for undergraduates on a broad range of student-focused topics.
- **2014-2015** The delivery of information literacy instruction and the partnership with faculty in the classroom continued in a number of ways. Walker Library taught a total of 311 classes (200 general library instruction and 111 subject specific classes) in research methods and general use of information provided by the library. Librarians were embedded into 55 distant education classes to support students in class. Direct contact with students on a one to one basis was accomplished through 18,200 reference questions (15,000 at the desk and 3,200 via instant messaging) and through 37 research coach appointments that provide extended consultation on the development of significant research papers.

**Middle Tennessee State University will explore development of learning spaces for students with appropriate technologies to enhance the student-learning environment, to support informal collaborative work, and to improve communication.**

- **2007-2008** Ad hoc committees, consisting of a core of IT, Facilities Services and divisional representatives, and where appropriate, faculty, are established to program the space in all capital and renovation projects; they make recommendations related to incorporating emerging technologies into these spaces and communicate to faculty the opportunities for incorporating emerging technologies in the formal instructional and informal learning spaces (Large projects may also have an ad hoc committee that includes a college instructional technology committee).
- **2008-2009** Process continues.
- **2009-2010** Process continues. The College of Education Building, now under construction, is designed to incorporate emerging technologies in flexible collaborative classrooms. Incorporate informal learning spaces, provide wireless access throughout, and contain approximately 1000 student stations total. The new Student Union, also under construction, contains flexible AV technologies and informal learning spaces throughout the building, wireless access throughout, and a computer lab that maximizes collaborative study and research.
- **2010-2011** Information technology has collaborated with Academic Affairs, campus Planning and Revitalization, faculty and students to plan; design and implement learning space technologies on existing and proposed buildings. The College of Education Building, opening in summer 2011, will provide emerging technologies in flexible collaborative classrooms as well as formal and informal learning spaces. Research and planning continues for the Student Union building to be completed by fall 2012. Flexible AV technologies and informal learning spaces throughout the building will be provided to maximize the opportunities for collaborative study and research.

**STATUS UPDATE:**
- **2007-2008** Ad hoc committees established; New technologies: annual.
- **2009-2010** Process continues.
- **2010-2011** Information technology has collaborated with academic affairs, campus planning and revitalization, faculty and students to plan design and implement learning space technologies on existing and proposed buildings. The College of Education Building, opening in summer 2011, will provide emerging technologies in flexible collaborative classrooms as well as formal and informal learning spaces. Research and planning continues for the Student Union building to be completed by fall 2012. Flexible AV technologies and informal learning spaces throughout the building will be provided to maximize the opportunities for collaborative study and research.

**Dean of Library**

**2007-2012; 2008-09:** Plan developed and implemented
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**Middle Tennessee State University will develop learning communities that engage students and promote life-long learning.**

**Middle Tennessee State University will enhance students’ collegiate experience by developing learning communities that support students’ academic success and broaden their experience with the world around them.**

| 2011-2012 | The College of Education (COE) building opened with 29 classrooms: five collaborative spaces that include flat panels, team software, and laptops and 23 with movable furniture and technology for student-centered learning opportunities. The COE building was designed to provide multiple informal learning spaces. The College of Mass Communication Center for Innovation in Media was created to merge all enter lab with desktops, team software, flat panels, and movable furniture. This fall, the LRC renovation project will be complete, creating a variety of spaces for the Textiles and Interior Design programs. The Library Commons project was completed, creating informal learning spaces for individuals and groups. Several classrooms were renovated to update the classroom configuration to one that is more conducive to student learning. Lab space was created for Psychology majors in Jones Hall for data collection and psychological testing. The new Science Building construction is underway and will include 36 teaching labs with ceiling mounted document cameras and other A/V technology, five lecture classrooms with multiple projection and a collaborative space with flat panels, team software, laptop, and movable furniture. The building is designed to have a variety of informal learning spaces throughout three floors. |
|-----------|---------------------------------------------------------------|------------|-------------|------|
| 2012-2013 | The new Science Building is being constructed with the latest equipment in instructional technology. TAF funds continue to be used to create new master classrooms and to provide ongoing maintenance of existing master classrooms. A University Learning Community was created to discuss instructional space. As a project of the University Learning Community, faculty and students were surveyed to confirm the preferred classroom configurations and instructional technologies. This data will be used to inform future classroom design decisions. |
| 2013-2014 | Instructional technologies—the new science building will be completed this summer with the latest in instructional technology and classroom configurations. The LRC Professional Development Classroom should be completed by fall 2014. Multiple projection screens and flat panels will be used with IPADS and classroom A/V equipment to demonstrate integrated active learning methodologies to K-12 and higher education professionals. The LRC is currently being renovated with updated equipment and classroom technology and should be completed for Photography to start having classes in spring 2015. TAF funds continue to be allocated to update classrooms in older buildings such as BDA, Peck, and KOM with the mobile furniture and technology identified as preferred by MTSU students in the latest SQA survey. |

**Middle Tennessee State University will enhance the number of students participating in living and learning communities each year. Develop learning communities for students living off-campus.**

Dean - University College 2007-2012

| STATUS UPDATE: |
| 2007-2008 | 457 freshmen enrolled in Raider Learning Communities exceeding the 2007-2008 goal of 355 and surpassing the five year goal of 430; readjusted the 5-yr goal upward; 480 students participated in Academic Learning Communities Pairs exceeding the 323 target |
| 2008-2009 | 468 freshmen enrolled in Raider Learning Communities exceeding the 2008-2009 goal of 435. |
| 2009-2010 | 488 students, including Buchanan fellows, enrolled in Raider Learning Communities, exceeding the 2009-10 goal of 470 students. |
| 2010-2011 | 663 students enrolled in Raider Learning Communities in the fall term; 25 enrolled for the spring term. In addition, 38 students were enrolled in the Buchanan Scholars cohort in the fall, with 37 continuing for the spring. The total number of participants for 2010-11 was 763 exceeding the number of participants in 2009-2010 by 276 students. |
| 2011-2012 | 614 students enrolled in Raider Learning Communities in the fall term; 16 enrolled for the spring term. In addition, 35 students were enrolled in the Buchanan Scholars cohort in the fall, with 31 continuing for the spring. |
| 2012-2013 | To date 4700 students have participated in paired classes through the Raider Learning Community program. 516 students participated in the RLCs for fall 2012, 287 students in paired RLCs of those 56 were Honors, 25 Buchanan, 35 Scholars Academy, and 169 were in three or four block groups. The Raider Learning Community program is expanding to provide block scheduling of four classes in addition to paired classes for students beginning Fall 2014. |
| 2013-2014 | To date, 5112 students have participated in paired classes through the Raider Learning Community program. During the fall 2013 semester, 412 students participated in the RLCs program (243 students in four course blocks; 82 students in three course blocks; 27 students in two course pairs). In the participating group, 57 were Honors, 25 Buchanan, 35 Scholars Academy. The Raider Learning Community program will provide five course block scheduling in addition to paired classes for students beginning in Fall 2014. |

**Middle Tennessee State University will develop student advising approaches that focus on processes that are relevant and useful to students for both academic and career planning.**

| Each college will implement faculty advisor and college advisor training programs; Academic support center advisors will engage in training annually; Establish a life-career planning program in collaboration with the Career Placement Office; Establish an evaluation review criteria and cycle for advising access and processes including Academic Support Center advising |

