Middle Tennessee State University will implement the Student Access, Engagement, and Achievement Plan to increase retention and graduation rates.

**Increase retention and graduation rates; Develop targeted programs for non-traditional students; Open night student services offices; Establish a comprehensive tutoring center; Develop more on-line services.**

**2008-2009** Fall 2007—Fall 2008 retention rate was 79.96% as compared to 78.69% 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 via "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 points system for certification.

**2009-2010** Fall 2008-2009 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 1.5%). Activities for students 25+ include: OSS 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; OWSLs celebrated its 20th anniversary; Off-Campus Housing Fair attended by more than 450 students; 100+ students and their family members participated in end 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 2.5%); 2003-09 graduation rate is 52%, 2004-10 rate is 52.9% (an increase of 9%). Activities for students 25+ include: MTSU was awarded a $50 K Bernard Osher Foundation grant to support scholarships for adult 15- or 20-adult-education students for the 2011-12. Due to university budget reductions, the June Anderson Women's Center and the Off Campus Students Support Center were consolidated into the June Anderson Center for Women and Nontraditional Students. The JC Center provided a variety of programs designed to meet the needs of non-traditional students, including the Idea Mapping Workshop attended by 110 students; the Off Campus Housing Fair attended by 650+ students; the Brown Bag Enrichment and Development Series -- "Nontraditional Careers for Nontraditional Students". Nontraditional Students Night out in November; Nontraditional Student Potluck Dinner co-sponsored by the JC Campus-OWS (65 in attendance). MTSU offered 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 SMARTTHINKING (http://www.smartthinking.com/), and a web-based tutorial that provides information about these services.

**2011-2012** Fall 2010-2011 retention rate was 79.3% as compared to 82.3% fall 2009-2010 (a decrease of 2%). 2004-10 graduation rate is 52.9%, 2005-11 rate is 52.3% (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/jac. Improvements to on-line services for veterans were implemented with the addition of a vet tab in RaiderNet. Beginning fall, 2012, all incoming freshmen are assigned an academic counselor who will serve as a retention and success coach throughout their MTSU career. The Other 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 79.3% fall 2010-2011 (a decrease of 1.2%); 2000-11 graduation rate is 52.7%; 2006-12 rate is 51.8% (a decrease of 1.1%). Pilot centralized tutoring center in Walker Library was implemented Spring 2013. The University is implementing Queas for Student Success— a plan to improve retention and graduation rates for students (Summer 2013). The 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 postcard 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 excited about, a question asked on the postcard. All UCAC advisors receive on-going training through staff meetings and 15 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 training programs 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 76.8% as compared to 78.1% in the fall of 2012-2013. The University College Advising Center ceased to exist during the fall, 2014 semester. All UCAC advisors except for four, were moved either to the new MTOneStop or to the various Colleges. University College retained four advisors to work with current unenrolled majors. Beginning fall 2014, MTSU will no longer have unenrolled 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 analyst and to improve advising processes.

**2014-2015** Fall 2013-2014 retention rate was 76.2% as compared to 78.8% in the fall of 2012-2013. The University College has implemented a plan to help new incoming freshmen who have not yet declared a major to make that decision within a semester. That plan includes requiring students to work with the Career Development Center to narrow a career field choice. Then, the undecided advisors work with students to help them make an informed decision on an appropriate major based on that career field choice. Advisors in University College degree programs have worked with their advisors to create a "semester-by-semester" course-by-course degree plan. This will help students know better what course(s) they will be taking each semester, and why they are taking the particular course(s). It is anticipated this will be a powerful tool for retaining adult students.
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.

2013-2014 Study and planning related to enrollment management to date has resulted in the recently published, Quest for Student Success 2013-2016 (http://www.mtsu.edu/docs/QuestforStudentSuccess.pdf). The plan is a comprehensive, strategic initiative designed to improve retention and completion rates.

2014-2015 The Admissions and Standards Committee considered and approved a request by the dean of the University College to change the admissions standards for Dual Enrollment students to more closely match the undergraduate admissions standards. Guaranteed scholarships used for recruiting purposes were revised to attract and support high achieving students. Requirements were adjusted to begin guaranteed scholarships for first time freshmen with a 25 ACT and a 3.5 high school GPA and to TBR transfer students with a 3.0 GPA and 45 earned hours.

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: 2008-2009 MTSU average critical thinking score of 18.02 (91%) 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 55%; Evaluation 63%; Deductive Reasoning 82%; Inductive Reasoning 32%. NSSE data is forthcoming in August.

2008-2009-2012 MTSU average critical thinking score of 18.02 (91%) 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 55%; Evaluation 63%; Deductive Reasoning 82%; Inductive Reasoning 32%. NSSE data is forthcoming in August.

2010-2011 MTSU average critical thinking score of 17.9 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 MTSU's national average for the following items: Examined the strengths and weaknesses of your own views on a topic or issue 2.71/2.66; Tried to better understand someone else's views by imagining how an issue looks from his or her perspective 2.84/2.83; Learned something that changed the way you understand an issue or concept 2.91/2.85; seniors did not exceed the NSSE average: Voting in local, state, or national elections 2.07/2.11.

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; 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 off-campus jobs. (In spring 2009 Graduating Senior Survey completed by 56% 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 situations. Data reflect increased efforts by faculty to improve existing programs.

2012-2013 MTSU average critical thinking score of 17.1 exceeded the national average of 16.7 on the CCTST.

2013-2014 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.

2014-2015 MTSU's critical thinking average of 16.8 is below the national average of 17.1 by -0.3%. See 2014 NSSE summary results at http://www.mtsu.edu/sacs/assess/unm.pdf. MTSU used NSSE survey results to inform institutional planning and at the unit level to inform continuous improvement activities. For example, as an indicator of student engagement or potential for student engagement in research. NSSE data for 2014 compared to 2011 indicate that seniors reported spending time working or planning to "work with a faculty member on a research project" (scale held constant 2006-2014), while increasing numbers "have done" or "plan to" engage in "a cultivating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) 2.64 in 2009 compared to 3.01 in 2014. MTSU also uses NSSE survey results as an indicator of student engagement in service. NSSE results are tracked over time and used in Performance Funding and Academic Master Plan reporting. NSSE data for 2014 compared to 2011 indicate seniors reported spending more time in meaningful, character-building activities such as community service and volunteer work.

Middle Tennessee State University will prepare students to become life-long learners.

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 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.

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 IE/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 (TK2o) was purchased and implemented. Phase I: Strategic Planning has been implemented and user training provided. System has been successfully completed an updated 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 TK2o Phase II Implementation: Faculty credentials pilot demonstration received for comment and feedback. Implementation now scheduled for early Fall 2013.

2013-2014 TK2o Phase II implementation: Faculty credentials module has been released. MTSU will proceed with pilot implementation Summer 2014. IE: monitored per annual processes and timeline.

2014-2015 TK2o Phase II Implementation postponed due to software vendor delay; IE: monitored per annual processes and timeline. An audit was conducted of SLOs for all degree and certificate programs in the Academic Program Inventory. A random SLO quality review was conducted for the purpose of improving assessment.

Middle Tennessee State University will prepare students to become life-long learners.

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

President: S/VP: UP

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.
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, VPUPA**

### 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; offer a 1-hr EXL 3010 course, Civic Engagement Practicum; created an ADP Advisory Board; created national presence at ADP conference; 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 int'l students studying here, 207 int'l related majors; 41 faculty involved in int'Ed programs/initiatives.

**2009-2010**  
- Other activities: With the reopening of Lynn Residential Complex, Housing and Residential Life completed year the fifth year of the eight year $70 million renovation program began in the fall of 2003. Year six began in May, 2008 with the renovation of Cummings Hall, scheduled for completion in August, 2009. Approximately 55% of on-campus bed spaces are affiliated with various academically themed living communities, Music in Monarch, the fine arts affiliated living-learning area in Monarch Hall, welcomed its first "Faculty-in-residence" to the community during 2008-09.

**2010-2011**  
- 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 Around" book display to campus, thanks to Walker Library; hosted roundtable on Adams' presidential and legal history with presentations by Adams scholars from among the MTSU faculty; brought National Homepage 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 on-campus and nation-wide dialogue of appropriate ways to institutionalize civic learning through faculty incentives, through discussion of appropriate tenure and promotion criteria to support faculty's decision to increase civic engagement on university course and expanded civic learning by students; submitted proposed civic learning 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 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 in a variety of campus civic engagement initiatives throughout the academic year; contributed ADP student research to the policy development agenda for a tobacco-free campus; revisited campus poll 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 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. Int'l Ed: 260 MTSU study abroad students in 43 countries, 19 MTSU participants in non-academic, not-for-credit programs abroad; 44 int'l students studying here on exchange programs (L-1 visas), 103 int'l related majors; 22 faculty teaching on study abroad programs or accompanying non-academic groups; 12 faculty are members of Int'l Education & Exchange Committee; 9 faculty advisors for bi-lateral exchange programs; total of 42 faculty involved in int'l education programs/initiatives.  

**2011-2012**  
- Students engaged in the Experiential Learning Program (EXL) activities increased to 5,841 in 196 approved courses. One hundred fifty six students receive 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 Around" book display to campus, thanks to Walker Library; hosted roundtable on Adams' presidential and legal history with presentations by Adams scholars from among the MTSU faculty; brought National Homepage 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 on-campus and nation-wide dialogue of appropriate ways to institutionalize civic learning and civic engagement through faculty incentives, through discussion of appropriate tenure and promotion criteria to support faculty's decision to increase civic engagement on university course and expanded civic learning by students; submitted proposed civic learning 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 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 in a variety of campus civic engagement initiatives throughout the academic year; contributed ADP student research to the policy development agenda for a tobacco-free campus; revisited campus poll 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 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. Int'l Ed: 260 MTSU study abroad students in 43 countries, 19 MTSU participants in non-academic, not-for-credit programs abroad; 44 int'l students studying here on exchange programs (L-1 visas), 103 int'l related majors; 22 faculty teaching on study abroad programs or accompanying non-academic groups; 12 faculty are members of Int'l Education & Exchange Committee; 9 faculty advisors for bi-lateral exchange programs; total of 42 faculty involved in int'l education programs/initiatives.  

**2012-2013**  
- Evaluation of Alumni Survey completed. Selected Alumni Events: Pigskin Pregame (proceeds went to Alumni Legacy Scholarship); Centennial Gala: Homecoming, Spring into Middle, Alumni Spring Weekend, Alumni Summer College; and Alumni Events in Knoxville and Thailand.
Strategic Direction  
Strategies 2007-17  
Objectives  
Responsible  
Time

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 285 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 Supervisor of Elections and Warden of Records; in conjunction with Chief Judge of the U.S. Southern District Court, Gary R. Wade presided; Inauguration of the variable Chief Justice of the U.S. Supreme Court; printed copies of the 17th Amendment to the Constitution in a hands-on do-it-yourself experience on MTSU’s replica eighteen-century printing press at Walker Library; provided almost 300 copies of the U.S. Constitution to the faculty for use in their classes in Constitution Day week; in conjunction with Mt. St. Mary’s University, used presidential electoral college voting simulation; printed copies of the 19th Amendment to the Constitution in a hands-on do-it-yourself experience on MTSU’s replica 18th century printing press at Walker Library; printed copies of the 16th Amendment to the Constitution in conjunction with the Tennessee State University Election Commission;  

2013-2014  
ADP focused on institutionalization, through integration of ADP into programs and initiatives of MTSU Center for Preparatory Education, and preservation 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 read Constitution aloud; 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 Supreme Court’s SCALES (Supreme Court Advancing Legal Education for Students) program on MTSU campus, hearing full arguments in three official Supreme Court cases 10/1/13; approximately 900 students and faculty participated; multiple classes in almost every college prepared students with study of the cases in advance; local Bar Association attorneys served as guest speakers and provided feedback. Activities also included, but not limited to:  

2014-2015  
ADP determined this year, building on its now-established institutionalization in MTSU's Center for Preparatory Education, to take concrete steps to expand its civic learning and democratic engagement (CLDE) initiatives beyond MTSU, across the state, to the wider Tennessee Board of Regents (TBR) institutions. ADP MTSU applied to the National Endowment for the Humanities, for a Bridging Cultures at Community Colleges grant to do just that, and it was awarded. Faculty from Tennessee community colleges Jacksonville State, Cleveland State, Nashvill State at Cookeville, and Dyersburg State at Covington signed on to develop ADP/The Democracy Commitment programs at their own schools. ADP MTSU helped fund some of these national memberships for Tennessee colleges to kickstart civic learning and democratic engagement initiatives at their own institutions; the TBR chancellor and vice chancellor for academic affairs endorsed the application to NEH and is supporting the program going forward. The Tenn. Secretary of State convened the state’s coordinators of civic learning and democratic engagement to his office this year; to further a vigorous statewide effort. In higher ed, other TBR universities were approached by ADP MTSU toward our effort as well; and ADP MTSU was recognized nationally by ADP ASCCU for the ongoing, productive work at MTSU. That work on our campus included this year a new faculty learning community (FCLC) on CLDE, made up of faculty from eight departments from three MTSU colleges, bringing new CLDE course improvements into their own classrooms, to their own students. ADP faculty partner with the MTSU EXL, Raider Learning Community, Reaching to the Past programs, SENCER, and other engagement programs to further student civic engagement. Activities through the year included holding Constitution Day (CD) commemorations 9/17/14 in all eight MTSU colleges, each producing programming unique to their schools, to their students, and faculty, with MTSU coaches and sports teams participating as well; and Student Government Association, over 800 students turning out to read the Constitution across campus; and distributing, c. 3,000 Constitutions for use in classroom Civic Learning and Democratic Engagement (CLDE) programs. Activities also included, but not limited to:  

2015-16  
College graduates are reporting increased rates of civic engagement and democratic behavior, with a focus on the role of higher education in promoting civic engagement and citizenship. MTSU students will exceed NCAA APR annual benchmarks for all sports; 80% MTSU students will exceed NCAA APR annual benchmarks for all sports; Middle Tennessee State University will exceed NCAA Academic Progress Rate (APR) benchmarks annually for students in all sports; Middle Tennessee State University will exceed NCAA Academic Progress Rate (APR) benchmarks annually for students in all sports; MTSU students will exceed NCAA APR annual benchmarks for all sports; Athletic Director: Director of Student Athlete Enhancement Center; Annual  

2016-2017  
2007-2008  
APR benchmarks exceeded for all sports except Men's Basketball and Men's Indoor Track (4 yr. Team Annual Performance Rate)  

2008-2009  
APR Sports exceeding benchmarks (2007-2008 latest data): Baseball; Football; Women's Basketball; Men's Tennis; Women's Tennis; Women's Golf; Men's Golf; Women's Outdoor Track; Volleyball; Women's Cross Country; Women's Rowing; Men's Rowing; Soccer; Men's Soccer; Women's Golf; Men's Tennis; Women's Cross Country; and Women's Volleyball  

2010-2011  
APR benchmarks (each sport must be above 925 with 1000 the highest possible score) exceeded for all sports (2009-2010 latest data)  

2011-2012  
2012-2013  
2013-2014  
2014-2015  
2015-2016  
STATUS UPDATE: 
2007-2008  
APR benchmarks exceeded for all sports except Men's Basketball and Men's Indoor Track (4 yr. Team Annual Performance Rate)  

2008-2009  
APR Sports exceeding benchmarks (2007-2008 latest data): Baseball; Football; Women's Basketball; Men's Tennis; Women's Tennis; Women's Golf; Men's Golf; Women's Outdoor Track; Volleyball; Women's Cross Country; Women's Rowing; Men's Rowing; Soccer; Men's Soccer; Women's Golf; Men's Tennis; Women's Cross Country; and Women's Volleyball  

2010-2011  
APR benchmarks (each sport must be above 925 with 1000 the highest possible score) exceeded for all sports (2009-2010 latest data)  

2011-2012  
2012-2013  
2013-2014  
2014-2015  
2015-2016  
STATUS UPDATE: 
2007-2008  
APR benchmarks exceeded for all sports except Men's Basketball and Men's Indoor Track (4 yr. Team Annual Performance Rate)  

2008-2009  
APR Sports exceeding benchmarks (2007-2008 latest data): Baseball; Football; Women's Basketball; Men's Tennis; Women's Tennis; Women's Golf; Men's Golf; Women's Outdoor Track; Volleyball; Women's Cross Country; Women's Rowing; Men's Rowing; Soccer; Men's Soccer; Women's Golf; Men's Tennis; Women's Cross Country; and Women's Volleyball  

2010-2011  
APR benchmarks (each sport must be above 925 with 1000 the highest possible score) exceeded for all sports (2009-2010 latest data)  

2011-2012  
2012-2013  
2013-2014  
2014-2015  
2015-2016  
STATUS UPDATE: 
2007-2008  
APR benchmarks exceeded for all sports except Men's Basketball and Men's Indoor Track (4 yr. Team Annual Performance Rate)  

2008-2009  
APR Sports exceeding benchmarks (2007-2008 latest data): Baseball; Football; Women's Basketball; Men's Tennis; Women's Tennis; Women's Golf; Men's Golf; Women's Outdoor Track; Volleyball; Women's Cross Country; Women's Rowing; Men's Rowing; Soccer; Men's Soccer; Women's Golf; Men's Tennis; Women's Cross Country; and Women's Volleyball  

2010-2011  
APR benchmarks (each sport must be above 925 with 1000 the highest possible score) exceeded for all sports (2009-2010 latest data)  

2011-2012  
2012-2013  
2013-2014  
2014-2015  
2015-2016  
MTSU Page 4 9/3/2015
Middle Tennessee State University will review and improve processes that lead to enhancement of instructional quality.

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.

MTSU will implement the following: Continue implementation of Faculty Recruitment Plan; Review relocation, retention, and other professional support systems and make recommendations for improvement; Extend mentoring program to new faculty.

STATUS UPDATE:

2007-08 Faculty Recruitment Plan implemented; mentoring program extended to new faculty.

2008-09 Relocation, research start-up and other professional support continued reviewed for improvement; Initiated a pilot SOTL Mentoring Program to increase scholarship in teaching and learning (SOTL).

2009-10 Relocation, research start-up and other professional support reviewed annually for improvement; SOTL Mentoring Program Pilot completed; two faculty complete SOTL projects; design of program will be adapted to incorporate effective feedback related to the program. Teaching Excellence Mentoring Program continued. Implemented two Faculty Learning Communities (Civic Engagement and E-Pedagogy).

2010-11 Relocation, research start-up and other professional support reviewed annually in relation to budget considerations, Teaching Excellence Mentoring 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).

2011-12 Relocation, research start-up and other professional support reviewed annually in relation to budget considerations. Developed and distributed Faculty Recruitment Hiring Guides. CCI faculty and departmental search committees received the hiring guide. Provided training regarding hiring processes. Teaching Excellence Mentoring Pilot Program continued to be implemented. Three additional Faculty Learning Communities continued (E-Learning, Civic Engagement, and Faculty Professional Development). University Learning Community implemented (Retention).

2012-13 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 and mentoring of faculty: Faculty Professional Development FLC and the Professional Writing FLC. Provost implemented a continuous new faculty orientation program to mentor incoming faculty.

2013-14 Relocation, research start-up and other professional support reviewed annually for improvement. Teaching Excellence Mentoring Program continued implementation. Three new Faculty Learning Communities focused on professional development: a Mid-Career FLC, a Professional Writing FLC (two groups), 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.

2014-15 Relocation, research start-up and other professional support reviewed annually for improvement. Teaching Excellence Mentoring Program continued. Faculty Learning Communities focused on professional development continued: a Mid-Career FLC, a Professional Writing FLC (two groups), 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 Instructional Mentoring Program and a New Faculty Orientation Program to mentor incoming faculty.

STATUS UPDATE:

2007-2008 Library base budget increased by $250,000 in addition to increases for salaries in FY 2007-2008; Over past 5 years Library expenditures have gained on the average of the THEC libraries. From 2004-2008, the gap was reduced from 25% to 21%. Data for FY 2006-2007 is not yet available, but the gain is expected to continue. From 2001 to 2006 the gap between MTSU and other THEC libraries narrowed from 25% to 13%. However, the gap widened slightly in FY 2006-2007 to 15%, an amount of $355,000.

2008-2009 Library base budget increased $250,000 in FY 2008-09. According to the most recent data available on THEC peer libraries (FY 2006-07) the gap between their average library expenditures and MTSU grew slightly from 25% to 23%. However, as ASELR faced significant cuts in FY 2007-08, the gap between them and MTSU actually declined from 13% to 7%. An additional expenditure by MTSU of $647,000 (FY 2007-08) would have met the average for membership required by ASELR (prospective libraries must meet the average for three consecutive years). Continued increases in the library budget demonstrates progress in meeting this objective.

Middle Tennessee State University will continue to increase support for Walker Library and education information resources and services. Increase the Library budget each year to enhance staffing, collections, and services; total Library expenditures will meet or exceed the average expenditures of MTSU's new THEC libraries; increase library expenditures so that the gap between MTSU and the average expenditures of the Association of Southeastern Research Libraries (ASERL) will be reduced to bring MTSU's membership in this group closer to reality.

Dean of the Library

Annual

MTSU

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Middle Tennessee State University will provide
adequate facilities to meet the diverse learning needs
of students.

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<td>2009-2010</td>
<td>Library budget increased $250,000 in FY 2009-10. The gap between THEC peers &amp; MTSU (FY 2007-08 data from NCES) is now at 20%. The gap between MTSU &amp; ASERL membership criteria (ASERL 2008) shows a gap of 15% ($1.3 million).</td>
<td>Increase the number of full-time GAs; Increase the dollar amount of GAs &amp; OTAs</td>
<td>VPR &amp; Dean CGS</td>
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<td>2010-2011</td>
<td>Library budget increased $250,000 for FY 2010-11. The gap between THEC peers (ACRL data for 2008-09) and MTSU is now at 22%. The gap between MTSU &amp; ASERL membership criteria (ASERL 2010) has dropped to 13%.</td>
<td>Number of 9-month Masters’ GAs increased to 216, a gain of 9 over 2006-2007; 12-month Master’s GAs increased to 53, a gain of 11; and 12-month Ph.D. stipends increased to 67, a gain of 7; dollar amounts remained the same</td>
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<td>2011-2012</td>
<td>Walker Library budget increased $250,000 to continue a longer term goal is to seek membership in the Association of Southeast Research Libraries (ASERL) for purposes of expanding MTSU’s research support through collaboration with other research libraries in the region. Membership is based on levels of investment by the institution into its library collections and services. By including all expenditures in the various archival centers and campus libraries (Gore, Center of Popular Music, Instructional Media and Walker Library), the University is approximately $1 million short of the current threshold for membership of $8 million. Increased collaboration for digitization projects between Walker Library and the campus archival centers will proceed in 2012-2013 to maximize access to unique collections by students and faculty as well as elevate the awareness of the collections beyond the campus through the Internet. An $50,000 increase in base budget for 2012-2013 will enable the expansion of service hours to meet student need in Walker Library (an increase of 12.5 hrs. per week during Fall and Spring semesters). Ongoing assessment of service hours continues to ensure effectiveness of the hours of operation.</td>
<td>Increase the number of full-time GAs; 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</td>
<td>S/V &amp; UP</td>
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<td>2012-2013</td>
<td>Walker Library and the campus archival centers met throughout the year and developed a plan for a digital production lab in the Walker Library. This collaborative space will be used to digitize the unique collections held within the library and archival centers, seek grant funding as a tool to build a sustainable and develop a complete concrete management program for digital humanities. Digital Humanities is a term used generically to produce and disseminate scholarship in the digital environment; this is a development and training area for our graduate students in all disciplines. In April, 2013, Turner Universal did not receive any increase in funding for collections or services. Funds were transferred from other libraries for the operational budget to sustain collection expenditures. Focus continues to increase opportunities for collections and the implementation of several technologies to aid students/faculty in searching and to improve utilization of collections and greater emphasis on collection usage with staff assigned to assessment of collections to guide purchase decisions and identify weaknesses. Program reviews of library collections and services for Public History and Literacy Studies during 2014 were positive.</td>
<td>Number of 9-month Master’s GAs increased to 232, a gain of 7 from 2010-2011; 12-month Master’s GAs increased to 56, an increase of 1; and PhD GAs increased to 128, an increase of 17; dollar amounts of Master’s GAs increased by $500 over 2010-2011; doctoral GA stipends did not change.</td>
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<td>2013-2014</td>
<td>Due to enrollment declines, the Walker Library did NOT receive any increase in funding for collections or services. Funds were transferred from other libraries for the operational budget to sustain collection expenditures. Focus continues to increase effectiveness of services and collections with the implementation of several technologies to aid students/faculty in searching and to improve utilization of collections and greater emphasis on collection usage with staff assigned to assessment of collections to guide purchase decisions and identify weaknesses. Program reviews of library collections and services for Public History and Literacy Studies during 2014 were positive.</td>
<td>Number of 9-month Master’s GAs was 231, a decrease of 1 from 2012-13; 12-month master’s GAs remained the same at 56; and PhD GAs increased to 141, an increase of 13. Stipends for GA’s remained the same. Academic Affairs and the College of Graduate Studies awarded 8 Dissertation Writing Fellowships; 5 writing fellowships graduated by May 2014.</td>
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<td>2014-2015</td>
<td>Number of 9-month Masters’ GAs was 230; a decrease of 1 from 2013-2014; 12-month master’s GAs remained the same at 57; and PhD GAs increased to 141, a gain of 1; dollar amounts remained the same. Academic Affairs and the College of Graduate Studies awarded 17 Dissertation Writing Fellowships; 13 writing fellowships graduated by May 2015.</td>
<td>Number of 9-month Master’s GAs was 227, a gain of 9 over 2007-2008; 12-month Master’s GAs increased to 60, a gain of 7; and 12-month Ph.D. stipends increased to 73, a gain of 6; dollar amounts remained the same</td>
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<td>2008-2009</td>
<td>Number of 9-month Masters’ GAs increased to 227, a gain of 9 over 2008-2009; 12-month Ph.D. GAs increased to 76, a gain of 3; dollar amounts of stipends remained the same.</td>
<td>Number of 9-month Master’s GAs decreased to 223, a reduction of 3 from 2009-2010; 12-month Master’s GAs decreased to 55, a reduction of 5; and PhD GAs increased to 111, an increase of 35; dollar amounts of Master and non-science PhD stipends remained the same; PhD stipends for the 3 new science programs (Computational Science, Mathematics and Science Education, and Molecular Biosciences) was established at $18,000 per year.</td>
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<td>2014-2015</td>
<td>The new Science Building was completed Fall, 2014 and was fully occupied in the Fall, 2014. Renovation has begun of the vacated Davis Science and Wiser-Patten Science buildings to improve lab and classroom spaces for Physics, Geosciences, Anthropology, Forensic Sciences, Mathematics Lab, and additional office spaces for academic advisors serving the College of Basic and Applied Sciences. Renovation of the McFarland Building to house improved spaces for the Photography Department is now complete. A renovation of a newly acquired Bell Street Building will house a new College of Business Center for Executive Education. The Bell Street Renovation will also contain new spaces for the Center for Chinese Music and Culture, a partnership with Hangzhou Normal University of China to share information about Chinese music and culture with regional school children. A new building to house Flight Simulators for the Aerospace Department is nearing completion. The renovation of meeting space in the Learning Resources Center for the College of Education Professional Development Center is complete.</td>
<td>Middle Tennessee State University will continue to revise and implement a new Facilities Master Plan. Implement newly revised Facilities Master Plan.</td>
<td>SrVP</td>
<td>Annual</td>
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**STATUS UPDATE:**

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/Majors' Center under construction; Recreation Center/Health Service addition completed; additional chiller plant completed; plans for relocation of Photography are 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 AY 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 schedules 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.

2014-2015 The Facilities Master Plan update is underway, and the documentation of existing conditions, and preliminary space analysis planning is substantially complete. Facilities planning continues for the future new Academic Classroom Building, which has been on Tennessee Board of Regents Capital Outlay priority listing since 2012. Planning continues for a proposed new Math and Computer Science Building submitted to the Tennessee Board of Regents as a top priority capital outlay project for FY 2016-2017.

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; Implement one-stop student services plan | Vice Provost for Enrollment and Academic Services and SrVP | 2007-2012 |

**STATUS UPDATE:**

2007-2008 Planning for new student center in design stage with bidding anticipated Fall 2008 and groundbreaking Spr 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 to be 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.

2009-2010 Ceremonial groundbreaking for new Student Union was held 03/06/09; project is on schedule for completion by 01/30/12. As of 03/23/10, 140 ceilings were drilled and completed in preparation for construction; cranes are on-site with installation of guard beams and education 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 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 beginning of 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 2013. The student services building is currently under construction and is on schedule to be completed 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 MT 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. Exceed peer institution benchmarks using: Delaware data; percent of alumni giving; establish college assessment coordinators, all divisions continue I.E. processes | SrVP, UP, VRT, VPFA | Annual |

**STATUS UPDATE:**

2007-2008 Academic departments used Delaware data in budget and I.E. preparation; percent of alumni giving increased to 6%, 6% 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/~mtacs/)

2008-2009 Use of Delaware data for budget and I.E. preparation continued; Alumni giving percentages remain on target at 6% with no increase over 2007-2008; lost alumni search 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 it a realistic benchmark; however, this dramatic increase in alumni numbers may not be reflected proportionally in alumni giving percentage; college assessment coordinators appointed for all colleges; all divisions continue I.E. planning and implementation (see http://frank.mtsu.edu/~mtacs/)

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/~mtacs/)

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/~mtacs/)

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/~mtacs/)

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.
**Strategic Direction**  
**Strategies 2007-17**  
**Objectives**  
**Responsible**  
**Time**

**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. collaborative degree (with APSU and TSU) approved by TBR for implementation Fall 2009; Teaching Quality Research Institute approved by TBR.