Dean - University College 2007-2012

| STATUS UPDATE: |
| 2007-2008 | Each college implemented faculty advisor and college advisor training programs; Academic Support Center advisors participated in training; Evaluation and review criteria and cycle for advising access was established; College of Arts and Sciences implemented advisor training for 25 advisors and developed comprehensive advising improvement plan. |
| 2008-2009 | A collaboration among Academic Enrichment, the Academic Support Center and Career Development staff resulted in the creation of a Career Exploration unit taught in each section of Univ 1010. Students take an assessment available through the Career Development website with formalized follow-up appointments with advisors in the ASC. This program allows students to establish a relationship with the Career Development office in their freshman year. The Career Development Center (formerly known as the Placement Office) also implemented Focus II career guidance software, accessible to all students, and created the new MTSU Career Success Plan website. The Career Development Center implemented a Career Success Plan website. Students who had taken the Focus II instrument. Along with the Academic Support Center staff, these graduate students delivered individual advising to students to interpret results of the inventory and prepare an career exploration action plan for each student. |
| 2009-2010 | Building on the collaboration with Academic Enrichment, the Academic Support Center and Career Development staff, in 2009-2010 the partnership was expanded to include the MTSU Psychology Department’s graduate practicum faculty. Graduate students in school guidance and clinical programs and enrolled in the practicum class were trained to work with students who had taken the Focus II Instrument. Along with the Academic Support Center staff, these graduate students delivered individual advising to students to interpret results of the inventory and prepare a career exploration action plan for each student. |
| 2010-2011 | The University College was created in the President’s $40 million for the future initiative to respond to the need for increased accountability and attention to the retention and academic success of MTSU students. The Academic Support Center was integrated into the college and re-named, the University College Advising Center. Two additional advising positions were added, and the new advisors followed the established advisor training and assessment program. All UCAC advisors receive on-going training through staff meetings and 1:1 meetings with their direct supervisors. They are expected to set professional development goals, and participate in professional development and training programs, and are evaluated accordingly. Much of the 2010-2011 year was spent in preparation for the planned pilot of the new intake model which will change the way students are advised on the campus. UCAC advisors will provide initial advising and career major exploration counseling for the following pilot colleges beginning Fall, 2011: Education, Behavioral & Health Sciences, and Mass Communication. Undecided students are also advised by the University College. The University Special Committee on Advising, a special purpose University committee continues to meet routinely to focus on the University’s mission, goals, and outcomes for academic advising. |
| 2011-2012 | The advisors in the University College Advising Center assumed a new role as Academic Counselors assigned to each student upon admission to begin building relationships between the student and the institution. Assessment of the success of this initiative will be based largely on the effect of the interventions on the “melt” of accepted students prior to matriculation in Media was created to merge all enter lab with desktops, team software, flat panels, and movable furniture. The College of Mass Communication Center for Innovation in Media was created to merge all enter lab with desktops, team software, flat panels, and movable furniture. This fall, the LRC renovation project will be complete, creating a variety of spaces for the Textiles and Interior Design programs. The Library Commons project was completed, creating informal learning spaces for individuals and groups. Several classrooms were renovated to update the classroom configuration to one that is more conducive to student learning. Lab space was created for Psychology majors in Jones Hall for data collection and psychological testing. The new Science Building construction is underway and will include 36 teaching labs with ceiling mounted document cameras and other A/V technology, five lecture classrooms with multiple projection and a collaborative space with flat panels, team software, laptop, and movable furniture. The building is designed to have a variety of informal learning spaces throughout three floors. |
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<td>2013-2014</td>
<td>Beginning fall of 2013, the University College Advising Center ceased to exist. All but four UCAC advisors were moved into the MTOneStop or into various colleges. The remaining faculty advisors of undeclared students continued working with those students through the spring 2014 semester. The TBR has mandated that all incoming students declare either a major or a Meta-Major (a broad interest area connecting career with major). Beginning summer, 2014, the undeclared advisors will function as Meta-Major advisors through the fall of 2014. They have received training in the concept of the Meta-Major, and in the process of helping undeclared students identify in one of those Meta-Majors. A student who declares a Meta-Major upon entering MTSU will work with a Meta-Major advisor to declare a major based on several predictive elements. The goal is to have a Meta-Major student declare a major by the end of the Freshman year.</td>
<td>Middle Tennessee State University will provide opportunities for its alumni to continue life-long learning through continuing relationships with the University. Establish an alumni &quot;community of learning&quot; program.</td>
<td>Chief of Public Safety; VPSA</td>
<td>Annual</td>
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**STATUS UPDATE:**


2009-2010: Completed. Alumni "Summer College" program continued for Summer 2010 and served 64 participants in an intensive on-campus program. Reviews of previous programs by participants have been outstanding.


2012-2013: Completed. Alumni "Summer College" program continued for Summer 2013. Alumni Summer College has become a centerpiece of our efforts to reengage alumni in the lifelong learning process and annually fills all available openings. Efforts are underway to evaluate the potential of a second annual session.

2009-2010: Public Safety received federal earmarked funds to build a new University radio system and to add additional tornado siren towers. Public Safety also proposed the development of an Emergency Preparedness Office to better work towards preparing the campus community for campus emergencies. Public Safety also applied for a federal grant to assist with financial support to create this new office.

2010-2011: Student e-mail addresses were automatically entered into the MTSU AlertYou system. Students can individually select to add phone numbers in the system to receive text message and phone call alerts. Student Health Services in collaboration with other Student Affairs departments offered a variety of targeted wellness programs for students/faculty/staff. Offerings included an alcohol and other drugs social norming campaign; free rapid HIV testing; wellness programming targeting UNIV 1010 classes; medical nutrition counseling for students; distribution of tobacco quit kits; monthly late night grant-funded programming sponsored during peak drinking time periods (i.e. Thursday-Saturday from 10pm-2am); multiple theme week/month programming (i.e. Sexual Responsibility, Nutrition, NIRSA Sports and Fitness Day, Breast Cancer, Diabetes Awareness, etc.) The Adaptive Recreation and Exercise program provided students with disabilities and special needs the opportunity to participate in both fitness and recreational programs; three pieces of exercise equipment were purchased to assist wheelchair students with their exercise prescriptions. The Sport Club program introduced the Triathlon Club, Women's Basketball Club and a new Running Club. The Master Swim Club, Men's Lacrosse and Ultimate Frisbee Club hosted their first competitions on campus. The Outdoor Area introduced four Tuesday Night Mountain Bike Rides during the month of April 2011.

2009-2010: MTSU Public Safety will enhance student learning through financial support of students. Increase financial support for students; Increase the number of student scholarships annually. | Middle Tennessee State University will enhance student learning through financial support of students. Increase financial support for students; Increase the number of student scholarships annually. | Associate Vice Provost for Admissions and Enrollment Services | Annual |

**STATUS UPDATE:**

2007-2008: Total student financial aid (latest available data is for 2006-2007) increased from $124,244,523 in 2005-06 to $141,327,141 in 2006-07 (includes increase in lottery scholarships)

2008-2009: Total student financial aid for 2007-2008 (latest data available) totaled $155,595,000, a 10.35% increase over FY 2006/2007, increases were mostly in federal Pell grants, loans, state lottery scholarships and institutional scholarships.

2009-2010: Financial aid disbursed increased by over 21 million dollars to $177,246,449. Significant increases occurred in the federal grant and loan programs as well as the Hope Scholarship program.

2010-2011: Total financial aid to undergraduates & graduate students for 2009-10 (latest full year data available) was $204,319,898 to 21,325 unduplicated students. The amount disturbed during 2006-10 yielded a 15% increase in aid disbursed in comparison to the $177,246,449 awarded in the 2008-09 award year, assuming that the 2008-09 information represented both undergraduate and graduate students. The increase was partly due to year-round-Pell support.
### Strategic Direction

<table>
<thead>
<tr>
<th>Strategies 2007-17</th>
<th>Objectives</th>
<th>Responsible</th>
<th>Time</th>
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#### 2007-2008
- Total financial aid disbursed to undergraduate & graduate students during 2010-11 (latest full year data available) was $216,863,313 to 22,551 unduplicated students. The amount disbursed during the 2011-12 award year yielded a 9% increase in aid disbursed as compared to $249,319,689 disbursed during the 2009-10 award year. Additionally, funding was approved for new transfer scholarships to begin during 2012-13, including Transfer Diversity Scholarships and Honors Transfer Fellowships. Those new award programs will nearly triple the number of incoming transfer students receiving institutional scholarship assistance.

#### 2009-2010
- Completed.

#### 2010-2011
- MTSU was also named to the 2010 President's Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service.

#### 2011-2012
- MTSU was also named to the 2011 President's Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service.

#### 2012-2013
- MTSU was named to the 2012 President’s Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service.

#### 2013-2014
- MTSU submitted application report for recertification of its Carnegie Classification (April 2014). The University will be notified of its status in spring 2016.

### GOAL 3: Leverage Resources Thru Partnerships

<table>
<thead>
<tr>
<th>Middle Tennessee State University will create a campus culture that values partnerships and public service.</th>
<th>Middle Tennessee State University will achieve the Carnegie Foundation for the Advancement of Teaching Community Engagement Elective Classification.</th>
<th>Prepare application for Carnegie Foundation for the Advancement of Teaching Community Engagement Elective Classification; Prepare Foundation report; Prepare for Foundation evaluation</th>
<th>UP; OCES</th>
<th>2007-2009</th>
</tr>
</thead>
</table>

### Status Update:

- **2008-2009** MTSU received Carnegie Community Engagement Classification Dec 18, 2008.
- **2009-2010** Completed.
- **2010-2011** Completed. MTSU was also named to the 2010 President’s Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service.
- **2011-2012** Completed. MTSU was also named to the 2011 President’s Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service.
- **2012-2013** Completed. MTSU was named to the 2012 President’s Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service. Permission to apply has been submitted for recertification of the MTSU’s Carnegie Community Engagement classification and permission was granted. Completion of the recertification application has begun and is scheduled to be submitted in April, 2014.
- **2013-2014** Completed. MTSU submitted application report for recertification of its Carnegie Classification (April 2014). The University will be notified of its status in spring 2016.

### Middle Tennessee State University will pursue partnership and service opportunities at the state and national levels through its affiliation with Campus Compact.

<table>
<thead>
<tr>
<th>Jon Tennessee Campus Compact; Participate in TN Campus Compact and P-16 activities</th>
<th>UP</th>
<th>2007-2012</th>
</tr>
</thead>
</table>

### Status Update:

- **2007-2008** Completed. MTSU becomes TN Campus Compact charter member; spearheads middle TN P-16 Council, Receives 3 Teacher Quality Initiative grants ($269,620) for professional development in math and science and gifted education.
- **2008-2009** Continued TN Campus Compact membership; MTSU Service-learning programs collaborated with TN Campus Compact initiative; P-16 Council, chaired by Dr. Linda Gilbert, organized professional activities for teachers, principals, superintendents, etc., See activities at http://mtsu32.mtsu.edu:11457/Newsletter.html.
- **2009-2010** Continued TN Campus Compact membership; continued MTSU service-learning program collaborations with TN Campus Compact initiative; P-16 Council conducted professional activities for teachers, principals, superintendents, etc. See activities at http://mtsu32.mtsu.edu:11458/Newsletter.html. Quality initiative grants totaled $2,5M+ for professional development in math and science education.
- **2010-2011** Continued TN Campus Compact membership; continued MTSU service-learning program collaborations with TN Campus Compact initiative; P-16 Council conducted professional activities for teachers, principals, superintendents, etc. See activities at http://mtsu32.mtsu.edu:11458/Newsletter.html. Quality initiative grants totaled $2,5M+ for professional development in math and science education.
- **2011-2012** Continued TN Campus Compact membership; See PK-16 activities below.
- **2012-2013** Continued TN Campus Compact membership. See PK-16 activities below.
- **2013-2014** Continued TN Campus Compact membership. See PK-16 activities below.

### Middle Tennessee State University will support and strengthen partnership initiatives between and among students, faculty members, and communities to promote interdisciplinary learning, scholarship, and service opportunities.

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<tr>
<th>Expand partnership base for student, faculty and community partnerships within and between the colleges to promote interdisciplinary learning.</th>
<th>UP</th>
<th>Annual</th>
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</thead>
</table>

### Status Update:

- **2007-2008** Selected examples: MTSU public relations campaigns class and MTMC developed campaign to promote public awareness of new MTMC facility; MTSU and Great Books Foundation to provide training in Shared Inquiry method of instruction and provide non-credit courses to MT prisons; MTSU/SUNO partnership with MTSU students delivering 1,000+ books to SUNO and Dillard University and School of Music coordinating Presidential "Prist" Gala Benefit Concert; MTSU/SMU partnership to create jobs in MT region; MTSU Center for Economic Education; Belmont partnered to provide Stock Market Game Program to greater Nashville area; Human Sciences Department and Rutherford County Read to Succeed Project partnered on "Families that Read Succeed"; Honors College students and The Discovery School at Reeves-Rogers on service projects for interactive learning.
- **2008-2009** See OCES Partnerships website http://frank.mtsu.edu/~partner/.
- **2009-2010** See OCES Partnership website http://frank.mtsu.edu/~partner/.

MTSU Page 18 10/15/2014
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<td>Middle Tennessee State University will provide students and faculty members with incentives, development opportunities, rewards, and recognitions that foster their participation in partnership and outreach initiatives.</td>
<td>Establish a partnership incentive and reward program.</td>
<td>UP: OCES</td>
<td>2009-2010</td>
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<td>2012-2013 Spring 2013, MTSU will implement Lyon Software Community Benefit Inventory of Social Accountability (CBISA) which will allow us to more accurately collect, track and report community engagement efforts.</td>
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<td>Middle Tennessee State University will create a program to recognize exemplary university and community partners and partnerships.</td>
<td>Develop community partnership recognition program.</td>
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Strategic Direction | Objectives | Responsible Time
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Strategies 2007-17 | | 

**2012-2013**
In fall of 2013, a 2+2 program with MTSU State College of Education was established to lead the Bachelor of Science in Interdisciplinary Studies K-6 Licensure. This program connects MTSU’s Baccalaureate program with MTSU’s Associates of Science in Teaching (AST), and has begun at the initiation of MTSU. A new articulation agreement was developed with MTSU State College of Education connecting the Associates in General Studies with MTSU’s Bachelor of Science in Artgibrous. To make this articulation agreement work, MTSU Agribusiness credits will be reversed transferred to MTSU to allow students to complete the A.S. degree while still fulfilling lower division requirements for the B.S. degree. A new 2+2 program agreement has been signed with Columbia State Community College connecting the Associates of Science in Agricultural Business to MTSU’s Bachelor of Science in Agribusiness. This new program will be the first 2+2 program with MTSU in the state of Tennessee. To make this program successful, MTSU’s College of Education will be able to offer 6-8 courses per year for this 2+2 program, with the ability to offer additional courses in the future.

**2013-2014**
A new 2+2 program with MTSU State College of Education was established to lead the Bachelor of Science in Interdisciplinary Studies K-6 Licensure began in the fall of 2013. This program connects MTSU’s Baccalaureate program with MTSU’s Associates of Science in Teaching (AST), and has begun at the initiation of MTSU. A new articulation agreement was developed with MTSU State College of Education connecting the Associates in General Studies with MTSU’s Bachelor of Science in Artgibrous. To make this articulation agreement work, MTSU Agribusiness credits will be reversed transferred to MTSU to allow students to complete the A.S. degree while still fulfilling lower division requirements for the B.S. degree. A new 2+2 program agreement has been signed with Columbia State Community College connecting the Associates of Science in Agricultural Business to MTSU’s Bachelor of Science in Agribusiness. This new program will be the first 2+2 program with MTSU in the state of Tennessee. To make this program successful, MTSU’s College of Education will be able to offer 6-8 courses per year for this 2+2 program, with the ability to offer additional courses in the future.

**2014-2015**
A new 2+2 program with MTSU State College of Education was established to lead the Bachelor of Science in Interdisciplinary Studies K-6 Licensure began in the fall of 2013. This program connects MTSU’s Baccalaureate program with MTSU’s Associates of Science in Teaching (AST), and has begun at the initiation of MTSU. A new articulation agreement was developed with MTSU State College of Education connecting the Associates in General Studies with MTSU’s Bachelor of Science in Artgibrous. To make this articulation agreement work, MTSU Agribusiness credits will be reversed transferred to MTSU to allow students to complete the A.S. degree while still fulfilling lower division requirements for the B.S. degree. A new 2+2 program agreement has been signed with Columbia State Community College connecting the Associates of Science in Agricultural Business to MTSU’s Bachelor of Science in Agribusiness. This new program will be the first 2+2 program with MTSU in the state of Tennessee. To make this program successful, MTSU’s College of Education will be able to offer 6-8 courses per year for this 2+2 program, with the ability to offer additional courses in the future.

**2015-2016**
A new 2+2 program with MTSU State College of Education was established to lead the Bachelor of Science in Interdisciplinary Studies K-6 Licensure began in the fall of 2013. This program connects MTSU’s Baccalaureate program with MTSU’s Associates of Science in Teaching (AST), and has begun at the initiation of MTSU. A new articulation agreement was developed with MTSU State College of Education connecting the Associates in General Studies with MTSU’s Bachelor of Science in Artgibrous. To make this articulation agreement work, MTSU Agribusiness credits will be reversed transferred to MTSU to allow students to complete the A.S. degree while still fulfilling lower division requirements for the B.S. degree. A new 2+2 program agreement has been signed with Columbia State Community College connecting the Associates of Science in Agricultural Business to MTSU’s Bachelor of Science in Agribusiness. This new program will be the first 2+2 program with MTSU in the state of Tennessee. To make this program successful, MTSU’s College of Education will be able to offer 6-8 courses per year for this 2+2 program, with the ability to offer additional courses in the future.

**2016-2017**
A new 2+2 program with MTSU State College of Education was established to lead the Bachelor of Science in Interdisciplinary Studies K-6 Licensure began in the fall of 2013. This program connects MTSU’s Baccalaureate program with MTSU’s Associates of Science in Teaching (AST), and has begun at the initiation of MTSU. A new articulation agreement was developed with MTSU State College of Education connecting the Associates in General Studies with MTSU’s Bachelor of Science in Artgibrous. To make this articulation agreement work, MTSU Agribusiness credits will be reversed transferred to MTSU to allow students to complete the A.S. degree while still fulfilling lower division requirements for the B.S. degree. A new 2+2 program agreement has been signed with Columbia State Community College connecting the Associates of Science in Agricultural Business to MTSU’s Bachelor of Science in Agribusiness. This new program will be the first 2+2 program with MTSU in the state of Tennessee. To make this program successful, MTSU’s College of Education will be able to offer 6-8 courses per year for this 2+2 program, with the ability to offer additional courses in the future.

**2017-2018**
A new 2+2 program with MTSU State College of Education was established to lead the Bachelor of Science in Interdisciplinary Studies K-6 Licensure began in the fall of 2013. This program connects MTSU’s Baccalaureate program with MTSU’s Associates of Science in Teaching (AST), and has begun at the initiation of MTSU. A new articulation agreement was developed with MTSU State College of Education connecting the Associates in General Studies with MTSU’s Bachelor of Science in Artgibrous. To make this articulation agreement work, MTSU Agribusiness credits will be reversed transferred to MTSU to allow students to complete the A.S. degree while still fulfilling lower division requirements for the B.S. degree. A new 2+2 program agreement has been signed with Columbia State Community College connecting the Associates of Science in Agricultural Business to MTSU’s Bachelor of Science in Agribusiness. This new program will be the first 2+2 program with MTSU in the state of Tennessee. To make this program successful, MTSU’s College of Education will be able to offer 6-8 courses per year for this 2+2 program, with the ability to offer additional courses in the future.