**2008-2009**  
- Awaiting THEC approval for three new Ph.D.s in the Sciences; TBR approved new M.A. in International Affairs and B.S. in Forensic Science.

**2009-2010**  
- Ph.D.s in Math and Science Education, Computational Science, and Molecular Biosciences were approved by TBR (03/06/10) and THEC (09/16/10) for implementation Fall 2010; new concentrations in Physics in Teaching and Professional Physics and concentrations in Healthcare Administration and Internal Organizational Leadership for RODP were TBR approved 03/18/10. Proposals for a DNP, a M.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 MSPS 01/25/11, a concentration in Aviation Safety & Security Mgmt. in M.S in Aviation Administration 02/28/11, and a minor in International 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 CIM in MBA, and MSIS-Geosciences; 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 MSIS 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 (05/02/13), an Applied Physics concentration - BS in Mechanotics 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., title changed to Global Studies & Cultural Geography, and a new concentration in Cultural Geography; and a new undergraduate Certificate in U.S. Culture & Education (for international students). The centers of intent or program proposals to 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/under review by THEC); B.S. with Individualized Major (letter of intent approved by TBR/under review by THEC); M.L.S. in Library Science (letter of intent approved by TBR/under review by 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 by 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).

**2014-2015**  
- The following curriculum proposals / changes were approved by TBR / THEC during 2014-15: B.S. in Theatre, M.S. in Finance, M.A. in Liberal Arts, M.L.S. in Library Science, B.S. in Philosophy, B.A. in Anthropology, B.A. in International Relations, B.S. in History. In addition, the B.S. in Speech & Theatre was renamed Speech Language Pathology and Audiology, and the concentration in Communication Studies was moved to the Organizational Communication Major. New minors were approved in Forensic Anthropology, Cultural Geography, and Unmarried Aerial Systems. New graduate and undergraduate concentrations in Agriculture Education Leadership/M.Ed. in Administration and Supervision, Health Care Management (M.B.A.), Not-for-Profit Business (M.B.A.). Letters of intent/notice of intent have been submitted to TBR/RODP and the approved for the following programs: B.S.-B.A. in Dance, B.S.-B.A. in Religious Studies.

**Middle Tennessee State University will establish itself as a leader in mathematics and science education.**

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

**Dean of CBAS; Dean CEBS**


**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 June, 2008; 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 ($451,693); STEPIping Up Undergraduate Research ($325,933); PK-12 ($358,370); and 2 Robert E. Noyce grants ($2,366,734) and Teachers Now (ED - $417,492). 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 structures to determine their effectiveness in meeting the mission of the University.**

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

**UP**

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 College 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 structures and processes and procedures to determine their effectiveness in meeting its mission.**

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

**SVP, UP**

2008-2009

**STATUS UPDATE:**

2007-2008 Budgeting review to incorporate $5.1 M out 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 department SLOs required to review SLOs and provide evidence of using assessment to improve learning (see http://frank.mtsu.edu/~mtsacs/). Budget review continues 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://mtsu.edu/~mtsacs/). New University mission approved by TBIR (03/20/11); 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/lepr/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/lepr/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/lepr/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. A new web server expands the ability of faculty and staff to use emerging technologies to meet their learning, research, and service goals. 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/iepr/docs/splan10.pdf.

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: Support and assistance continue for the Banner and administrative software for the Luminis Content Management System for improving and managing department/unit web pages. Support for additional emerging technologies to meet their learning, research, and service goals. Academic and statistical software support and other web-based resources provide research and service avenues for faculty and staff.

2009-2010 Administrative Services: Support and assistance continue for the Banner and administrative software for the Luminis Content Management System for improving and managing department/unit web pages. Support for additional emerging technologies to meet their learning, research, and service goals. Academic and statistical software support and other web-based resources provide research and service avenues for faculty and staff.

2010-2011 Administrative services: Administrative computing support provided to the Banner and Luminis systems and numerous other products to provide integration with campus procedures. Implementation completed the Banner Document Management System to include additional administrative offices and business procedures. Continued conversion of web sites into the content management system to promote currency of content as well as consistency in branding and navigation through the MTSU web domain.

2011-2012 Administrative Services: Administrative computing support provided to the Banner and Luminis systems and numerous other products to provide integration with campus procedures. Continued conversion of web sites into the content management system to promote currency of content as well as consistency in branding and navigation through the MTSU web domain.

2012-2013 Educational Endeavors: Support (system administration, instructional design consultation and software training) continues assisting with and encouraging faculty use of instructional technology tools, including the TBR system-wide learning management system for on-ground, hybrid and online courses. The adoption of an instructional design specialist position increased resources available to faculty in course and curricular design. Implemented new technologies for multimedia, collaboration, mobile learning and other emerging technologies to support faculty and staff in meeting learning, research and service goals. Knowledge, skills and support for mobile pedagogies increased. Academic and statistical software support and other web-based resources continue to provide research and service avenues for faculty and staff.

2013-2014 Educational Endeavors: Support (system administration, instructional design consultation and software training) continues assisting with and encouraging faculty use of instructional technology tools, including the TBR system-wide learning management system for on-ground, hybrid and online courses. Instructional design and instructional technology support is increasingly used by faculty in course and curricular design. Implemented new technologies 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.

2011-2012 Administrative Services: Administrative computing support provided with upgrades to the Banner ERP and Luminis portal systems and numerous other products that provide enterprise data integrated with campus business processes. The Argos reporting tool was rolled out to several new offices and interactive dashboards were created to enhance 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. Continue to collaborate with the Department of Marketing Communications and other University units in improving communication and marketing thorough digital signage and a web revitalization project.

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. Through collaboration with Computer Science, a new Schedule Planner feature using real-time course data was added to the PipelineMT login page. New student success related reports and new dashboards have been developed in the Argos reporting environment and work has begun on several student success predictive analytics projects. New MTSU mobile app features were developed and work continues on creating a mobile version of the campus Progress Report and Scheduling Progress Report. Continue to collaborate with the Department of Marketing Communications and other University units in improving communication and marketing thorough digital signage and a web revitalization project.
Middle Tennessee State University will cultivate and reward a culture of inquiry and civil discourse.

Middle Tennessee State University will encourage scholarly productivity among its students and faculty members.

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

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

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.

STATUS UPDATE:
2007-2008 All independent interdisciplinary programs report to the VPAIA: Organization of International Education under review

2008-2009 Organizational structure for interdisciplinary programs and international education under review by UP; Interdisciplinary programs reporting lines changed: African-American Studies, Aging Studies, Women’s Studies to Liberal Arts; Center for Popular Music to Mass Communication.

2009-2010 Reporting for all centers of excellence, chairs of excellence and/or interdisciplinary programs has been reassigned to the college level with the exception of the Middle East Center which currently reports to the VPAIA.

2010-2011 Middle East Center has been reassigned to the College of Liberal Arts. VPAIA for International Affairs hired. All international programs have been reassigned to the VPAIA. Completed. No new interdisciplinary programs proposed during AY 2010-2011.

2011-2012 No new interdisciplinary programs approved during AY 2011-2012.

2012-2013 Interdisciplinary programs submitted to TBR and pending: Master of Arts in Liberal Arts, BS in Mechatronics Engineering.

2013-2014 BS in Mechatronics Engineering approved by TBR/THEC and program was implemented Fall 2013.

2014-2015 Master of Arts in Liberal Arts approved by TBR/THEC and program will be implemented Fall 2015.

Middle Tennessee State University will establish at least one new distinguished or endowed professorship on campus within five years and three over 10 years.

Establish an endowed chair in each college.

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

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

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.

STATUS UPDATE:
2008-2009 Development of post-doctoral research fellowship program on hold as result of budget constraints.

2009-2010 Development of post-doctoral research fellowship program on hold as result of budget constraints. Dollar amount of Master and non-science PhD stipends remained the same. PhD stipends for the new science programs (Computational Science, Mathematics and Science Education, and Molecular Biosciences) was established at $18,000 per year. Graduate student, Zoe Zhang, received the CSGS Outstanding Thesis Award.

2011-2012 Development of post-doctoral research fellowship program remains on hold as result of budget constraints.

2012-2013 Development of post-doctoral research fellowship program remains on hold as result of budget constraints.

2013-2014 Development of post-doctoral research fellowship program remains on hold.

2014-2015 Development of post-doctoral research fellowship program remains on hold.

Middle Tennessee State University will establish at least one new distinguished or endowed professorship on campus within five years and three over 10 years.

Establish an endowed chair in each college.

MTSU Page 10 9/3/2015
Middle Tennessee State University will promote and support an entrepreneurial perspective on research productivity and technology transfer.

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 FRCAC was written and royalties requested from several faculty projects involving commercialization. The ORS also offered discounted contract research contracts with faculty/student team labor to 4 community-based inventors, but none accepted.

2008-2009: IPDAC website (http://frank.mtsu.edu/research/IPDAC_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 IP&DIC 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 was developed and 3 MTAs were considered. Dr. Charles Perry is working with partner Orchid 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 SYF 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 Biggs spoke about Technology Transfer at U of Memphis and a panel discussion about Resources for Entrepreneurs in Middle Tennessee with participants from TN SMART and LaunchTN were held at TN SBDC offices at the Rutherford Co. Chamber of Commerce. Two MTSU faculty participated in SMETC 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 for commercializing involving the TN Center for Botanical Medicine. MT participated in TechConnect in Washington, DC with 2 inventors.

2014-2015: An introductory lunch for key inventors and entrepreneurship advocates began a partnership between business and STEM faculty with support from the Clouse-Elrod Foundation. A follow-on event transforming identified opportunities for incorporation of entrepreneurship principles into general education and STEM curricula, as well as an entrepreneurship minor. Steps to create a culture of innovation and entrepreneurship at MTSU through involvement of students and faculty were identified. A panel discussion on Turning Research into Intellectual Property was held during Global Entrepreneurship Week for an audience of 25. Faculty members discussed commercialization plans with 5 entrepreneur center directors across TN in 3 events and 5 meetings. Three MTSU faculty participated in LaunchTN's Venture Match. Eleven disclosures were submitted in FY2015 and six provisional patent and three utility patent applications were submitted - this is a record number in each category. The IPAC met to consider disclosures twice and added one new member.

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 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

SVP; UP; VPSA

2007-2008

STATUS UPDATE:


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, scholarship, and service activities.

Establish a publications calendar that produces a faculty focused, student focused, and alumni focused publication annually

UP; VPUA

2008-2009

STATUS UPDATES:
2007-2008: New Associate VP for Marketing hired; student focus publication planned for fall 2008


2009-2010: As part of the President’spositioning 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 re-launched 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 visibility 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.

Develop a written/pictorial history for alumni and friends of the University; establish a Centennial Committee

UP; VPUA

2008-2011

STATUS UPDATES:
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.

2009-2010: Planning is proceeding, under the leadership of the Centennial Planning Committee for the formal celebration events during the 2011-2012 year. The Publication committee is working with a vendor to produce an anniversary publication for release in mid-2011.

2010-2011: Planning and activities are on schedule for a successful 2011-2012 Centennial celebration. The Centennial anniversary publication is proceeding per schedule.

2011-2012: Completed: In cooperation with the University’s Centennial celebration a pictorial history of the University was created and made available to alumni, students, faculty and friends. In addition, the Department of History developed a written history of the University which was made available to the public.
Middle Tennessee State University will promote the Honors College as a national model program.

Strategic Direction

Objectives

Responsible

Time

- 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 stakeholders.
- Through research activities, validate program through NCHC review and endorsement.

Dean, College of University Honors

Annual

STATUS UPDATE

2007-2008

Honors faculty and students made presentations at TCHC (30), SRHC (1), NCHC (3) and the college hosted the TCHC. Honors faculty and students participated in partnerships with Discovery School at Reeves-Rogers. Increased the number of Honors theses to 28, an increase of 3 over 2006-2007; launched Buchanan Scholars Program with 20 students.

2008-2009

Developed “A Vision for the Future: Master Plan for the Honors College, 2009-2019”. Honors faculty and students made presentations at TCHC, SRHC, and NCHC and the college established a MTSU Leaders Circle, hosted the National Society of Collegiate Scholars; College received Columba Scholastic Press Association Awards; Gold Medalist Certificate and a Silver Crown Award: the Honors Edition received National Collegiate Honors Council Award (2nd place) and the TN College Public Relations Association Bronze Award for Design. Associate Dean appointed to Honors in Practice editorial board and two NCHC committees; developed extensive Undergraduate Research and Creative Journal website; awarded 12 Study Abroad scholarships; offered new Lee Martin class in Taxonomies.

2009-2010

The Honors College’s Undergraduate Fellowship Office (UFO) offered numerous seminars to inform students about available fellowships and their application processes; a record six applicants interviewed for Fulbright Fellowships, three of whom were approved by the U.S. Committee; one received a Fulbright to study in Germany, and another is awaiting final word on an application to teach in Portugal. Two honors students named Emerging Scholars by Phi Kappa Phi Honor Society, and another received a $5,000 award for graduate study. One student named a member of the USA Today All-Star Academic Team, an honor reserved for 20 students throughout the country. Publications: The Honors College’s Newsletter, The Honors Edition, was reformatted into a magazine format and debuted its first color cover. College received record rating of 985 of 1000 points to win another Columbia Scholastic Press Association Gold Medalist Certificate and renamed it, Scientia et Humanities, so that it will now include articles from the natural sciences, social sciences, and humanities. The College will publish its on-time inaugural issue in the fall.

2010-2011

The Dean and Associate Dean made presentations at the national NCHC meeting. Associate Dean is serving on two national committees and one editorial board and has had two articles published in honors journals; Honors Dean published two scholarly books. Student Scholarship: Twelve students received honor for graduate study abroad and another three are awaiting word on applications to study in China. Two students made research presentations at “Posters on the Capitol” in Nashville, TN and Washington D.C. Additionally, students made research presentations at the American Society for Microbiology and the Tennessee Honors College. The Honors College received a record 275 applicants for its Buchanan Fellowships Program, admitted 20 into its fourth class, and will graduate its first class in 2011. Twenty-six students were awarded their master’s thesis and successfully defended honors theses, an increase of five over the previous year. The Honors College promoted a new scholarship for students who graduate from high school International Baccalaureate IB programs.