**2018-2019**
A new 2+2 program with MTSU State College of Education was established to lead the Bachelor of Science in Interdisciplinary Studies K-6 Licensure began in the fall of 2013. This program connects MTSU’s Baccalaureate program with MTSU’s Associates of Science in Teaching (AST), and has begun at the initiation of MTSU. A new articulation agreement was developed with MTSU State College of Education connecting the Associates in General Studies with MTSU’s Bachelor of Science in Artgibrous. To make this articulation agreement work, MTSU Agribusiness credits will be reversed transferred to MTSU to allow students to complete the A.S. degree while still fulfilling lower division requirements for the B.S. degree. A new 2+2 program agreement has been signed with Columbia State Community College connecting the Associates of Science in Agricultural Business to MTSU’s Bachelor of Science in Agribusiness. This new program will be the first 2+2 program with MTSU in the state of Tennessee. To make this program successful, MTSU’s College of Education will be able to offer 6-8 courses per year for this 2+2 program, with the ability to offer additional courses in the future.

**2019-2020**
A new 2+2 program with MTSU State College of Education was established to lead the Bachelor of Science in Interdisciplinary Studies K-6 Licensure began in the fall of 2013. This program connects MTSU’s Baccalaureate program with MTSU’s Associates of Science in Teaching (AST), and has begun at the initiation of MTSU. A new articulation agreement was developed with MTSU State College of Education connecting the Associates in General Studies with MTSU’s Bachelor of Science in Artgibrous. To make this articulation agreement work, MTSU Agribusiness credits will be reversed transferred to MTSU to allow students to complete the A.S. degree while still fulfilling lower division requirements for the B.S. degree. A new 2+2 program agreement has been signed with Columbia State Community College connecting the Associates of Science in Agricultural Business to MTSU’s Bachelor of Science in Agribusiness. This new program will be the first 2+2 program with MTSU in the state of Tennessee. To make this program successful, MTSU’s College of Education will be able to offer 6-8 courses per year for this 2+2 program, with the ability to offer additional courses in the future.

**2020-2021**
A new 2+2 program with MTSU State College of Education was established to lead the Bachelor of Science in Interdisciplinary Studies K-6 Licensure began in the fall of 2013. This program connects MTSU’s Baccalaureate program with MTSU’s Associates of Science in Teaching (AST), and has begun at the initiation of MTSU. A new articulation agreement was developed with MTSU State College of Education connecting the Associates in General Studies with MTSU’s Bachelor of Science in Artgibrous. To make this articulation agreement work, MTSU Agribusiness credits will be reversed transferred to MTSU to allow students to complete the A.S. degree while still fulfilling lower division requirements for the B.S. degree. A new 2+2 program agreement has been signed with Columbia State Community College connecting the Associates of Science in Agricultural Business to MTSU’s Bachelor of Science in Agribusiness. This new program will be the first 2+2 program with MTSU in the state of Tennessee. To make this program successful, MTSU’s College of Education will be able to offer 6-8 courses per year for this 2+2 program, with the ability to offer additional courses in the future.

**2021-2022**
A new 2+2 program with MTSU State College of Education was established to lead the Bachelor of Science in Interdisciplinary Studies K-6 Licensure began in the fall of 2013. This program connects MTSU’s Baccalaureate program with MTSU’s Associates of Science in Teaching (AST), and has begun at the initiation of MTSU. A new articulation agreement was developed with MTSU State College of Education connecting the Associates in General Studies with MTSU’s Bachelor of Science in Artgibrous. To make this articulation agreement work, MTSU Agribusiness credits will be reversed transferred to MTSU to allow students to complete the A.S. degree while still fulfilling lower division requirements for the B.S. degree. A new 2+2 program agreement has been signed with Columbia State Community College connecting the Associates of Science in Agricultural Business to MTSU’s Bachelor of Science in Agribusiness. This new program will be the first 2+2 program with MTSU in the state of Tennessee. To make this program successful, MTSU’s College of Education will be able to offer 6-8 courses per year for this 2+2 program, with the ability to offer additional courses in the future.
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<td>2012-2013 P-16 initiatives were initiated and/or enhanced as a result of meetings and ongoing communication with State agencies, school districts, and community organizations. P-16 Council Network Update (selected activities): Approval of MTSU Ed.D in Assessment, Learning, and School Improvement was culmination of University and P-16 partner efforts; Council continued work with the MTEC, a partnership between MTSU, MSCC, and Bedford County; faculty and master clinicians, in collaboration with P-12 educators, developed the process and student outcomes for field experience placement and the proposed residency program.</td>
<td>Establish and implement an alumni EXL participation program.</td>
<td>Director of EXL Program; VPDUR</td>
<td>2009-2010</td>
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<td>Middle Tennessee State University will develop a program to ensure that the campus culture of experiential learning, partnering, and service extends to alumni and alumni groups.</td>
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<tr>
<td><strong>STATUS UPDATE:</strong></td>
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<tr>
<td>2009-2010</td>
<td>Per SACS QEP Plan, EXL alumni participation program developed 2009-2010 for implementation as beginning EXL cohorts graduate.</td>
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<tr>
<td>2010-2011</td>
<td>Completed. Per SACS QEP Plan, EXL alumni participation program implemented.</td>
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<td>2011-2012</td>
<td>Plan continues to be implemented to include the 151 students who graduated (2011-2012) with the EXL Scholar designation.</td>
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<td>2012-2013</td>
<td>Plan continues to be implemented to include the 151 students who graduated (2011-2012) and 169 students who graduated (2012-2013) with the EXL Scholar designation.</td>
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<td>2013-2014</td>
<td>EXL Alumni Plan continues to be implemented to include the 128 recent EXL Program graduates for the 2013-2014 AY. Alumni were contacted with opportunities to participate in experiential learning opportunities. Recent graduates partnered with MTSU to offer service learning opportunities to current students as well as returning to campus to speak to groups regarding their own transformative learning experiences with the EXL Program. Two events were offered in the LT &amp; ITC which included alumni and community partners.</td>
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<td>Middle Tennessee State University will generate and allocate new resources to enhance the organizational structure to strengthen partnerships and public service programs.</td>
<td>Establish an Office for Community Engagement; Establish infrastructure to support state, regional, national, and global partnerships.</td>
<td>President</td>
<td>2007-2008 Establish OCES</td>
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<td><strong>STATUS UPDATE:</strong></td>
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<tr>
<td>2007-2008</td>
<td>Office of Community Engagement and Support established; Director, Community Engagement hired.</td>
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<td>2008-2009</td>
<td>Advisory Council established.</td>
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<td>2009-2010</td>
<td>The office of Community Engagement and Support will be restructured in accord with the President’s Positioning for the Future initiative effective July 1, 2010. Vice Provost for International Affairs search initiated; search failed; position will be readvertised fall 2010.</td>
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<td>2010-2011</td>
<td>The Office of Community Engagement and Support was restructured and its functions disbursed in accord with the President’s Positioning for the Future initiative. Search for Vice Provost for International Affairs completed. Half-time Academic Affairs partnerships position established.</td>
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<td>2011-2012</td>
<td>The MTSU Strategic Partnerships Coordinator continues to extend the partnerships infrastructure, provides support in maintaining current partnerships, and provides strategic connections between MTSU’s colleges, departments, faculty and students and external constituencies in both the public and private sectors. See Partnerships website: <a href="http://www.mtsu.edu/partner">http://www.mtsu.edu/partner</a></td>
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<td>2012-2013</td>
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<td>2013-2014</td>
<td>MTSU underwent a major campus-wide Positioning for the Future reorganization to address external economic realities with these results: The College of Continuing Education and Distance Learning was reorganized into the University College (2011). Public service functions remained in the University College. See: <a href="http://www.mtsu.edu/universitycollege">http://www.mtsu.edu/universitycollege</a>. The Office of Community Engagement and Partnerships was reorganized to improve efficiencies and effectiveness. Its functions were reassigned to the Office of the Provost, the Vice President for Development and University Relations. The Division of Student Involvement was reorganized and the Office of Student Involvement &amp; Leadership was established. This office houses the Center for Student Involvement &amp; Leadership (CSIL), Intercultural &amp; Diversity Affairs, the June Anderson Center for Women &amp; Nontraditional Students, Leadership &amp; Service, and the Student Government Association. See: <a href="http://www.mtsu.edu/involve">http://www.mtsu.edu/involve</a>. The Office for the Experiential Learning Scholars Program (EXL) was formally established (2012) and located in the University College. See: <a href="http://www.mtsu.edu/exl/">http://www.mtsu.edu/exl/</a>. The MTSU American Democracy Project was formally housed (2013) with the Center of Excellence in Historic Preservation. See: <a href="http://coapone.mtsu.edu/ameredem/">http://coapone.mtsu.edu/ameredem/</a> A True Blue Community Initiative was created (2013), led by established community leadership, to enhance community-university relationships/partnerships. See True Blue Initiative: <a href="http://wgnradio.com/community-to-boost-mtsu-support-with-true-blue-community-initiative--cms-15012">http://wgnradio.com/community-to-boost-mtsu-support-with-true-blue-community-initiative--cms-15012</a>.</td>
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<td>Middle Tennessee State University will establish a University Partnership Council. Membership of the Council will include representatives from both the University and constituencies beyond the University.</td>
<td>Establish University Partnership Council.</td>
<td>OCES</td>
<td>2009-2010</td>
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<td><strong>STATUS UPDATE:</strong></td>
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<tr>
<td>2009-2010</td>
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<td>2013-2014</td>
<td>Completed.</td>
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<td>Middle Tennessee State University will develop a comprehensive data base to include all community engagement and partnership activities.</td>
<td>Establish a comprehensive data base for community engagement and partnerships.</td>
<td>OCES; UP; University Advancement; University College</td>
<td>2007-2010</td>
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</tbody>
</table>
Middle Tennessee State University will develop a campus-wide assessment program to measure the impact of institutional engagement on students, faculty members, and communities. Conduct a campus-wide assessment program to measure impact of institutional engagement on students, faculty and communities. **UP; OCES** 2007-2010

### Strategic Direction

**Strategies 2007-17**

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<tr>
<th>Objectives</th>
<th>Responsible</th>
<th>Time</th>
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<tbody>
<tr>
<td>2007-2008 Partnership data base has been established and updated; public service and outreach data base under development.</td>
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<tr>
<td>2008-2009 Public service and outreach data base under development.</td>
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<tr>
<td>2009-2010 The process of integrating public service data without making changes to the Partnership Database continues.</td>
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<td>2010-2011 The Partnerships database was revised during spring 2010, partially as a result of the new MTSU Website. For the first time, public service projects that were supported by MTSU funds are documented in the Partnerships database.</td>
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<td>2011-2012 The database now includes selected partnerships, public service, outreach, internships, service and experiential learning(See <a href="http://www.mtsu.edu/partner/">http://www.mtsu.edu/partner/</a>). A separate database is being developed to catalog event participation.</td>
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<td>2012-2013 MTSU now has the campus Events Database. In addition to the MTSU Partnerships Database which has data through spring 2012, the Lyon Software (CBISA) is currently being implemented.</td>
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<td>2013-2014 In fall, 2013, the University formally transitioned to the Lyon Software's Community Benefit Inventory for Social Accountability (CBISA) allows for the collecting, tracking and reporting of community-based research in a central cloud-based software so that impact can be more easily measured. MTSU now has the campus Events Database. In addition to the MTSU Partnerships Database which has data through spring 2012, the Lyon Software (CBISA) is currently being implemented.</td>
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Middle Tennessee State University will develop a campus-wide assessment program to measure the impact of institutional engagement on students, faculty members, and communities.

**STATUS UPDATE**

**2007-2008** Campus-wide identification of engagement activities began; EXL program assessment on target; EXL program impact on community $1.099M in 2,045 projects

**2008-2009** Campus-wide identification of engagement activities related to EXL conducted annually; identification of other engagement activities on-going; EXL program assessment on target; EXL program impact on community over $1.16M in 2,185 projects. NSSE results are forthcoming in August.

**2009-2010** Until funds can be made available to acquire a comprehensive assessment package, EXL and other areas of outreach continue to report on the impact of programs. The Partnerships Database now emphasizes the completion of a section related to partnership assessment. These are documented on the Partnerships website (www.mtsu.edu/partner).

**2010-2011** An assessment data base management system has been purchased and campus-wide system implementation is scheduled to begin summer 2011. The system provides the infrastructure to gather and report engagement impact data.

**2011-2012** The Strategic Planning (assessment) component of the TK20 system have been implemented. Further implementation of TK20 will include a management of assessment data component related to impact of institutional engagement. Implementation target: end of Fall 2012.

**2012-2013** Lyon Software's Community Benefit Inventory for Social Accountability (CBISA) allows for the collecting, tracking and reporting of community-based research in one central cloud-based software.

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**Middle Tennessee State University will develop a campus-wide assessment program to measure the impact of institutional engagement on students, faculty members, and communities.**

**Increase extramural funding by 5% each year.**

**Increase number of alumni that give to the University, increase the total dollar amount alumni giving.**

**VPU; VPR**  **Annual**

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**STATUS UPDATE**

**2007-2008** Awards: $34,440,108 in extramural funds. Projects funded include: two Math Science Partnership grants to TMSTEC ($2,070,892) for professional development for teachers in math and science in TN; three Teacher Quality Initiative grants ($269,620) for professional development in math and science and gifted education; NEH Teacher Education Workshop Grant ($149,777) in history; NSF-CCLI grant ($125,406) to restructure the gen ed physics course; TN Dept. of Environment and Conservation grant ($177,321) for alternative fuels research; NSF International Conference on Mathematics Education grant ($99,990).

2007-2008 Number of alumni who gave to the University increased from 5.3 in 2006-2007 to 6%, an increase of 630 donors; Received more than $1.8 million in non-competitive federal appropriations, including $94K for completion of the observatory, $478K for Math and Science Education, $470K for Aerospace Department, $238K for Nursing Department, $335K for study of Childhood Obesity, $196K for development of transportation hub on campus; Alumni giving increased to $1,668,834 (does not include bequests and alumni gifts made via foundations, trusts, etc.)

2008-2009 MTSU awarded $38,066,652 in extramural funds. Projects funded include: Lead Based Paint Hazard Control (HUG - $1,971,892); Center for Physical Activity and Health in Youth ($335,043); Center for Heritage Preservation – Teaching with Primary Sources ($600,000); and NEH teacher-in-service grant ($160,368).

2009-2010 MTSU was awarded $33.1M in extramural funds that included a large increase ($6 M for FY 2009) in NSF funding. Projects funded: Noyce Scholarships for Math and Physics teachers ($896,972), Noyce Scholarships for Master Teachers ($1,496,716); Center for Physical Activity and Health in Youth ($295); Center for Historical Preservation – Teaching with Primary Sources ($600,000); MRI grant for genetic sequencing ($271,392); MRI for Information Technology (MRI for Information Technology ($599K), MRI for Diffraction (MRI for Diffraction ($2.216K), Social Networking ($149,745), Comprehensive Curriculum ($149,745). In addition, the Office of Research systematically pursued new partnerships and strengthened existing alliances. This outreach helped to land $300K for two projects through SERI and $120K of funded projects through TSA.