2011-2012

The Master Plan Review conducted in 2008 indicated that the Honors Program was in full compliance with all NCHC criteria established for Honors Colleges. The College graduated a record 28 students who completed theses this year; including its first honors master’s thesis (who completed the requirements without having completed freshman/sophomore-level class work). Scholarship outreach was expanded through an increased number of workshops/seminars. A record 10 undergraduates were nominated for Fulbright Awards, six for Fulbright Seminars, four for Goldwater Scholarships, two for Rotary Scholarships and numerous other students for other awards. As of 06/12/11, one student has received a Fulbright Scholarship to Spain and another to Tanzania, and a third is on the waiting list for one in Morocco. For the first time in MTSU history, two students received Goldwater Scholarships for research in the sciences (only 250 are awarded in the U.S. each year), and a third received honorable mention. Another student was one of 22 students chosen worldwide for a University of London program that will also involve foreign travel. A record 21 Honors students have been awarded money for study abroad. The College received its first pledge of $100,000 to establish a Centennial Scholarship that will support an honors student, receive a pledge for a new endowment to support study abroad, and recruited its fifth class of Bachelor Honors students. If raised minimum ACT scores from 25 to 29, which reduced the overall number of applicants but increased the number of recipients who have scores of 33 or above. The honors newsletter was recognized as second best among honors submissions throughout the nation, and its literary magazine has received another Gold Medalist Certificate from the Columbia Scholastic Press Association. The Honors College will soon be publishing the first edition of Scientia et Humanities, and it played a vital part in the publication of a book of poetry entitled Time and Tradition that will mark MTSU’s Centennial. The Dean and Associate Dean published scholarly articles over the past year, and they and the Honors Advisor all made scholarly presentations, with the Associate Dean receiving an American Council on Education Leadership Excellence Award for next year. The Honors College held its second open-house for high school students, sent representatives to numerous recruiting events, increased interactions with the McNair Program, and visited a community college campus.

2012-2013

A record 51 students graduated through the honors program, and 23 students fulfilled the requirements for the 21-hour honors core. In order to meet the high demand for upper-division honors courses, more honors-contract courses were approved and successfully completed by 54 students. To prepare students well for applying for national/international prestigious scholarships/fellowships, graduate school admission, and professional school admission, the Honors College sponsored 43 workshops organized by the Honors/University Fellowship Office (UFO) with participation from invited guest speakers on topics including the Fulbright Fellowship, Writing the Honors Thesis, Applying to Graduate School, etc.; Undergraduate Scholarships, two for Rotary Scholarships and numerous other students for other awards. As of 04/11, one student received a Fulbright Scholarship to Spain and another to Tanzania, and a third is on the waiting list for one in Morocco. For the first time in MTSU history, two students received Goldwater Scholarships for research in the sciences (only 250 are awarded in the U.S. each year), and a third received honorable mention. Another student was one of 22 students chosen worldwide for a University of London program that will also involve foreign travel. A record 21 Honors students have been awarded money for study abroad. The College received its first pledge of $100,000 to establish a Centennial Scholarship that will support an honors student, receive a pledge for a new endowment to support study abroad, and recruited its fifth class of Bachelor Honors students. If raised minimum ACT scores from 25 to 29, which reduced the overall number of applicants but increased the number of recipients who have scores of 33 or above. The honors newsletter was recognized as second best among honors submissions throughout the nation, and its literary magazine has received another Gold Medalist Certificate from the Columbia Scholastic Press Association. The Honors College will soon be publishing the first edition of Scientia et Humanities, and it played a vital part in the publication of a book of poetry entitled Time and Tradition that will mark MTSU’s Centennial. The Dean and Associate Dean published scholarly articles over the past year, and they and the Honors Advisor all made scholarly presentations, with the Associate Dean receiving an American Council on Education Leadership Excellence Award for next year. The Honors College held its second open-house for high school students, sent representatives to numerous recruiting events, increased interactions with the McNair Program, and visited a community college campus.

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The Honors College recruited an additional 15 students, from among 38 applicants, for the newly-initiated Honors 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 new-campo scholarships to the Honors College; 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 (Biologist), who will develop a new academic program. The associate dean, who had hired himself, now has an additional half-time faculty member (History). The College has joined the American Psychological Association Board of Directors as a full member, and is an Associate Director of the National Student Leadership Conference. The College receives new student support through the MTSU Student Success Program.

GOAL 2: Foster Student-Centered Learning

Middle Tennessee State University will implement the EXL Scholars Program and meet identified EXL Program 2007-2008 targets per the MTSU QEP.

EXL Scholars Program Coordinator
EXL Scholars Program Coordinator
Annual

STATUS UPDATE:
2007-2008 EXL 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; 156,904 hours of community impact; $1,095 million dollar impact for community work; all EXL targets met.

2008-2009 EXL Program yielded: 236 course sections; 3,149 students enrolled; 60 EXL faculty; 120 EXL Scholars graduated; 2,853 students participated in projects with community impact; 2,185 community-based projects; 139,561 hours of community impact; over $1,116 million dollar impact for community work; all EXL targets exceeded.

2009-2010 EXL Program yielded: 241 course sections; 3,319 students enrolled; 65 EXL faculty; 136 EXL Scholars graduated (summer 2009, fall 2010); 2,920 students participated in projects with community impact; 2,971 community-based projects; 160,040 hours spent on community activities; over $1,280,320 million impact for community work; all EXL targets exceeded.

2010-2011 EXL Program yielded: 196 approved courses; 210 students enrolled; 79 EXL faculty; 126 EXL Scholars graduated (summer 2010, fall 2011); 2,405 students participated in projects with community impact; 2,094 projects with community impact; all EXL targets exceeded.

2011-2012 EXL Program yielded: 196 approved courses; 173 approved instructors; 5,841 students enrolled in the program and 151 students who completed the EXL Scholars designation.

The EXL OEP received commendation as a model program from the SACS Fifth-Year Review of the program.

2012-2013 EXL Program yielded: 239 approved courses; 192 approved instructors; 7,187 students enrolled in the program and 188 students who completed the EXL Scholars designation.

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

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 340,016 hours of community impact; over $2.7 million dollars in community impact for community work; all EXL targets exceeded. Three workshops were offered for a total of 18 hours: all EXL targets exceeded. Three workshops were offered for 107 hours; all EXL targets exceeded. Thirty workshops were offered for 1,247 hours; all EXL targets exceeded. 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 $33,728 for public service projects.

2014-2015 EXL Program yielded: 4,994 students and 173 students received the EXL Scholars designation; 520 sections of EXL courses were conducted with 224 approved instructors; 45 new experiential learning courses were added. Two workshops were held to assist faculty in adding service learning projects to academic courses. All EXL targets were exceeded.

The EXL Program awarded $22,000 in course redesign grants in FY2014-15 to assist faculty in developing curricula that incorporates opportunities for experiential learning projects. An additional 14 courses were approved as new-campo courses, and three new courses were presented for a total of 18 hours; all EXL targets exceeded. Six workshops were offered for 187 hours; all EXL targets exceeded. Two workshops were offered for 187 hours; all EXL targets exceeded. 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 $33,728 for public service projects.
Middle Tennessee State University will increase its focus on undergraduate and graduate scholarship. Expand Scholars Week activities. Director, Undergraduate Research; VPR

STRATEGIC UPDATE:
2007-2008 Scholars Week expanded to include 200 plus student presenter presentations and includes college day activities during the week.

2008-2009 Scholar Week activities continued; award component added for best undergraduate and graduate research projects.

2009-2010 Scholars Week kick-off was changed to faculty mentor/presenter lunch; total number of presenter presentations increased to 290; three separate college Scholars Days were held along with the University-wide poster and multimedia event.

2010-2011 The 9th annual Scholars Week was the biggest and best ever (over 320 total presentations and six college Scholars Days). The university-wide event stretched around the entire Murphy Center campus and included a performance tent. Some faculty began to include IW into course expectancies which yielded the record number of students who participated. Keynote speaker, Dr. John Lipinski, spoke about the British role in the American Civil War (ACW) in the sesquicentennial anniversary of the ACW. The抽象 submission procedure was converted to Google docs and the judging procedure was successfully revamped to handle the increasing number and types of presentations.

2011-2012 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 included a performance tent. Keynote speaker, Dr. Eugene Scott presented a scholarly and timely seminar on the teaching of evolution in K-12 schools. The abstract submission procedure was converted to Google docs and the judging procedure was successfully revamped to handle the increasing number and types of presentations. The number of judges declined, which was a problem. A mini-Scholars Day was planned for end of summer projects.

2012-2013 The 7th annual Scholars Week had over 300 total presentations and six college Scholars Days. The university-wide event again covered the entire Murphy Center track and included a performance tent. Keynote speaker, Dr. Amanda Forest, spoke about the British role in the American Civil War (ACW) in the sesquicentennial anniversary of the ACW. The abstract submission procedure was converted to Google docs and the judging procedure was successfully revamped to handle the increasing number and types of presentations. The number of judges declined, which was a problem. A mini-Scholars Day was planned for end of summer projects.

2013-2014 The inaugural Summer Research Celebration was held on July 31 with 50 participants (10 posters). The 6th annual Scholars Week University-wide poster session was moved to the NSU, an excellent venue. The online abstract submission program was changed and the data handling process vastly improved. The earlier-than-usual timing of the event cut down on presentations (180), but the quality was high and the room was packed with attendees. Keynote speaker Dr. Daran Boyd spoke about Social Media, Culture, and Society to ~150 attendees and included ~160 students in a Q&A session. College Scholars Days were held in College of Business, Liberal Arts, Behavior and Health Sciences, Education, and Mass Communication.

MIDDLE TENNESSEE STATE UNIVERSITY will enhance its global leadership in scholarship and international engagement. An International Affairs Advisory Committee was created in January 2012. The Center for Student Involvement and Leadership regularly sponsors an alternative break program during the Fall and Spring semesters. Student learning objectives are 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 student study abroad experience a pre-approved part of the degree program and academic map.

 STATUS UPDATE:
2008-2009 International Education program for students and faculty.
2009-2010 Search for Vice Provost for International Affairs conducted; search failed; position to be readvertised fall 2010; VP will be charged to review international education and to develop a comprehensive plan for international education.

2010-2011 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.

2011-2012 Completed. A MTSU International Affairs strategic plan, that includes recruitment and enrollment goals, was developed and implemented (Fall 2011) to “actualize MTSU’s vision of global leadership in scholarship and international engagement”. An International Affairs Advisory Committee was created in January 2012.

2012-2013 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.

2013-2014 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.

2014-2015 Working with several faculty, key majors were identified to create international tracks for each available academic map to create a global or international option for incoming first year students. Each major has a secondary group for education abroad that can be found in the academic map. Options are full year, semester, and summer. Approved courses for each identified program (no more than three per-major utilizing the following as criteria for selection: academic merit and course offerings, location and cost) were articulated and placed within separate academic maps to assist faculty and academic advisors. This will have a profound impact on increasing international program participation, retention and graduation rates.

Middle Tennessee State University will encourage student participation in co-curricular activities that enhance learning and will provide resources for these activities. Implement International Education Plan. VP for International Affairs

STATUS UPDATE:
2008-2009 SMART Thinking on-line tutorial.
2009-2010 SMART Thinking on-line tutorial.

2009-2010 SMART Thinking on-line tutorial.

2008-2009 Turn It In software for faculty use in instruction; renew SMART Thinking on-line tutoring program for student use.

2009-2010 Approximately 55% of on-campus bed spaces were affiliated with various academically themed living-learning communities, including communities connected to Fine Arts, Aerospace, Freshmen Academic Support, Honors, and Women in Science and Engineering. Construction continues on the new Student Union project, with an expected completion date of January 2012. The Center for Student Involvement and Leadership regularly sponsors an alternative break program during the Fall and Spring semesters. Student learning objectives are set prior to the trip and upon completion of the service experience group leaders facilitate sessions to process and assess student learning outcomes. The Lightning Leadership class participated in the recent Habitat build and processed this experience through in-class discussions. The issues in Leadership class requires that students identify a problem that impacts their community, research that problem, and facilitate in-class discussion relative to the problem which culminates in a community wide presentation and forum.

2010-2011 Turn It In software for faculty use in instruction; renew SMART Thinking on-line tutorial.

2010-2011 Due to a reduction in the number of on-campus bed spaces available for assignment but not a reduction in the number of participants, approximately 53% of on-campus bed spaces continue to be affiliated with various academically themed living-learning communities. Available communities include Aerospace, Deciding Students, Diverse World-Diverse Arts, First Year Experience, Recording Industry Management, Honors, Music, Nursing, Pre-professional Programs, Women in Science & Engineering and the Global Learning Community.

2011-2012 696 students participated in paired classes through the Raider Learning Community program. The Raider Learning Community program was expanded to provide block scheduling of four additional paired classes or students beginning fall 2012. Approximately 50% of on-campus bed spaces continue to be affiliated with various residentially based, academically themed living-learning communities. Available communities include Aerospace, Deciding Students, Diverse World-Diverse Arts, First Year Experience, Recording Industry Management, Honors, Music, Nursing, Pre-professional Programs, Women in Science & Engineering and the Global Learning Community.

MIDDLE TENNESSEE STATE UNIVERSITY will increase global opportunities and partnerships for students and faculty members for learning, scholarship, and service. SMART Thinking on-line tutorial.

STATUS UPDATE:
2007-2008 Institute of Leadership Excellence revised; Turn It In software for faculty use to address plagiarism concerns reviewed and in use by some academic departments; renewed and collected SMART Thinking on-line tutorial.

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MIDDLE TENNESSEE STATE UNIVERSITY will encourage student participation in co-curricular activities that enhance learning and will provide resources for these activities. SMART Thinking on-line tutorial.

STATUS UPDATE:
2007-2008 Revises Institute of Leadership Excellence, review Turn It In software for faculty use in instruction; renew SMART Thinking on-line tutoring program for student use.

2008-2009 Institute of Leadership Excellence revised; Turn It In software for faculty use to address plagiarism concerns reviewed and in use by some academic departments; renewed and collected SMART Thinking on-line tutorial.

2009-2010 Institute of Leadership Excellence revised; Turn It In software for faculty use in instruction; renew SMART Thinking on-line tutoring program for student use.

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2012-2013 Institute of Leadership Excellence revisited; Turn It In software for faculty use in instruction; renew SMART Thinking on-line tutorial.

2013-2014 Institute of Leadership Excellence revisited; Turn It In software for faculty use in instruction; renew SMART Thinking on-line tutorial.
Middle Tennessee State University will continue to enrich curricular and co-curricular learning by engaging students with distinguished scholars and practicing professionals.

### Middle Tennessee State University

Each college will develop and implement a plan to bring outstanding scholars and successful professionals to the campus/classroom.

**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 A selected list of practicing professionals in Human Sciences that shared their expertise with students in the classroom and through field experiences included: Ann Marie Jackson, ASID and public health professionals, and physicians.