Alumni who gave to their alma mater continues to approximate record annual level of donor giving. Number of giving includes 10-15% above 2008-2009, but still lags behind the previous years due to the nation's depressed economy. The University is proceeding with the planning stages of a major comprehensive campaign for the entire university. Federal appropriations were nearly $5 million dollars and the University has submitted more than $12 million in requests for the coming year.
<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Strategies 2007-17</th>
<th>Objectives</th>
<th>Responsible</th>
<th>Time</th>
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<tbody>
<tr>
<td>2010-2011 MTSU was awarded $33.4M in extramural funds. Selected projects funded: MTSU Center for Research on Aviation Training ($700K NASA); Computational Modeling of Drug-Resistant Bacteria ($289K Department of Energy); Computational Sciences PhD Program ($409K sub award with University of Minnesota/Center for Physical Activity and health in Youth ($400K DOE); Tennessee Collegiate Financial Planning Project ($1.7M Tennessee Department of Education); $796,000 Early Intervention Services for Infants and Toddlers with Disabilities ($796K Tennessee Department of Education); Expanding Forensic Education ($625K Department of Justice); Professional Development of Vocational Teachers ($1.5M Tennessee Department of Education).</td>
<td>2011-2012 Giving for the current year is tracking at 5-6% above previous year totals with donor numbers remaining relatively stable. The primary variable in annual totals remains realized deferred gifts. We are beginning to see the results of our campaign planning with a significant increase in long term commitments and testamentary gifts. The most immediate challenge is the loss of non-competitive federal funding, due to changes in congressional leadership and policy. The result of these changes for the 2010-2011 year is that more than $12 million in appropriated support, already included in appropriations bills, were eliminated in the final federal budget.</td>
<td>2010-2011 Giving to the University continues to exceed the national average for public Masters granting institutions by more than 20% and is expected to continue this level for the foreseeable future. The development of a planned giving program is beginning to show significant results and, should in the near term, begin to provide a more predictable base for annual efforts. The one area of support that has changed significantly and is not expected to for the next few years is the area of environmentally delegated support. As a result of the elimination of most earmarked programs, the University has seen federal support decrease by $2.4 million annually.</td>
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<td>2012-2013 The MTSU Centennial Campaign has secured more than $62 million in gifts and commitments for the University. Coupled with increased annual support and donor participation, the University has seen private support grow by more than 25% over the past four years. Continued success of the campaign should provide the institution with a significantly increased, sustainable level of annual support for the future.</td>
<td>2012-2013 In FY 12 the University had $30.6 million in grant expenditures. To-date for FY13, MTSU has received 10.2 million in awards. Proposals pending: CAREER proposal for $941,638 (NSF); Informal Science for $2,732,291 (NSF); Curriculum Design for $7,992,797 (NSF) and Center for Botanical Medicine for $10 million (private funding). Selected projects funded: Dimensions Us-Bota Sao Paulo - $211,044 (NSF); Characterizing the Distribution and Concentrations of Ambient Air Toxics - $255,936 (Shelby County Health Department); The Implementing Mathematical Practices and Content into Teach Project - $242,036 (TN Dept. of Education); and GAANN Fellows for Foreign Languages and Literatures - $133,266 (Dept. of Education).</td>
<td>2013-2014 Giving to MTSU continues to exceed national norms. Analysis by the Council for Aid to Education show that MTSU is in the top 10-25% among reporting universities in annual support in both one and three-year averages. The 2012-13 VSE report ranked MTSU 15th out of a total of 269 Public (Masters) Universities. Deans and development staff are provide monthly updates measuring performance against defined goals.The MTSU Centennial Campaign has now exceeded its $80 million revised goal and evaluations are underway to determine if another adjustment is warranted. Giving has continued to increase, as evidenced by the 2012-13 year being the second largest in school history (34+ million) and donor participation remains constant. A regional evaluation is underway to determine the value of establishing a formal corporate partnership program to better link the University with the needs of the surrounding industry community in Middle Tennessee.</td>
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<td>2010-2011 MTSU was awarded $33.4M in extramural funds. Selected projects funded: MTSU Center for Research on Aviation Training ($700K NASA); Computational Modeling of Drug-Resistant Bacteria ($289K Department of Energy); Computational Sciences PhD Program ($409K sub award with University of Minnesota/Center for Physical Activity and health in Youth ($400K DOE); Tennessee Collegiate Financial Planning Project ($1.7M Tennessee Department of Education); $796,000 Early Intervention Services for Infants and Toddlers with Disabilities ($796K Tennessee Department of Education); Expanding Forensic Education ($625K Department of Justice); Professional Development of Vocational Teachers ($1.5M Tennessee Department of Education).</td>
<td>2011-2012 Mind2Marketplace hosted three regional meetings that convened over 40 business, education and non-profit leaders to discuss strategic direction for innovation within the region, and emerging program strengths. Deans of Colleges</td>
<td>Annual</td>
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<td>Middle Tennessee State University will pursue innovative and creative partnerships that enhance learning, scholarship, and engagement and further social, cultural, and economic development.</td>
<td>Middle Tennessee State University will pursue partnerships between and among public and private institutions, agencies, businesses, and industries to address regional issues. Provide leadership to Mind2Marketplace regional initiative to increase education and technology and economic development in the region. Hire a Director of Regional Initiatives. Coordinator of P-16; UP; OCES</td>
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<td>STATUS UPDATE: 2007-2008 Hosted quarterly M2M quarterly meeting. Director of Regional Initiatives position advertised</td>
<td>2008-2009 Director of Regional Initiatives hired (jointly funded by MTSU, Rutherford County Chamber of Commerce and TN Office of Economic Development); regional partnership established with TN Valley Corridor</td>
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<td>2009-2010 Director of Regional Initiatives developed organization processes and marketing strategies. Hosted a regional conference in partnership with the Tennessee Valley Corridor in November, 2009 with more than 400 attendees from Tennessee and (3) other southern states. Education and Entrepreneurship Committees are actively pursuing goals and defining strategies.</td>
<td>2010-2011 MTSU was awarded $33.4M in extramural funds. Selected projects funded: MTSU Center for Research on Aviation Training ($700K NASA); Computational Modeling of Drug-Resistant Bacteria ($289K Department of Energy); Computational Sciences PhD Program ($409K sub award with University of Minnesota/Center for Physical Activity and health in Youth ($400K DOE); Tennessee Collegiate Financial Planning Project ($1.7M Tennessee Department of Education); $796,000 Early Intervention Services for Infants and Toddlers with Disabilities ($796K Tennessee Department of Education); Expanding Forensic Education ($625K Department of Justice); Professional Development of Vocational Teachers ($1.5M Tennessee Department of Education).</td>
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<td>2011-2012 Mind2Marketplace hosted a regional meeting that convened over 40 business, education and non-profit leaders to discuss strategic direction for innovation within the region, and emerging program strengths. Deans of Colleges</td>
<td>2012-2013 Mind2Marketplace continued quarterly meetings targeting growing economic sectors in the region: 3D Printing and Additive Manufacturing in Middle Tennessee and Carbon Fiber Research at the UT Space Institute. An updated website was introduced that aligns with M2Ms new focus on conducting technology-centered meetings from the private sector, academic institutional and government organizations.</td>
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<td>2014-2015 M2M continued quarterly meetings targeting technological/economic sectors in the region. M2M partnered with the MTSU Center to host a state-wide conference for STEM educators showcasing the latest research in STEM and STEM education and contracted with the MTSU Business and Economic Research Center to produce a STEM Industry/Education analysis for publication and distribution statewide (Publication expected January, 2015). M2M received independent 501c3 status.</td>
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<tr>
<td>Strategic Direction</td>
<td>2008-2009 Innovative partnerships: Partnered with the City of Shelbyville, TN and MSCC to establish the Middle Tennessee Education Center in Shelbyville (College of CEDL); collaborated with UTC to establish a 3 + 2 program (B.S. in Aerospace &amp; M.S. in Flight Test Engineering (Aerospace Department)], assumed Min2Marketplace leadership role in regional initiative to provide access to marketplace/planned (Nov ’09) major regional conference in collaboration with TIC; partnered with Townsend of Smyrna to establish the CLEAR Water Institute in Chemistry Department; Center for Historic Preservation, in partnership with the National Park Service, established the Tennessee Civil War National Heritage Area (Website).</td>
<td>Objectives</td>
<td>Responsible Time</td>
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<td>2009-2010 Selected innovative and expanded partnerships: Information Technology Partnership between National Science Foundation, Nashville State Community College, Alabama A &amp; M University, Min2Marketplace is intended to recruit and retain computing students to IT; National Science Foundation High School Summer Bridge Program, a MTSU TLSAMP partnership with the N. Carolina Historical Society, to create a web-based family tree charting genetic interconnections among all living gins.</td>
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<td>2008-2009</td>
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<td>2009-2013 Selected innovative partnerships: Dr. Andy Brower led a Consortium of Historic Houses in Arizona basin collaboration with the eNational Science Foundation; American Museum of Natural History, New York Botanical Garden, Field Museum of Chicago, and the National History Museum of Los Angeles County to look at genetic patterns of variation in a variety of modern items, including birds, monkeys, trees, and butterflies to attempt to The Tree of Life Project; a web-based family “Family Tree” charting genetic interconnections among all living gins.</td>
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**Middle Tennessee State University will develop partnerships to meet the expected growth in educational and workforce needs of traditional students and traditional students opportunities in continuing education, and the demand for alternative delivery.**

Increase distance learning opportunities, i.e., sites, courses and programs.  
Dean of University College  
2007-2012

**STATUS UPDATE:**

<table>
<thead>
<tr>
<th>2007-2008 On-line courses increased to 388 with 6,733 students enrolled in online courses; new on-line programs include: dual enrollment, dual credit, and compre element; M.S.W., approved by TBR</th>
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<tr>
<td>2008-2009 MTSU On-line and hybrid courses taught increased 17% to 405 with 8,261 students (an increase of 1,528 students or 23%) enrolled in MTSU on-line and hybrid courses; MTSU develops its first totally on-line degree program (Psychology) for implementation in 2009.</td>
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<tr>
<td>2009-2010 Online and hybrid courses taught increased with 10,231 enrollments (U/F2009 &amp; S2010), a 24% increase over the previous year; Regents Online Degree Program (VocTech) offered at MTSU increased from 63,000 Fall 2000 to 721 in Spring 2010; new hybrid degree programs, MBA and BBA in Forestry Management, launched; new online concentrations were added to the BS in Professional Studies and Master of Professional Studies; first accelerated online courses will be held Fall 2010.</td>
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**MTSU Page** 2014-10-15

**http://www.mtsu.edu/partner/"**
Middle Tennessee State University will identify, pursue, and sustain state, regional and national disaster public service, and creative activity partnerships.

Middle Tennessee State University will continue to pursue partnerships with higher-education institutions.

### Strategic Direction

**Strategies 2007-17**

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<td><strong>2010-2011</strong></td>
<td>The number of online and hybrid offerings increased by 218 courses or 34% from previous AY. Enrollments also increased by 4,067 students or 34%. New programs approved to be offered online: Master of Business Administration (MBA); Bachelor of Science in Education; M.S. in ESL (ESL Learning Program); Bachelor of Science in Technology and Curriculum Design. First accelerated online courses delivered Fall 2010 (14 total developed). Synchronous online courses offered Fall 2010. Five (5) new general education courses developed online for delivery. Fourteen (14) graduate and 43 undergraduate courses developed for online/hybrid delivery for last AY. Twenty-five (25) new courses identify in development.</td>
<td><strong>2010-2011</strong></td>
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<tr>
<td><strong>2011-2012</strong></td>
<td>The number of online and hybrid offerings increased by 128 courses or 15% from previous AY. Enrollments also increased by 2,186 or 27%. New online programs approved to be offered: B.S. Business Education; MBA/CM; M.Ed. Curriculum and Instruction (majors in Elem. Childhood Ed., Elem. School Ed., Middle School Ed.). In AY, 43 new online courses were developed (including two general education courses). Twenty-two new Masters of Education and Educational Specialist cohorts were established at off-campus locations including Winchester, Fayetteville (four groups), Smyrna, John Coleman (Murfreesoboro), Huntsville, AL (two groups), John Pittard (Murfreesoboro), Cheatham Co., Lynchburg, McMinnville, Siegel (two groups; Murfreesoboro), and Wilson County.</td>
<td><strong>2011-2012</strong></td>
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<td><strong>2012-2013</strong></td>
<td>Ten new Masters of Education and Education Specialist cohorts were established at off-campus locations during the 2012-2013 academic year. These locations include Columbia (two groups), Shelbyville (two groups), Casen Lane Academy; Cedar Grove Elementary in Smyrna; Winchester; Manchester; Clifton; and, Lawrenceburg. One graduate degree M.S. Aviation Administration and one undergraduate degree (B.S. in Organization and Communication) have been submitted to TBR for conversion to full online delivery. Three courses developed for accelerated online delivery. The number of online and hybrid course offerings increased by four (4) courses or a 4% increase over previous AY. Enrollments increased by 1,188 students or 3%.</td>
<td><strong>2012-2013</strong></td>
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<tr>
<td><strong>2013-2014</strong></td>
<td>Nine new Masters of Education and Education Specialist cohorts were established at off-campus locations during the 2013-2014 academic year. These locations include Columbia State Community College/Lawrenceburg; Southside Elementary (Lebanon), Nissan in Smyrna, Blackman Middle School, Volunteer State Community College (Livingston), Tennessee Vocational Education Building in Waynesboro, Motlow State Community College/Fayetteville, Motlow State Community College/Tullahoma, and Coffee County Central High School in Manchester. The Masters of Science in Aviation Administration was approved for delivery online. During the 2013-2014 academic year, two new programs were approved for online delivery. They were the Master of Science in Aviation Administration (concentration in Aerospace Education), and the Bachelor of Science in Organizational Communication. The number of online and hybrid course offerings increased over the 2012-2013 academic year by 53 courses (5%). While 2014 spring enrollment numbers are not available at this writing, comparing summer and fall of 2012 to summer and fall of 2013, online enrollments increased by 254 students (a 4% increase).</td>
<td><strong>2013-2014</strong></td>
</tr>
</tbody>
</table>

#### STATUS UPDATE

**2007-2008**

- July 2007-08, partnered with Lee Adcock Construction, City of Mboro; Messer Company; The Building Group; RIG Anderson Company, TKD Construction; Bradfield and Gomie; Turner Universal; and architect, Michael Stewart to advise and support the Commercial Construction Management Program; HHP established new partnerships with Riverdale, Brentwood, and Oakland high schools, Primary and Urgent Care, Woods Physical Therapy, Star Physical Therapy, NHC Oak Park, and the Kennerkens Center as athletic training clinical instruction sites; HHP partnered with Rutherford County Road to Read on the "Families that Read Success" project to produce an early literacy program for families that addresses adult literacy, early and family literacy. HCP, partnered with The Discovery School in SL projects with gifted and talented children. MC: public relations campaigns class worked on two projects: campaign to promote and maintain public awareness of new MTMC center/facility and campaign with First Baptist Church, East Castle St to increase church membership. LA partnered with Great Books Foundation to provide training in the Shared Inquiry method of instruction and to provide books for non-credit courses offered by MTSU in middle Tennessee prisons.

**2008-2009**

- Honors College initiated partnership with Holobod School, a NASA Explorer School and received $20,000 grant from AT&T to promote science education; College of LA: Erin Anfinson (Art) completed Entering the Modern Era: Murfreesboro Jazz Age mural for permanent exhibit as the Heritage Center of Murfreesboro; College of Media partnered with Sony Corporation to produce an international webinar to an audience in 34 countries showcasing the upgrade to high definition TV studio; Journalism partnered in The New Shade of Chevy Campaign–Chevrolet through Eden/Engine Partners to create, implement and evaluate an advertising campaign for Chevrolet's green products; ABAS has helped develop a Master of Science program for the Mongolian Agriculture University in Ulaanbaatar; Mongol学者 worked with Virginia Tech, Mississippi State, Mongolian and T. Nat. a development organization in Mongolia; MTSU has entered into a new educational cooperation agreement to enhance the educational opportunities and experiences for students and faculty; TMSTEC Partnership to Improve Biology Education funded by NSIF, TRAD PK-12; partners included: Business Education Partnership Committee of the Rutherford City Co of C; BioTn.; PK-12; Metro-Nashville Public School District; NSIF, Pope John Paul II High School, Rutherford County Central High School; TMU. Center for Healthcare Human Sciences worked with the Tennessee Department of Health to compile and distribute the state's first colorectal cancer control plan through the Tennessee Comprehensive Cancer Control Coalition.

**2009-2010**

- The Seigenthaler Chair partnered with NewsTrain, which provides journalism and leadership training aimed at the print-editor/broadcast producer level, and helped it create and shape its 2010 Nashville conference; partnered with Freedom Forum's Diverse Institute to support multimedia workshops. Honors College successfully completed its partnership with Goodpod and Reaves Rogers Schools; jointly sponsored lecture series with Middle East Center and is developing a series with the Confucius Institute; worked with the Rutherford County Martin Luther King, Jr. Scholarship Board. Jones College of Business partnered with Cumberland Tomorrow and several other groups to develop a regional summit on transportation issues under the banner of The Power of Tennessee. CLA applied for TBR Access and Diversity Grant to fund faculty travel for scholarly purposes; working with Center for the Arts to get students involved in local theatrical productions (tentative). COE partnered with MIF-p 16 Council, MTeach, Stanford University/College of Chief State School Officers (CCSSI), American Association of Colleges of Teacher Education (AACTE), TBR Teacher Education Assessment Consortium, TBR Teacher Education Redesign Initiative, TBR Teacher Performance Assessment Task Force, TBR Teacher Education Redesign Research and Evaluation Task Force, TBR Teacher Education Redesign Problem-Based Learning Task Force, TBR Teacher Education Redesign Directors Board, TBR Teacher Education Redesign Technology Task Force, TBR Teacher Education Redesign Curriculum Task Force, and Middle Tennessee Teacher Quality Consortium. CJA partnered with MTSU Public Safety to provide four-day POST certified seminar for law enforcement training and partners with the Murfreesboro Police Department for CSI mock crime scene. CPA has active partners with local high schools, health care service providers regional hospitals, i.e., Maury Regional Hospital. Human Sciences partnered with Penny's Closet of Murfreesboro, the Buckle Corporation, Rutherford County Chamber of Commerce, and other organizations on joint community service projects, i.e., cancer research.

**2010-2011**

- See innovative partnerships in MTSU's historical and emerging program strengths above.

**2011-2012**

- See selected partnership, public service, outreach in MTSU's historical and emerging program strengths above.

**2012-2013**

- Selected activities: Dr. Mark Blanks initiated a partnership with the U.S. Army and U.S. Marine Corps to conduct robotics research on how to add low-cost hardware and software to existing small robots to use Raven aircraft as an eye-in-the-sky relay. The new pact studies ways robots on the ground can be used in concert with unmanned vehicles in the air. The partnership also allows the Army and Marines to help develop courses and materials for MTSU and involve faculty and students in defense research projects. Dr. Stephanie Sharl with collaborated with the Stones River River Manor Assisted Living and Community Care of Rutherford County on a public service project. Aging Health and Development—an intergenerational service-learning course, consisting of structured, planned activities which involve meaningful interaction between students and older adults. Dr. Jeff Clark coordinated the Southern Girls Rock and Roll Camp in partnership with the Youth Empowerment through Arts and Humanities (YEAH). SRRCR is a week long camp for girls aged 10 to 17 which includes instrument instruction, workshops, panels, guest performances, and band practice. Dr. Kathleen Burrus offered a Play Symposium in collaboration with the Association for Childhood Education International and the Tennessee Association for the Young Children to provide knowledge, skill implementation, and assessment strategies targeting children's health and wellness through play and physical activity for educational professionals. Dr. Brenda Martin partnered with 41 Museums in Middle Tennessee to establish the John H. Hobgood and Reeves Rogers Schools; jointly sponsored lecture series with Middle East Center and is developing a series with the Confucius Institute; worked with the Rutherford County Martin Luther King, Jr. Scholarship Board. Jones College of Business partnered with Cumberland Tomorrow and several other groups to develop a regional summit on transportation issues under the banner of The Power of Tennessee. CLA applied for TBR Access and Diversity Grant to fund faculty travel for scholarly purposes; working with Center for the Arts to get students involved in local theatrical productions (tentative). COE partnered with MIF-p 16 Council, MTeach, Stanford University/College of Chief State School Officers (CCSSI), American Association of Colleges of Teacher Education (AACTE), TBR Teacher Education Assessment Consortium, TBR Teacher Education Redesign Initiative, TBR Teacher Performance Assessment Task Force, TBR Teacher Education Redesign Research and Evaluation Task Force, TBR Teacher Education Redesign Problem-Based Learning Task Force, TBR Teacher Education Redesign Directors Board, TBR Teacher Education Redesign Technology Task Force, TBR Teacher Education Redesign Curriculum Task Force, and Middle Tennessee Teacher Quality Consortium. CJA partnered with MTSU Public Safety to provide four-day POST certified seminar for law enforcement training and partners with the Murfreesboro Police Department for CSI mock crime scene. CPA has active partners with local high schools, health care service providers regional hospitals, i.e., Maury Regional Hospital. Human Sciences partnered with Penny's Closet of Murfreesboro, the Buckle Corporation, Rutherford County Chamber of Commerce, and other organizations on joint community service projects, i.e., cancer research.