UTC and former Lead Health Scientist, Division of Nutrition & Physical Activity, Centers for Disease Control and Prevention; Dr. Dan Gould, Professor of Kinesiology, MSU and Director, Spearman, and LT. Chris Haynes, Marie Crosson, and Judges Don Ash and David Bragg.

In Health and Human Performance, visiting professionals included: Dr. Robert Pangrazi, Professor Emeritus, ASU; Dr. Gregory Heath, Head, Department of Health and Human Performance, UTC and former Lead Health Scientist, Division of Nutrition & Physical Activity, Centers for Disease Control and Prevention; Dr. Dan Gould, Professor of Kinesiology, MSU and Director, Spearman, and LT. Chris Haynes, Marie Crosson, and Judges Don Ash and David Bragg.

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### Strategic Direction

**Middle Tennessee State University will develop and implement programs and initiatives to assist faculty in developing and maintaining a student-centered learning focus.**

### Strategies 2007-17

| 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. | Co-Directors LT & ITC | Annual |

### Objectives

| 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 Set; sponsored faculty travel to national T&L conferences; began exploration of faculty learning communities; continued Faculty Mentoring Program; held working breakfast for adjunct faculty |
| 2008-2009 Hosted FD workshops attended by 256+ 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 SIGTL 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/ftandic/ for list of faculty development activities 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 ShareFair attended by 31 faculty; hosted a fall showcase event on “teaching with students with disabilities” as 23 attendees; hosted a spring showcase event on “problem based learning” led by Dr. Michael C. Hoshawka 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/ftandic/ for complete list of faculty development resources and activities. |
| 2011-2012 Hosted 26 workshops and events that included 360 faculty members and graduate students participating. The Center's Instructional Design Specialist provided individual course consultation to over 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-Mobilization Series that focused on helping faculty members find 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, LT, 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/ftandic/ for complete list 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 LT&ITC offered a new workshop series entitled “Veteran Student Seminar” which brought 124 participants alone to the center to focus on veteran-student issues. The center held “Mobile Mondays” on the second Monday of each month due to faculty interests. Finally, year-long faculty writing groups were newly offered during the past year. Three different writing groups were facilitated, with approximately 20 participants. |
| 2013-2014 Hosted 27 workshops and events to support teaching and learning at MTSU with a total of 374 participants ranging from faculty members, graduate students, and guests of the university. The Center's video archive of workshops has expanded to 40 workshops now on file. Faculty members have communicated to The Center's staff that they frequently access workshop archives when unable to attend events in person. The Center's Instructional Design Specialist provided individual course consultation to 51 faculty members. This consultation covered areas including D2L, course re-design, and the flipped classroom design. The Faculty Fellows program grew to 22 faculty participants. The LT&ITC offered a new “Faculty Wellness” workshop series which covers topics such as stress management, vocal coaching, and nutrition and physical activity for faculty members. Three year-long faculty writing groups continue to meet with 28 participants. Finally, the LT&ITC’s website has been significantly re-designed to provide faculty members with easier access to information about the Center, including an integrated online calendar and brochure, and to pedagogical resources more generally. Working with FITC staff to coordinate workshops and establish a collaborative presence to faculty has been integral to the website re-design. |
| 2014-2015 Hosted 22 workshops and events to support teaching and learning at MTSU with a total of 352 participants. Workshops supported faculty development in student-centered learning approaches such as “The Flipped Classroom,” “Teaching without a Textbook,” and “Role-Playing as a Pedagogical Tool.” The Center’s Director of Teaching Excellence provided individual course consultation to 50 faculty members. This consultation covered areas including D2L, course re-design, and the flipped classroom design. The Center’s Director of Faculty Development provided approximately 60 individual faculty development consultation sessions. The Faculty Fellows program resulted in 13 faculty participants receiving the formal designation. Four yearlong faculty writing groups met with 18 participants. The Center’s Director of Teaching Excellence attended the POD Conference where she presented a poster on the Center’s Faculty Wellness Series. |

| 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 appropriately defined office space; instructional support staff will be provided appropriately defined space | VPAA | Annual |

### 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. |
| 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 & Thompson science building offices to those departments in 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 future. |
| 2014-2015 Offices: The University continues to have a shortage of offices spaces and uses the library research studies as offices. The completion of the Wiser Patton and Davis Science renovation projects in 2017 will create additional office spaces on the main campus and provide an opportunity to group departmental offices in the backfill of vacated buildings. |

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

| 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. | Dean of Library | 2007-2012; 2008-09: Plan developed and implemented |

### 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 group (MTSU Writing Center, Honors College, Scholars Week, and LT & ITC) to promote extracurricular information literacy initiatives. |
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. An ad hoc committee will be established to review emerging technologies and make recommendations for student and faculty access and use; new technologies will be incorporated into design of new buildings.

STATUS UPDATE:
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).


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 everywhere, and a computer lab that maximizes collaborative study and research. The Library partnered with the LTATC to offer a faculty development workshop on information literacy and an undergraduate library workshop as part of the University College’s Academic Success Series.

2010-2011 The library faculty partnered their friendships 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.

2011-2012 The library faculty taught courses this academic year. The continued partnership with the English Department yielded a library instruction saturation rate of 85% for English 1020 course offerings. The Research Commons opened. The library hosted an in-house retreat for instruction librarians to focus on teaching, assessment, and learning outcomes. The library partnered with the LTATC to offer a faculty development workshop on information literacy and an undergraduate library workshop as part of the University College’s Academic Success Series.

2012-2013 The faculty library 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.

2013-2014 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 distress 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.

2014-2015 Walker Library taught 215 general instruction classes, 111 subject specific classes in research methods to prepare students for college level use of information. In addition, Librarians provided 50 in depth consultations in research and 16,452 individual interactions to assist students in their research.

Middle Tennessee State University will develop exploration of learning spaces for students with appropriate technologies to enhance the student-learning environment, to support informal collaborative work, and to improve communication. The building is designed to have a variety of informal learning spaces throughout three floors.

2012-2013 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 electronic and print media into one comprehensive learning space, including a computer lab with desktops, team software, flat panels, and movable furniture. The 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 Jennis Hall for data collection and psychological testing. The new Science Building construction is underway and will include 36 classrooms, each with ceiling mounted document cameras and other AV technology, five lecture classrooms with multiple projection and a collaborative space with flat panels, team software, and movable furniture. The building is designed to have a variety of informal learning spaces throughout three floors.

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 complete by fall 2014. Multiple projection screens and flat panels will be used with IPADs and classroom AV equipment to demonstrate engaged and active learning methodologies to K-12 and higher education professionals. McFarland 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 SGA survey.

2014-2015 Classrooms: TAF funds continue to be allocated to update classrooms and instructional technology in older buildings such as Kinsey Old Main, Peck Hall, and Boutwell Dramatic Arts and to replace equipment in new buildings such as Mass Communications Building and Business and Aerospace Building. Mobile carts are being replaced by fixed computers and flat panels in Peck Hall. The new science building has flat panels and ceiling mounted document cameras, plus it is the first building that is completely digital with inputs for all possible bring your own devices. Each classroom in Science building has 3D projectors to demonstrate molecules in 3D. The renovation of Wiser Patten and Davis Science building will include similar AV equipment such as flat panels, ceiling mounted document cameras, and student computers. The University has created informal learning spaces in buildings such as Science, Wiser Patten, Davis Science, McFarland, and Jones.

Middle Tennessee State University's 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.

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 5:1 goal upward, 480 students participated in Academic Communities declaring the 323 target.

2008-2009 488 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 275 students.
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 initial advising and career/major exploration counseling for the following pilot colleges beginning Fall, 2011: Education, Behavioral & Health Sciences, and Mass Communication. Undeclared Focus II career guidance software, accessible to all students, and created the new MTSU Career Success Plan focusing on the steps in the career development process.

Focus II career guidance software, accessible to all students, and created the new MTSU Career Success Plan focusing on the steps in the career development process. 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.

Middle Tennessee State University will develop student advising processes 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

Annual

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 Liberal Arts conducted advising review and developed comprehensive advising improvement plan.

2008-2009 A collaboration among Academic Enrollment, the Academic Support Center and Career Development 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 focusing on the steps in the career development process.

2009-2010 Building on the collaboration with Academic Enrollment, 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 students 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 professional standards set forth by the National Center for Education and Guidance are to provide a professional standard of care to newly alarmed students congregating even on being admitted to MTSU. They followed up with a postcard 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 excited about, a question asked on the postcard.

UCAC advisors receive ongoing training through staff meetings and 1:1 meetings with direct supervisors. They are expected goals, expected to set professional development goals 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 orientation and career exploration counseling for the following pilot colleges beginning Fall, 2011: Education, Behavioral & Health Sciences, and Mass Communication. Undeclared 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 enrollment. All UCAC advisors receive ongoing training through staff meetings and 1:1 meetings with their direct supervisors. They are expected goals, expected to set professional development goals and training programs and are evaluated accordingly.

At the conclusion of the pilot for the intake model, the colleges of Education and Mass Communication are planned to continue with initial advising through the UCAC. The colleges will maintain the advising of new students on the campuses. All colleges chose to advise new transfer students in the colleges. 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. The Assistant Dean of the University College was invited to serve as Co-chair.

2012-2013 The University College Advising Center advisor, for advising an academic counselor, is responsible for all students who had taken the FOCUS II instrument. They follow up with a postcard 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 excited about, a question asked on the postcard.

UCAC advisors receive ongoing 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 training programs 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 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 four 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.

2014-2015 A new Vice Provost for Student Success began work in the fall of 2014. The various college advisors, led by their college advising managers, utilized the new EAB software to track their advisees. Because of the Tennessee Board of Regents mandate to no longer have undeclared students, and the implementation of the Meta-Major concept, the number of incoming students who were classified as undeclared dropped significantly. New incoming freshmen who had not yet decided on a major and who could not identify a Meta-Major, were admitted in the General Studies Meta-Major. In advising these students, University College advisors worked with them first to help them identify a career field. This was accomplished in collaboration with the Career Development Center. Once a career field was identified, UC advisors worked with advisees to determine an appropriate major (or Meta-Major) based on that career field. A significant number of General Studies Meta-Majors were able to identify a major within a semester and were transferred to the appropriate college advisor.

Middle Tennessee State University will provide opportunities for its alumni to continue lifelong learning through continuing relationships with the University.

Establish an alumni “community of learning” program.

VPLA 2007-2008

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 has 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.

Middle Tennessee State University will provide a safe campus and healthy lifestyle for its students, faculty members, and staff.

Establish and implement a campus-wide emergency preparedness and response plan; Review emergency preparedness and response systems annually; offer targeted wellness programs for students/faculty/staff.

Chief of Public Safety: VPSA

Annual
STATUS UPDATE:

2007-2008 A campus-wide emergency preparedness and response plan was revised. Disruptive Student website developed and made available via website; a wellness program was integrated into Student Recreation Center programs.

2008-2009 Emergency preparedness and response processes reviewed for effectiveness as consequence of real and simulated crisis events--tornado warnings, life-threatening situations, potential pandemic, etc.; New Pharmacy faculty opened, Pharmacy and Recreation Center expansion provided additional wellness programs for students, faculty and staff, including Blood testing for Employees, the Travel Clinic, rapid HIV testing, HIV1 Virus Sentinel testing and the hiring of a health and wellness educator; Campus Recreation assumed operation of MTSU Faculty and Staff wellness program started by Dr. Mark Ansel; Program includes orientations for weight room and cardiovascular equipment, fitness testing and counseling, personal training, fitness education classes, nutrition coaching and exercise classes; Get Fit Stay Fit program continues to serve students; Monthly Campus Recreation e-letter provides health and wellness information.

2009-2010 Public Safety received federal earmarked funds to build a new University radio system and to add additional siren towers; Public Safety also proposed the development of an Emergency Operations Office to better prepare workers 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 Alert4You system. Students can individually select to add phone numbers in the system to receive text messages. Also, 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 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.

2011-2012 The University is soliciting an RFP for a new proposal for an emergency message system service since the current format with hand matrix dispatching is expected to fine tuning policies revised to assign the Office of the University Counsel as the department to authorize the issuance of emergency notification messages other than minutes needed to immediately alert the community to tornado warnings, on-campus shootings and on-campus armed robberies. Implemented Tobacco Free Campus Policy, which received a "Social Media Success" award from the Tennessee College Public Relations Association. Coordinated with Student Government Association to offer award-winning FEN MT program (Outstanding Program award from Bocchus Network Area B). 11% increase in participation in health promotion programs like blood pressure screenings, healthy relationships, nutrition, and stress management. Assessed student drug and alcohol usage through CORE Drug & Alcohol Survey, increasing sample size by 188%. Administered 1154 flu shots to students/faculty/staff. Conducted 138 travel consultations to support faculty/student/staff study abroad programs. Expanded women's health services to include colposcopy screening. Campus Recreation fielded 605 intramural teams with approximately 10,000 total participants.

2012-2013 MTSU Public Safety will issue immediate notifications to the campus community through the University's Critical Notification System for specific violent incidents in which an immediate threat is believed to be in existence. MTSU Public Safety is developing and implementing an Emergency Operations Captain that will work with groups and individuals on campus to enhance overall safety and preparedness in the face of emergency situations. This position will also provide advanced training and emergency planning and coordination for Public Safety and its emergency response plans and activities. MTSU Public Safety is also designing and implementing a Workplace Watch program that will provide crime and safety prevention, education, communication, and assistance to community employees on a regular basis. MTSU Public Safety is developing a position for hiring an Emergency Operations Captain (instead of a Captain) that will work with groups and individuals on campus to enhance overall safety and preparedness in the face of emergency situations. This position will also provide advanced training and emergency planning and coordination for Public Safety and its emergency response plan and activities. MTSU Public Safety is also expanding its Rape Aggression Defense (RAD) program by supporting additional instructors and adding additional capabilities.

2013-2014 MTSU Public Safety has begun implementing a Workplace Watch program that will provide crime and safety prevention, education, communication, and assistance to community employees on a regular basis. MTSU Public Safety is developing a position for hiring an Emergency Operations Captain (instead of a Captain) that will work with groups and individuals on campus to enhance overall safety and preparedness in the face of emergency situations. This position will also provide advanced training and emergency planning and coordination for Public Safety and its emergency response plan and activities. MTSU Public Safety is also expanding its Rape Aggression Defense (RAD) program by supporting additional instructors and adding additional capabilities.

2014-2015 University Police (previously known as MTSU Public Safety) created and filed an Emergency Operations Lieutenant position. This position helped develop and monitor the University's First Emergency Drill in which the University's Policy Group (formerly known as the Crisis Council) and an Operational Group participated together in a formalized Tabletop Exercise. Additional Rape Aggression Defense (RAD) Instructors and Volunteers were trained and certified. Also, coordination plans were begun between MTSU and the City of Murfreesboro so that Murfreesboro Police Department and University Police could work together. University Police was awarded a STOP grant to create a position and hire a Sexual Assault Intervention Liaison who will help coordinate and integrate sexual assault services and resources offered across campus.

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) total $155,596,000, 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 $177,248,449. Significant increases occurred in the federal grant and loan programs as well as the Hope Scholarship program.

2010-2011 Total financial aid to undergraduate & graduate students for 2009-10 (latest full year data available) was $204,319,889 to 21,325 unduplicated students. The amount disbursed during 2009-10 yielded a 15% increase in aid disbursed in comparison to the $177,248,449 awarded during 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.

2011-2012 Total financial aid to undergraduate & graduate students during 2010-11 (latest full year data available) was $216,683,313 to 22,581 unduplicated students. The amount disbursed during the 2010-11 award year yielded a 6% increase in aid disbursed as compared to $204,319,889 disbursed during the 2009-10 award year. Additionally, funding was approved for new transfer scholarships to begin during 2011-12 (including Transfer Raider and Spring Transfer Academic Service Scholarships) and 2013-14 (including Transfer Diversity Scholarships and Honors Transfer Fellowships). These new award programs will nearly triple the number of incoming transfer students receiving institutional scholarship assistance.

2012-2013 Total financial aid disbursed to undergraduate & graduate students during 2011-12 (latest full year data available) was $236,119,319 to 22,598 unduplicated students. The amount disbursed during the 2011-12 award year yielded a 9% increase in aid disbursed as compared to $216,683,313 disbursed during the 2010-11 award year. Additionally, funding was approved for new transfer scholarships to begin during 2012-13 (including Transfer Raider and Spring Transfer Academic Service Scholarships) and 2013-14 (including Transfer Diversity Scholarships and Honors Transfer Fellowships). These new award programs will nearly triple the number of incoming transfer students receiving institutional scholarship assistance, from 2011-12 to 2014-15.

2013-2014 Total financial aid disbursed by the Financial Aid Office to undergraduate & graduate students during the 2012-13 award year (latest full award year data available) was $227,497,699 to 21,617 unduplicated students. The number of students served during the 2012-13 award year was four percent less than the 2011-12 award year. This decrease is related to a decrease in enrollment. Additionally, a new Micro-Grant was established during the 2013-14 award year to help students with emergency needs that may impact their ability to continue their enrollment. The maximum award is $250. Through April 13, 2014, $3,856.50 were disbursed to 16 students.

2014-2015 Total financial aid disbursed by the Financial Aid Office to undergraduate & graduate students during the 2013-14 award year (latest full award year data available) was $216,582,574 to 20,496 unduplicated students. Refer to the attachment for details. The number of students served during the 2013-14 award year was five percent (rounded down) less than the 2012-13 award year. This decrease is related to a decrease in enrollment. A new Micro-Grant was established during the 2013-14 award year to help students with emergency needs that may impact their ability to continue their education. The maximum award is $250. $956.50 was disbursed to 25 students.

GOAL 3: Leverage Resources thru Partnerships

Middle Tennessee State University will create a campus culture that values partnerships and public service.

Middle Tennessee State University will achieve the Carnegie Foundation for the Advancement of Teaching Community Engagement Elective Classification.

Prepare application for Carnegie Foundation for the Advancement of Teaching Community Engagement Elective Classification; Prepare Foundation report; Prepare for Foundation evaluation

UP, OCES

2007-2009

STATUS UPDATE:


2009-2010 Completed.
<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Objectives</th>
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<th>Time</th>
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**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 been and is scheduled to be submitted in April, 2014.

**2013-2014 Completed.** MTSU submitted application report for recertification of its Carnegie Community Engagement Classification (April 2014). The University will be notified of its status in spring 2015.


**Middle Tennessee State University will pursue**

<table>
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<tr>
<th>partnership and service opportunities at the state and national levels through its affiliation with Campus Compact.</th>
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<td>Join Tennessee Campus Compact; Participate in TN Campus Compact and P-16 activities</td>
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<td>UP</td>
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<td>2007-2012</td>
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**STATUS UPDATE:**

**2008-2009 Completed.** MTSU becomes TN Campus Compact charter member; spearheads middle TN P-16 Council, Receives 3 Teacher Quality Initiative grants ($268,620) for professional development in math and science and gifted education.

**2009-2010 Completed.** 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/11458/Newsletter.htm. Quality Initiative grants totaled $2.5M+ for professional development in math and science education.

**2010-2011 Completed.** MTSU Campus Compact membership; continued MTSU service-learning program collaborations with TN Campus Compact initiative; P-16 Council conducted professional activities for teachers, principles, superintendents, etc. See activities at http://mtsu32.mtsu.edu. CBISA software which allows for additional categories of reporting. 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.

| 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. |
| Expand partnership base for student, faculty and community partnerships within and between the colleges to promote interdisciplinary learning. |
| UP |
| Annual |

**STATUS UPDATE:**

**2007-2008 Completed.** MTSU public relations campaigns class and MTMC developed community partnership to promote public awareness of new MTSU 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 Sundo and Dillard University and School of Music coordinating Presidential "Prism" Gala Benefit Concert; MTSU/M2M partnership to create jobs in MT region; MTSU Center for Economic Development and Belmont partner 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 projects for interactive learning.

**2008-2009 See DCEES Partnerships website http://frank.mtsu.edu--partner**

**2009-2010 See DCEES Partnerships website http://frank.mtsu.edu--partner**

**2010-2011 See DCEES Partnerships website http://www.mtsu.edu/oces/index.shtml**

**2011-2012 See Community & University Partnerships Website (Mozilla Firefox Browser) http://www.mtsu.edu/partner**

**2012-2013 Comprehensive documentation and reporting of partnership, outreach and experiential learning activities engaged in by faculty, students and staff for essential for learning and impact assessment. See Community & University Partnerships Website (Mozilla Firefox Browser) http://www.mtsu.edu/partner for documentation of these activities. Beginning fall 2013 MTSU will use Lyon Software's Community Benefit Inventory for Social Accountability (CBIS) software which allows for additional categories of reporting.**

**2013-2014 Many of the University's outreach programs have been sustained and strengthened. Most notable, however, are the additional programs developed and implemented by a several departments and colleges working collaboratively to complement an evolving curriculum responsive to changing community, economic and educational needs. For example, in response to a **rising** regional and community need for professionals trained in forensic science, MTSU established a bachelor's degree in Forensic Science and The Forensic Institute for Research and Education (FIRE). As an outgrowth of these programs, the Director of FIRE developed a Forensic Anthropology Search and Recovery Team (FAISR Team), an all-volunteer student team that assists in processing outdoor crime scenes and in the analysis and identification of skeletal remains. The student analyzes real criminal cases at the request of local and state law enforcement agencies. The FAISR Team members conduct research and present their findings to professional meetings. FIRE also offers a four-day summer camp, CSI: MTSU, for middle and high school students who investigate a very realistic crime scene, collect evidence and compete in teams to solve the crime. MTSU Campus police, the Rutherford County Sheriff's Department and the Tennessee Bureau of Investigation frequently assists the students. See FIRE and FASR Team at: mtsu.edu/fire/Community.php and mtsu.edu/fire/ForensicScienceSymposium.php. Some departments and colleges included in just this one example include: Biology, Chemistry, Physics, and Math in Basic and Applied Sciences; Criminal Justice in Behavioral and Health Sciences; Forensics and Sociology in Liberal Arts; and General Studies. Operationally, the University has established a central partnership reporting database (See: cbisaonline.com/mtsu_6032), organized advisory boards at the institutional, college and department levels (See selected advisory board at: mtsu.edu/business/prof_advisory.php and mtsu.edu/edtc/board.php), implemented a campus-wide Events Calendar to inform the University's various constituencies (See: mtsu.edu/calendar/), and created channels to generate applied learning opportunities for students aligned with economic and workforce needs, i.e., designated a half-time corporate partnerships position to support partnership development.**

For MTSU's Spring 2015 Edition of the University Catalog, the Office of Community Engagement Services (OCES) worked with the Center for Economic Development (CED) and the College of Liberal Arts (CLA) to develop the Campus Compact Partnership compact. This partnership compact is a framework for increased collaboration and coordination among MTSU and its partners. The compact is designed to support the University's mission to provide a student-centered education that prepares graduates to be successful in their careers and lifelong learners, and to be active citizens who contribute to the public good. MTSU was also a recipient of the 2011 President's Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service.

| STATUS UPDATE: |
| Selected examples: MTSU public relations campaigns class and MTMC developed community partnership to promote public awareness of new MTSU 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 "Prism" Gala Benefit Concert; MTSU/M2M partnership to create jobs in MT region; MTSU Center for Economic Development and Belmont partner 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 projects for interactive learning.

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Middle Tennessee State University will provide students and faculty members with incentives, development opportunities, rewards, and recognitions that encourage participation in partnership and outreach initiatives.

**Establish a partnership incentive and reward program.**

**UP; OCES**

**2009-2010**

**STATUS UPDATE:**

**2009-2010**  The Partnerships and OCES website will feature highlights of partnerships beginning spring 2010. New and expanded partnerships for 2009-10 will be highlighted in the President’s Annual Report to TBR. The University’s financial situation prohibited the request to fund additional monetary awards this year. Future requests will be made through the MTSU Office of Development and University Relations.

**2010-2011**  The Partnerships website features highlights of partnerships. New and updated partnerships will be highlighted in the President’s Annual Report to TBR. The University’s financial situation prohibited the request to fund additional monetary awards this year. Future requests may be made through the MTSU Office of Development and University Relations.

**2011-2012**  The annual report of “Selected New and Updated Partnerships” that includes public service, outreach and campus events was submitted to the Provost Office. Detailed information about MTSU partnerships can be found on the Partnerships home page (http://www.mtsu.edu/partner/). This data may be used in making future requests for incentive funding. The new “branding” of MTSU ARTS will allow more obvious recognition of faculty activity in the College of Liberal Arts.

**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. The data collection system also permits greater acknowledgment of outreach efforts more broadly across the campus and community. Three faculty received the annual MTSU Public Service Award. EXL announced its 2013 EXL Outstanding Faculty Award Recipient, Lori Kissing - Speech and Hearing Department.

**2013-2014**  Current MTSU policies specifically reward community engaged approaches and methods for scholarly work. See Tennessee Board of Regents policy links here: https://mtsu.edu/provost/henr_pro_policies.php; The MTSU standard hiring advertisement template for all faculty positions includes the following statement: “Excellence in teaching, research/creative activity and service is required for all positions. For further information, please visit: http://www.mtsu.edu/provost/forms/traff.pdf.” The community engagement requirement is further specified for some positions. Examples: Aerospace-Maintenance Management, “The department is particularly interested in appointing an individual who will enhance our partnership efforts to build collaborative relationships with industry”. In the remaining years of this AMP, the goal will be to engage for partnerships for Community Engagement, specifically partnership development and sustainability, similar to those that already exist in areas like teaching, use of technology, etc. MTSU “Public Service” and “Special Project Grants” exist for faculty, although the amounts are relatively small. Outstanding Public Service Awards are available for both faculty and staff. Two awards in the amount of one thousand ($1,000) are made each year for these awards. While community engagement is a major category for faculty promotion and tenure and the obvious reward is successful fulfillment of requirements in that category, MTSU does not currently provide additional incentives. There is not a specific reference to “partnerships”, but most engaged work requires partnerships.

**2014-2015**  The Partnerships website details new and updated partnerships, outreach, service and experiential learning and identifies community partners. The MTSU Public Service Grant continues support of competitive proposals from across the campus. Approval has been given to develop and publish a new “Partnerships Magazine” beginning late fall 2015. Two (2) Faculty, each received $3000 Public Service Awards (service is most often inclusive of work done by faculty in conjunction with community partnerships). Fifteen (15) Public Service grants were awarded to faculty (service is inclusive of work done by faculty and staff in conjunction with community partnerships).

**Middle Tennessee State University will create a program to recognize exemplary university and community partners and partnerships.**

**Develop community partnership recognition program.**

**UP; OCES**

**2009-2010**

**STATUS UPDATE:**

**2009-2010**  The Partnerships and OCES website will feature highlights of partnerships beginning spring 2010. New and expanded partnerships for 2009-10 will be highlighted in the President’s Annual Report to TBR. The University’s financial situation prohibited the request to fund additional monetary awards this year. Future requests will be made through the MTSU Office of Development and University Relations.

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**2011-2012**  The partnership website was established to feature highlights of selected previous partnerships (See (http://www.mtsu.edu/partner/). The EXL Scholars Program received the Association for Continuing Higher Education (ACHE) South Outstanding Credit Program Award.

**2013-2014**  The MTSU Public Service Grant continues support of competitive proposals from across the campus. Approval has been given to develop and publish a new “Partnerships Magazine” beginning late fall 2015. Two (2) Faculty, each received $3000 Public Service Awards (service is most often inclusive of work done by faculty in conjunction with community partnerships). Fifteen (15) Public Service grants were awarded to faculty (service is inclusive of work done by faculty and staff in conjunction with community partnerships).

**Middle Tennessee State University will expand its public service infrastructure to increase the effectiveness of outreach activities.**

**Implement public service/outreach plan.**

**Dean of University College**

**2007-2012**

**STATUS UPDATE:**

**2007-2008**  Developed and implemented dual enrolment, dual credit and co-terminus degree programs.

**2008-2009**  Established Middle Tennessee Education Center in Shelbyville, TN: developed Veterans’ Center proposal; established English Language School; developed Dual Admissions program with NSCC.

**2009-2010**  Developed the Degree Advancement Program which presents paths from the A.A.S. into one of two baccalaureate programs. Folders showing paths from a variety of A.A.S. programs were created and approved. Each is unique and community specific. A DAP web page was created and PDF versions of those fliers were placed on that site. Each participating community college has a link to the DAP home page to their own DAP page. A plan creating Strategic Partnerships with Middle Tennessee county governments and civic agencies was developed and implemented. Strategic partnerships have been implemented with Lincoln and Bedford counties. In Fall 2009 and Spring 2010, 14 new Masters of Education and Educational Specialist cohorts were established at off-campus locations including Franklin County, McMinnville, and Bedford County (at the Middle Tennessee Education Center). The Middle Tennessee Education Center facilities were completed in time for the Spring 2010 semester.
Middle Tennessee State University will pursue P-16 Specialist cohorts were established at off-campus locations including Winchester, Fayetteville (four groups), Smyrna, John Coloman (Murfreesboro), Huntsville, AL (two groups), Coventer, Horneman, Pulaski, Rockvale (two groups). John Pittard (Murfreesboro), Chasahn Smith, Lynchburg, McMinnville, Siegel (two groups: Murfreesboro), and Wilson County.