**2013-2014**

- See (http://www.mtsu.edu/partner/).
Middle Tennessee State University will pursue innovative and creative public service opportunities that enhance learning, scholarship, and engagement and that directly engage a broad population with the university.

<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Objectives</th>
<th>Responsible</th>
<th>Time</th>
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<tr>
<td><strong>Strategies 2007-17</strong></td>
<td><strong>Objectives</strong></td>
<td><strong>Responsible</strong></td>
<td><strong>Time</strong></td>
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<tr>
<td><strong>2009-2010</strong></td>
<td>MSCC withdrew from general education/study abroad program; MTSU Genial Education Study Abroad at Cherbourg, France on hiatus for Summer 2010 because of too few students; GE Study Abroad will resume Summer 2011; MTSU negotiated with Nashville Metropolitan Schools System to establish an Aerospace Academy for Fall 2010 MTSU. MSCC collaborated in organizing a University Learning Community focusing on retention; dual admissions program with NSCC implemented. P-16 initiatives continued.</td>
<td>Director of EXL; Director of ADP</td>
<td>Annual</td>
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<td><strong>2010-2011</strong></td>
<td>The new VIPA is in the process of re-evaluating all exchange partnerships and study abroad programs to optimize the curricular, geographical and fiscal components of increasing MTSU study abroad participation. P-16 Council activities; Partnered with TASSA and Mind2Marketplace to hold Tennessee Association for School Supervision and Administration (TASSA) Summer Conference (2010); worked with Middle Tennessee Education Center, a partnership between MTSU, MSCC, and Bedford County (serving 52 education students); provided continuing support for MTSU M.Ed. and Ed. S. cohorts in middle Tennessee via P-16 council contacts (24 cohorts serving 282 students); conducted regular training sessions (led by Dr. Bob Eaker) on Professional Learning Communities with faculty in seven school districts; conducted regular training sessions on Problem Based Learning (led by Dr. Terry Goodin) with P-16 educators in middle Tennessee, other TBR schools, and MTSU'S Learning, Teaching, and Innovative Technologies Center; P-16 teachers were offered STEM seminars (SP 2010) and, as part of the Math Science Education Research Conference,</td>
<td>Director of EXL; Director of ADP</td>
<td>Annual</td>
</tr>
<tr>
<td><strong>2011-2012</strong></td>
<td>VIPA has evaluated all exchange partnerships and study abroad programs and implemented a plan to optimize the curricular, geographical and fiscal components of increasing MTSU study abroad participation. See P-16 Initiative activities listed above. MTSU participated in developing the TBR Universal Transfer Pathway initiative and has implemented approved pathways.</td>
<td>Director of EXL; Director of ADP</td>
<td>Annual</td>
</tr>
<tr>
<td><strong>2012-2013</strong></td>
<td>See P-16 Initiative activities listed above. MTSU signed agreements with MSCC and CSMC re Early Childhood Education Transfer Articulation, CSMC re RN to BSN, and RSCC, JSCC, and MSCC re Dual Admissions, Concurrent Enrollment, Reverse Transfer, Consortium Agreements, and Cooperative Advising.</td>
<td>Director of EXL; Director of ADP</td>
<td>Annual</td>
</tr>
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<td><strong>2013-2014</strong></td>
<td></td>
<td>Director of EXL; Director of ADP</td>
<td>Annual</td>
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**Middle Tennessee State University**

**Middle Tennessee State University will seek and encourage service opportunities that extend the institution’s reach within the community and that directly engage a broad population with the university.**

**Establish dual enrollment programs; Establish dual credit programs; Establish a M.S.W. degree; Establish a complete degree program.**

**Dean of University College**

<table>
<thead>
<tr>
<th>Status Update:</th>
<th>2007-2008 Service learning integrated into EXL program for coordination/implementation. See EXL program results above.</th>
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<tr>
<td><strong>2008-2009</strong></td>
<td>Service learning integrated into EXL program for coordination/implementation. 2008-2009 EXL Program yielded: 236 course sections; 3,140 students enrolled; 69 EXL faculty; 120 EXL Scholars graduated; 2,653 students participated in projects with community impact; 2,185 community-based projects; 193,561 hours of community impact; over $1.116 million impact for community work; all EXL targets exceeded.</td>
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<td><strong>2009-2010</strong></td>
<td>See EXL and ADP activities above. Additionally, three faculty and three undergraduates participated in the 7th Annual Meeting of the American Democracy Project in June 2009 in Baltimore. The three students were members of the intergenerational dialogue organized by Dr. Ron Gates (English), who has led this and similar student activities at most of the ADP annual meetings.</td>
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<tr>
<td><strong>2010-2011</strong></td>
<td>See EXL and ADP activities above.</td>
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<td><strong>2011-2012</strong></td>
<td>The University College Public Service committee funded a 23 grant applications for a total of $33,074 for public service projects. See EXL and ADP activities above. See EXL website: <a href="http://frank.mtsu.edu/~exl/">http://frank.mtsu.edu/~exl/</a>. See ADP website: <a href="http://frank.mtsu.edu/~amerdem/">http://frank.mtsu.edu/~amerdem/</a></td>
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<tr>
<td><strong>2012-2013</strong></td>
<td>In 2012-2013 faculty reported 7,167 students participated in the EXL Program and 169 students received EXL Scholars designation; 237 courses were conducted by 192 approved instructors. A few examples of service learning this year, include Golden Ratio Project, Silent Audition for Wеecycle Daycare, tutoring in the local schools, health projects in the community, and a fundraiser for Journey Home. A database was created listing non-profit organizations and their service learning opportunities in order to assist faculty and students in making connections in the community. Also workshops were held regarding incorporating service learning into the curriculum (two through LTITC and two with academic departments). The University College Public Service Committee funded 11 grant applications for a total of $22,792 for public service projects.</td>
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<tr>
<td><strong>2013-2014</strong></td>
<td>In 2013-2014 faculty reported 7,340 students participated in the EXL Program and 128 students received the EXL Scholars designation; 267 courses with 445 sections were conducted by 197 approved instructors; 5,632 students participated in projects with community impact; 4,680 community-based projects were completed with 345,016 hours of community impact; over $2.7 million impact for community work at $8 per hour; all EXL targets exceeded. Three workshops were held to assist faculty in adding service learning projects to academic courses. The EXL Program awarded $6,858 in grants to support community service projects and $3,500 to support student service with the American Democracy Project. The University College Public Service Committee funded 14 grant applications totaling $23,726 for public service projects.</td>
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**Middle Tennessee State University will identify strategic public service opportunities and extend and expand rich services.**

<table>
<thead>
<tr>
<th>Status Update:</th>
<th>2007-2008 Established dual enrollment, dual credit and completer degree programs; M.S.W collaborative with APSU and TSU approved by TBR.</th>
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<tr>
<td><strong>2008-2009</strong></td>
<td>M.S.W. collaborative with APSU and TSU implemented fall ’08; established Dual Admissions partnership with Nashville State Community College.</td>
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<td><strong>2009-2010</strong></td>
<td>Collaborative MSW program admitted first cohort to the 60 credit hour program; second cohort to be admitted Fall 2010; first cohort graduates May 2011. Two+two program between MSCC AST and MTSU BS in Interdisciplinary Studies will begin at MTEC in Fall 2010; dual enrollment courses were held at Blackman High School.</td>
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<td><strong>2010-2011</strong></td>
<td>Collaborative MSW program admitted second cohort in Fall 2010. Accreditation second candidacy visit was in January 2011 with candidacy continued per the original accreditation schedule. First MSW graduates in May 2010 include 10 students at MTSU, 11 students at APSU, and 6 students at TSU. A 2+2 Program between MSCC, AST and MTSU BS in Interdisciplinary Studies began in fall, 2010. The final two years of B.B.A. coursework will be offered at MTEC beginning fall, 2011. Dual Admission partnership established with Chattanooga State Community College.</td>
</tr>
<tr>
<td><strong>2011-2012</strong></td>
<td>Collaborative MSW program began third cohort in Fall 2010. Accreditation candidacy continued per the original accreditation schedule. TBR University Transfer Paths initiative implemented per TBR timeline.</td>
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<tr>
<td><strong>2012-2013</strong></td>
<td>Primary responsibility for both Dual Enrollment and Dual Credit was transferred to the Office of Student Affairs, although University College does help facilitate with academic departments.</td>
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