New initiatives. Dean of COE 2007-2012

2010-2011 A 2+2 program with Motlow State Community College leading to the Bachelor of Science In Interdisciplinary Studies K-6 Licensure was initiated with MTSU classes being offered at the Middle Tennessee Education Center in Shelbyville. The Middle Tennessee Education Center gained recognition as an official Center. A Dual Admission Memorandum of Understanding with Motlow State Community College was signed providing MTSU business administration students with a pathway to their degree. The production faculty engaged with Motlow State Community College to gain insight into MTSU's business administration programs. In addition, new pathways into MTSU's business administration programs were added and identified to the DAP web page. MTSU enrolled a $220,000 Lumina Foundation Grant to create a Middle Tennessee Consortium which includes the Tennessee Technology Transfer at Murfreesboro and Middle State Community College. This consortium will develop and distribute a pilot program aimed at making the transition into the various education programs at the three institutions smoother. MTSU was named a Military Friendly Institution. Nine new Masters of Education and Educational Specialist cohorts were established at off-campus locations including Winchester, Fayetteville (four groups), Smyrna, John Coloman (Murfreesboro), Huntsville, AL (two groups), Centerville, Horneman, Pulaski, Rockvale (two groups), John Pittard (Murfreesboro), Chasahn Smith, Lynchburg, McMinnville, Siegel (two groups: Murfreesboro), and Wilson County.

2011-2012 In fall 2011 a 2+2 program with Motlow State Community College in Shelbyville for Business Administration was initiated with MTSU upper division classes being offered at the Middle Tennessee Education Center in Shelbyville through distance learning. A new connection with Motlow State Community College, Lafayetteville leading to thematriculation of AST students into the 2+2 B.S. in Interdisciplinary Studies K-6 Licensure at Middle Tennessee Education Center was initiated. The MSCC students will begin MTSU coursework at MTEC fall 2012. The Productivity Grant Initiative (funded by Lumina Foundation) developed a middle Tennessee consortium with MTSU, MSCC, and the TTC at Murfreesboro and launched "Graduate Teaching Team" to attract adult learners back to school, relay information about all opportunities available to them, identify issues and roadblocks adult learners face as they come back to school, and develop programs that help these Consortia schools to address those issues. A full-time coordinator was hired for the Middle Tennessee Education Center in Shelbyville. A hybrid section of PRST 3010 was offered for the first time on the campus of Nashville State Community College in the spring, 2012 term. Twenty-two new Masters of Education and Educational Specialist cohorts were established at off-campus locations including Winchester, Fayetteville (four groups), Smyrna, John Coloman (Murfreesboro), Huntsville, AL (two groups), Centerville, Horneman, Pulaski, Rockvale (two groups), John Pittard (Murfreesboro), Chasahn Smith, Lynchburg, McMinnville, Siegel (two groups: Murfreesboro), and Wilson County.

2012-2013 In fall of 2013, a 2+2 program with Motlow State Community College in Smyrna leading to the Bachelor of Science in Interdisciplinary Studies K-6 Licensure will be offered. This program, too, is planned to be offered in a cohort format. Additionally, new pathways into MTSU's business administration programs were identified and added to the DAP web page. MTSU received a $220,000 Lumina Foundation Grant to create a Middle Tennessee Consortium which includes the Tennessee Technology Transfer at Murfreesboro and Middle State Community College. This consortium will develop and distribute a pilot program aimed at making the transition into the various education programs at the three institutions smoother. MTSU was named a Military Friendly Institution. Nine new Masters of Education and Educational Specialist cohorts were established at off-campus locations including Winchester, Fayetteville (four groups), Smyrna, John Coloman (Murfreesboro), Huntsville, AL (two groups), Centerville, Horneman, Pulaski, Rockvale (two groups), John Pittard (Murfreesboro), Chasahn Smith, Lynchburg, McMinnville, Siegel (two groups: Murfreesboro), and Wilson County.

2013-2014 A new 2+2 program with Motlow State Community College in Smyrna leading to the Bachelor of Science in Interdisciplinary Studies K-6 Licensure began in the fall of 2013. This program connects MTSU's baccalaureate program with Motlow's Associate's of Science in Teaching (AST), and has begun at the invitation of Motlow. A new articulation agreement was developed with Motlow State Community College connecting the Associates in General Studies with MTSU's Bachelor of Science in Agribusiness. To make this articulation agreement work, 19 MTSU Ag students on Silliman will be retransferred to MSU to fulfill the remaining lower division requirements for the B.S. degree. A new 2+2 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. Ag courses for this 2+2 will be taught via videoconference from MTSU (or MTEC) to the Columbia State campus in Lewisburg. A new 2+2 program with Nashville State Community College in Criminal Justice Administration began on the NSCC Southeast campus in the fall of 2013. New articulation agreements were also established with Columbia State Community College connecting the Associates in General Studies with MTSU's Bachelor of Science in Agribusiness. This program will be taught via videoconference from MTSU to the Columbia State campus in Lewisburg. A new 2+2 program with Nashville State Community College in Criminal Justice Administration began on the NSCC Southeast campus in the fall of 2013. New articulation agreements were also established with Columbia State Community College connecting the Associates in General Studies with MTSU's Bachelor of Science in Agribusiness. This program will be taught via videoconference from MTSU to the Columbia State campus in Lewisburg. A new 2+2 program with Nashville State Community College in Criminal Justice Administration began on the NSCC Southeast campus in the fall of 2013. New articulation agreements were also established with Columbia State Community College connecting the Associates in General Studies with MTSU's Bachelor of Science in Agribusiness. This program will be taught via videoconference from MTSU to the Columbia State campus in Lewisburg. A new 2+2 program with Nashville State Community College in Criminal Justice Administration began on the NSCC Southeast campus in the fall of 2013. New articulation agreements were also established with Columbia State Community College connecting the Associates in General Studies with MTSU's Bachelor of Science in Agribusiness. This program will be taught via videoconference from MTSU to the Columbia State campus in Lewisburg. A new 2+2 program with Nashville State Community College in Criminal Justice Administration began on the NSCC Southeast campus in the fall of 2013. New articulation agreements were also established with Columbia State Community College connecting the Associates in General Studies with MTSU's Bachelor of Science in Agribusiness. This program will be taught via videoconference from MTSU to the Columbia State campus in Lewisburg. A new 2+2 program with Nashville State Community College in Criminal Justice Administration began on the NSCC Southeast campus in the fall of 2013. New articulation agreements were also established with Columbia State Community College connecting the Associates in General Studies with MTSU's Bachelor of Science in Agribusiness. This program will be taught via videoconference from MTSU to the Columbia State campus in Lewisburg. A new 2+2 program with Nashville State Community College in Criminal Justice Administration began on the NSCC Southeast campus in the fall of 2013. New articulation agreements were also established with Columbia State Community College connecting the Associates in General Studies with MTSU's Bachelor of Science in Agribusiness. This program will be taught via videoconference from MTSU to the Columbia State campus in Lewisburg.

2014-2015 A new strategy for partnering with area employers and attracting adult learners was developed and implemented in the fall of 2014. Two agreements were signed with (1) identified knowledge and skills needed by the particular employer, and, (2) identified an existing major and/or created a Liberal Studies Area of Emphasis, which provides that knowledge and skills. An agreement was signed with the Tennessee Department of Environment and Conservation which identifies a traditional course of study along with internship opportunities, for a new pool of employees. It also provides a customized course of study that blends the fields of study of MTSU, bachelor of science in Liberal Studies for current employees and the bachelor degree in Liberal Studies for those who want to advance into middle management. This customized course of study utilizes training current employees have successfully completed which, through the Prior Learning Assessment process, is equated to college level learning and plugged into the student's degree plan. Another agreement has been signed with the Metro Police Department's Training Academy. This agreement provides for the utilization of Academy training in a customized course of study leading to the Bachelor of Science in Liberal Studies. Additional discussions are ongoing with other employers in the area.

Middle Tennessee State University will pursue P-16 Council initiatives. Implement P-16 goals and objectives per annual initiatives. Dean of COE 2007-2012

2007-2008 TN Regional P-16 Advisory Board: established; Four workshops for teachers/administrators were held based on suggestions from school districts; two Advisory Board meetings were held: "Addressing the Gathering Storm: Science Education in TN" and "The Business of Education"; participated in TQI and TQRI BTR initiatives

2008-2009 TN Regional P-16 Advisory Board: Nancy Duggin concluded two workshops on literacy and professional development; "Fluency" and "Oral Language"; Kim Day and Lisa Kegler conducted a workshop on "Singapore Math"; and Jacque Johnson, Early Childhood Specialist at MSCC, presented "Understanding the Culture of Poverty" to educators in the region; participated in the TBR QTI initiative

2009-2010 See TN Regional P-16 activities at http://mtsu32.mtsu.edu/11457/Newsletter.htm

2010-2011 Selected activities: Participated with TASSA and Mind2Marketplace to hold Tennessee Association for School Supervision and Administration (TASSA) Summer Conference (2010), participated in Positive Behavior Support and Inclusion Conference (4/29/10) featuring Dr. Harry Wong with sessions for K-12 teachers and administrators; worked with Tennessee Early Childhood Training Alliance to offer a summer institute that provided professional development leading to Pre-K licensure for 37 teachers currently licensed in K-3; 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); supported Master clinicians engaged in collaboration with local school districts regarding revisions and enhancement of the field experience placement process; broadbased, through MTSU's Instructional Technology Support Center, student enrichment and professional development programming to 13 K-12 satellite downtime sites across the state, and, with funding from DOE and in collaboration with the Tennessee Electronic Learning Center, produced 20 "effective practice" programs, accessible online to teachers across the state; 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 Goddin) with P-16 educators in middle Tennessee, other TBR schools, and MTSU's Learning, Teaching, and Innovative Technologies Center; offered STEM education professional development to P-8 teachers in seven school districts funded through DOE grant (Dr. Kyle Butler, PI); held monthly meetings with P-16 council representatives and regularly scheduled meetings with directors of schools; P-16 teachers were offered STEM seminars (SP 2010) and, as part of the Math Science Education Research Conference, STEM sessions.

MTSU Page 22 9/3/2015
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.

STATUS UPDATE:
2009-2010 Per SACS QEP Plan, EXL alumni participation program developed 2009-2010 for implementation as beginning EXL cohorts graduate.
2010-2011 Completed. Per SACS QEP Plan; EXL alumni participation program implemented.

Middle Tennessee State University will generate and allocate new resources to enhance the organizational structure to strengthen partnerships and public service programs.

STATUS UPDATE:
2007-2008 Office of Community Engagement and Support established; Director, Community Engagement hired.
2008-2009 Advisory Council established.
2009-2010 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 reactivated fall 2010.
2010-2011 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.
2011-2012 The MTSU Strategic Partnerships Coordinator continues to expand 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: http://www.mttsu.edu/partner

2012-2013 The MTSU Strategic Partnerships Coordinator continues to expand the partnerships infrastructure mainly electronically through the Partnerships Database and now the CBISA; 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: http://www.mttsu.edu/partner

2013-2014 MTSU undertook 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: http://www.mttsu.edu/universitycollege. The Office of Community Engagement and Partnerships was reorganized to improve efficiencies and effectiveness. Its functions were reassigned to the Office of the President, the University Provost, and the Vice President for Development and University Relations. The Division of Student Affairs was reorganized and the Office of Student Involvement & Leadership was established in the Office of Student Engagement and Leadership Services. See: http://www.mttsu.edu/studentaffairs. The College of Professional Studies was reorganized into the College of Education, Health and Human Sciences; the College of Liberal Arts; and the College of Business. See: http://www.mttsu.edu/colleges. The MTSU Strategic Partnerships Coordinator continued to expand the partnerships infrastructure mainly electronically through the Partnerships Database and now the CBISA; 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: http://www.mttsu.edu/partner

2014-2015 The MTSU Office of Community Engagement and Support was reorganized in 2011 and the functions were placed in the Provost's Office, University Development. The Special Assistant to the President remained on the President's Cabinet.

2015-2016 The MTSU Office of Community Engagement and Support was reorganized in 2011 and the functions were placed in the Provost's Office, University Development. The Special Assistant to the President remained on the President's Cabinet.

2016-2017 The MTSU Office of Community Engagement and Support was reorganized in 2011 and the functions were placed in the Provost's Office, University Development. The Special Assistant to the President remained on the President's Cabinet.

2017-2018 The MTSU Office of Community Engagement and Support was reorganized in 2011 and the functions were placed in the Provost's Office, University Development. The Special Assistant to the President remained on the President's Cabinet.

2018-2019 The MTSU Office of Community Engagement and Support was reorganized in 2011 and the functions were placed in the Provost's Office, University Development. The Special Assistant to the President remained on the President's Cabinet.
### Strategic Direction

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.

<table>
<thead>
<tr>
<th>Strategies 2007-17</th>
<th>Objectives</th>
<th>Responsible</th>
<th>Time</th>
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<tbody>
<tr>
<td>Establish University Partnership Council.</td>
<td>OCES</td>
<td>2009-2010</td>
<td></td>
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</table>

#### Status Update:

- **2008-2009** Community Engagement Advisory Council established.
- **2009-2010** Completed.
- **2010-2011** Completed.
- **2011-2012** Completed.
- **2012-2013** Completed.
- **2013-2014** Completed.
- **2014-2015** Completed.

Middle Tennessee State University will develop a comprehensive data base to include all community engagement and partnership activities.

| Middle Tennessee State University will develop a comprehensive data base for community engagement and partnerships. | OCES; UP; University Advancement; University College | 2007-2010 |

#### Status Update:

- **2007-2008** Partnership data base has been established and updated; public service and outreach data base under development.
- **2008-2009** Public service and outreach data base under development.
- **2009-2010** The process of integrating public service data without making changes to the Partnership Database continues.
- **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.
- **2011-2012** The database now includes selected partnerships, public service, outreach, internships, service and experiential learning (See http://www.mtsu.edu/partner/). A separate database is being developed to catalog event participation.
- **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.
- **2013-2014** In Fall 2013, the University formally transitioned to the Lyon Software's Community Benefit Inventory for Social Accountability (CBISA) to allow for the collecting, tracking and reporting of community-based research in a central cloud-based software so that impact can be more easily measured.
- **2014-2015** Completed – continued to update and refine database in order to mind the large amount of data.

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

| Middle Tennessee State University will develop a campus-wide assessment program to measure impact of institutional engagement on students, faculty and communities. | UP; OCES | 2007-2010 |

#### Status Update:

- **2007-2008** Campus-wide identification of engagement activities begun; EXL program assessment on target; EXL program impact on community $1.095M 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 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.
- **2013-2014** The University has identified metrics to determine impact on students, faculty, communities. Below is a description of what is currently in place and a suggested path for the FOR University planning as it relates to assessment of institutional engagement. Partnerships are assessed via the planning processes of the University. The annual updates provide an implementation mapping of successes and assure that partnership development remains a primary focus. Partnership assessment is also central to continuous improvement processes for academic departments and colleges. Continuous improvement reports are reviewed annually via the University’s institutional effectiveness processes. (See institutional effectiveness achievement reports (IEARs) in TK20: cwtsu.tk2o.com/campusboard/highered/klogin_body.do and MTSU IE Timeline: mtsu.edu/sacs/ieatimeline.pdf.). Advisory councils/boards also provide on-going assessment related to partnerships, providing feedback, guidance and support for mutually defined goals and projects. Department of Accounting - IEAR: Advisory Board: mtsu.edu/accounting/advisoryboard.php; Department of Concrete Industry Management - IEAR: Executive Advisory Council: mtsu.com/programs/executive-advisory-council; Sponsors: mtsu.com/programs/. College of Mass Communication - IEAR: Board of Professional Advisors: mtsu.edu/masscomm/visboards/index.php; College of Liberal Arts - IEAR: Board Members: mtsu.edu/liberalarts/boardmembers.php. Concurrently, the University is revisiting its Academic Master Plan (2013-2014) in the context of the University’s commitment to the QSS, the economic realities of increasing funding challenges, and Tennessee’s Drive to 55 initiative (55% of Tennesseans will have a post-secondary credential by 2025). MTSU remains committed to the three goals of the current academic master plan: quality, student-centeredness, and outreach/partnerships and is in the early stage of anticipating next steps to extend and deepen the impact of the QSS on its students and the campus culture while enhancing quality and deepening outreach and partnership efforts. Continued strengthening of outreach/partnership infrastructure to sustain and develop outreach/partnerships and the refinement of processes to assess impact of outreach/partnerships on multiple communities will remain focused strategies. The QSS now primarily focuses on student success during and through matriculation. Academic master planning conversations have begun about how can the institution build a foundation for student success strong enough that a student’s matriculation becomes a student’s pivot to create heightened self-directed learning for a life-time? What ways can the role of faculty be enriched and deepened to help accomplish that? What ways can our outreach/partnerships be enhanced to better support learning to the benefit of the student and the communities they will learn in, work in, and eventually shape? Can we deepen the role of our alumni in doing that? Can we deepen the role of the larger community in doing that? As the Academic Master Plan is revisited, can the University use its current successes of extending learning and service across communities and building productive partnerships as an aim to spin an even more integrative learning and partnering culture of community between the University and the region it serves? What strategies can it use to do that?
- **2014-2015** The CBISA Database has been used since 2013-2014 to compile and help integrate data on partnerships/services/experiential learning. Planning is being done to determine ways to more effectively assess external relationships. MTSU was accepted on the US President’s National Community Service Honor Roll for 2014, and an application was submitted this spring for 2015. MTSU was awarded the Carnegie Engagement Classification in Spring 2015. Institutions must meet engagement criteria in order to receive this classification.

Middle Tennessee State University will pursue private giving and extramural funding to advance the university’s margin of excellence.

| Middle Tennessee State University will pursue private giving and extramural funding to advance the university’s margin of excellence. | VPUA; VPR | Annual |
Middle Tennessee State University will pursue innovative and creative partnerships that enhance learning, scholarship, and engagement and further social, cultural, and economic development.

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.
Middle Tennessee State University will develop innovative partnerships to enhance the University’s historic and emerging program strengths.

Develop innovative partnerships in MTSU’s historical and emerging program strengths.

Deans of Colleges

Annual

Middle Tennessee State University will develop innovative partnerships to enhance the University’s historic and emerging program strengths.

Develop innovative partnerships in MTSU’s historical and emerging program strengths.

Deans of Colleges

Annual

2012-2013

STCC developed a joint student transfer agreement to assist students in transferring from STCC to MTSU.

Kindergarten- through 12th-grade schools, training educators to teach Chinese as a foreign language, and research about contemporary China, among other mutual interests. MTSU and Hangzhou Normal University. The Institute focuses on the development of Chinese language classes, student and faculty exchanges, cultural exchanges, outreach programs to area institutions and government organizations.

2014-2015

MTSU continued quarterly meetings targeting technological/economic sectors in the region. MTSU hosted a regional conference for industry and educational representatives on untrained aerial systems and contracted with the MTSU Business and Economic Research Center to produce a STEM Industry/Education analysis for publication and distribution state-wide (Publication expected January, 2015). MTSU received in-kind (501c3) status.

2015-2016

Selected innovative partnerships: Partnered with the NSF, ORNL, North Carolina State University, and the Honeywell-Woodward Medical Research Institute to develop a state-of-the-art facility for the use of next generation x-ray microscopes to study biological materials by the high resolution x-ray scattering (HSXR) of the Swiss National Science Foundation, ORNL, University of Zurich, and ETH Zurich to structure education the nano- to micrometer length scales for materials that exhibit interesting properties, to build a facility that would create 2,000 jobs (Palmer Labs), an automotive engineering technology expert is part of the team; Tennessee Mathematics, Science and Technology Center enhancement (Tennessee's STEM education at all levels in Tennessee. Center partnerships include TN Department of Education, ARES Corp., State Farm Insurance, Marshall Space Flight Center, TBR, National Institute of Health, Teacher Space, Saturn, Annenburg Public Television, the primary Care and Hope Clinic, City of Tullahoma, Dyer, Lake, Obion, Maury Counties, United States and Eastern Tribes, Middle Tennessee Industrial Association; Professional Projects Services, Inc., Center for Disease Control; Middle TN P15 Council produced FSA nutritious snacks, an educational initiative, Chattanooga Department of Public Safety, and the Academic Center on Allergy and Pediatrie Health, and contract with the MTSU Business and Economic Research Center to produce a STEM Industry/Education analysis for publication and distribution state-wide (Publication expected January, 2015). MTSU received in-kind (501c3) status.

2010-2011

Selected innovative partnerships: Partnered with the NSF, ORNL, North Carolina State University, and the Honeywell-Woodward Medical Research Institute to develop a state-of-the-art facility for the use of next generation x-ray microscopes to study biological materials by the high resolution x-ray scattering (HSXR) of the Swiss National Science Foundation, ORNL, University of Zurich, and ETH Zurich to structure education the nano- to micrometer length scales for materials that exhibit interesting properties.

2013-2014

Selected innovative and expanded partnerships: Information Technology Partnership between National Science Foundation, Nashville State Community College, Alabama A & M University. Mind2Marketplace is intended to recruit and retain computing students to IT; National Science Foundation High School Summer Bridge Program, a MTSU TLSAMP partnership with Vanderbilt, UTK, UTK, TSU, and Lemoyne-Owen College. The Tennessee STEM Academy partnered with the Tennessee State University 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 state-wide (Publication expected January, 2015). MTSU received in-kind (501c3) status.

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<table>
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<tr>
<th>Year</th>
<th>Highlights/Strategies/Important Announcements</th>
<th>Strategic Direction Strategies 2007-17</th>
<th>Objectives</th>
<th>Responsible</th>
<th>Time</th>
</tr>
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<tbody>
<tr>
<td>2010-2011</td>
<td>The number of online and hybrid offerings increased by 218 courses or 34% from previous year. Enrollments also increased by 4,067 students or 34%. New programs approved by TBR for fall online.</td>
<td>- Increase distance learning opportunities, i.e., sites, courses and programs.</td>
<td>Dean of University College</td>
<td>2007-2012</td>
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<tr>
<td>2012-2013</td>
<td>Nine 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), Carson Lane Academy, Cape Grove Elementary in Smyrna, MTSU Oak Park, and Wilson County.</td>
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<td>2013-2014</td>
<td>Six new Masters of Education and Education Specialist cohorts were established at off-campus locations during the 2014-2015 academic year. These locations include Columbia (two groups), Shelbyville (two groups), Carson Lane Academy, Cape Grove Elementary in Smyrna, MTSU Oak Park, and Wilson County.</td>
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<td>2008-2009</td>
<td>MTSU On-line and hybrid courses taught increased with 10,231 enrollments (UF2009 &amp; S2010), a 24% increase over the previous year; Regents Online Degree Program</td>
<td>Increase distance learning opportunities, i.e., sites, courses and programs.</td>
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2008-2009 Honors College initiated partnership with Hobgood School, a NASA Explorer School and received $20,000 grant from AT&T to promote science education; College of LA: Erin Antinson (Art) completed Entering the Modern Era: Murfreeboro Jazz Age mural for permanent exhibit as the Heritage Center of Murfreesboro/Rutherford County, College of Mass Comm partnered with Sony Corporation to produce an international webinar on the upgrade to high-definition TV studio; Journalism partnered in The New Shade of Chevy Campaign—Chevrolet through EvFranchise 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 Thai-Mongolian Agricultural University in Ulaanbaatar, Mongolia; working with Virginia Tech, Mississippi State and Montana V.E.T. Net, a development organization in Mongolia; MTSU has entered into an educational cooperation agreement to enhance the educational opportunities and experiences for students and faculty, TMSTEC Partnership to Improve Biology Education funded by NSF, TRIO PK-12, partners included: Business Education Partnership Committee of the Rutherford City C of C, BoTrn – PK-12; Metro-Nashville Public School District, NSF, Pope John Paul II High School in Nashville; Rutherford County School District, MTSU-TSU PK-12 Program; TSU: Center for Health and 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 the 2010 Nashville conference; partnered with Freedom Forum Diversity Institute to support multimedia workshops; Honors College successfully completed its partnership with 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 Tomorow and several other groups to develop a regional summit on transportation issues under the banner of The Power of Tennessee; CLA applied for BCA and Access for purposes; working with Centre for the Arts to get students involved in local theatrical productions (tentative); COE partnered with MT p-16 Council, MTeach, Stanford University/Council of Chief State School Officers (CCSSO), American Association of Colleges of Teacher Education (AACTE), TBR Teacher Performance 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. CUA 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 scenes for CJA, HHP has active partners with local high schools, health care service providers and 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, St. Jude’s.

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 robots on the ground can be used in concert with unmanned vehicles in the air. The partnership also allows Army and Marines to help develop courses and materials by MTSU and involve faculty and students in defense-laboratory research projects. Dr. Stephanie Bush collaborated with the Stones 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). SGRRC is a week long day camp for girls aged 10 to 17 which includes instrument instruction, workshops, panels, guest performances, and band practice. Dr. Kathleen Burns offered a Play Symposium in collaboration with the Association for Childhood Education International and the Tennessee Association for the Education of Young Children to provide content 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 Early Museum Magnet School. Nashville’s newest museum and only museum in a school in Tennessee. The innovative, interactive museum gained recognition from the American Alliance of Museums (AAM), the Tennessee Association of Museums (TAM), and the Inter-Museum Council of Nashville (ICON); Faculty: Robert Gorton and 53 students from MTSU’s College of Mass Communication assumed key production roles for the 2012 Capitol Street Party in Nashville where an estimated 14,000 fans on Lower Broadway enjoyed the free music event with Capitol Magnet School, Nashville’s newest museum and only museum in a school in Tennessee.

2013-2014 See (http://www.mtsu.edu/partner/).

2014-2015 See (http://www.mtsu.edu/partner/).

Middle Tennessee State University will continue to pursue partnerships with higher-education institutions. Continue MTSU/Motlow CC general education/study abroad program; continue P-16 initiative with comprehensive colleges and technology schools.

STATUS UPDATE: 2007-2008 MTSU/MSCC general education/study abroad program continued implemented summer 2007 and continued summer 2008; P-16 initiative continued

2008-2009 MTSU/MSCC continued general education/study abroad program; P-16 Initiative continued (http://mtsu32.mtsu.edu/11457/ for listing of activities); Dual Admissions program developed with VPI-NMSC.

2009-2010 MTSU 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 would 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 NMSC implemented; P-16 initiatives continued.

2010-2011 The new VPA 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 Mind/Marketplace to hold Tennessee Association for School Supervision and Administration (TASSA) Summer Conference (2010); worked with Middle Tennessee State University, a partnership between MTSU, MTSU, and Bedford County (serving 52 education students); provided continuing support for P-16 MTSU, and Ed. S. cohorts in middle Tennessee via p-16 council initiatives; 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. Troy Goodin) with P-16 educators in middle Tennessee, other School boards, 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.

2011-2012 VPA 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.

2012-2013 See P-16 initiative activities listed above. MTSU signed agreements with MISC and CSCC re Early Childhood Education Transfer Articulation, CSCC re RN to BSN, and BSCC, JSCC, and MISC re Dual Admissions, Concurrent Enrollment, Reverse Transfer, Consortium Agreements, and Cooperative Advising.

2013-2014 See P-16 initiative activities listed above. See community and off-campus site partnerships above.

2014-2015 See P-16 initiative activities listed above. See community and off-campus site partnerships above.

Middle Tennessee State University will pursue innovative and collaborative public service opportunities that enhance learning, scholarship, engagement, and that further social, cultural, and economic development.

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

STATUS UPDATE: 2007-2008 Service learning integrated into EXL program for coordination/implementation. See EXL program results above.

2008-2009 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 seminars graduated; 2,653 students participated in projects with accessibility impact; 2,085 community-based projects; 139,961 hours of community impact; over $1.1 million impact for community work; all EXL targets exceeded.

2009-2010 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 Bates (English), who has led this and similar student activities at most of the ADP annual meetin.

2010-2011 See EXL and ADP activities above.
Middle Tennessee State University will identify strategic public service opportunities and extend and expand niche services.

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

Dean of University College

2007-2009; Annual Status update:

2007-2008 Established dual enrollment, dual credit and completer degree programs; M.S.W collaborative with APSU and TSU approved by TBR.

2008-2009 M.S.W. collaborative with APSU and TSU implemented fall '08; established Dual Admissions partnership with Nashville State Community College.

2009-2010 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.

2010-2011 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 19 students at MTSU, 11 students at APSU, and 6 students at TSU. A 2+2 Program between MCCSC, AST and MTSU B.S. in Interdisciplinary Studies began fall in 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.

2011-2012 Collaborative MSW program began third cohort in Fall 2010. Accreditation candidacy continued per the original accreditation schedule. TBR University Transfer Path initiative implemented per TBR timeline.

2012-2013 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.

2014-2015 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; 5,832 students participated in projects with community impact; 4,680 community-based projects were completed with 340,016 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 $23,728 for public service projects.

2014-2015 2013-2014 faculty reported 3,354 students involved in experiential learning and 5,680 of those students participated in community projects. 3,436 service projects were completed with 363,147 hours of community impact; over $2.9 million impact for community work at $8 per hour; the comparable worth based on the National Value of Volunteer Time is $8.4 million: all EXL targets exceeded. The EXL program awarded $11,024 in grants to support community service projects. The University College Public Service Committee funded 15 grant applications totaling $25,407 for public service projects.

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2012-2013 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 152 approved instructors. A few examples of service learning this year, include Golden Ratio Project, Silent Auction for WestCares 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.

2012-2013 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: http://frank.mtsu.edu/~exl/. See ADP website: http://frank.mtsu.edu/~amerdem/.