<table>
<thead>
<tr>
<th>GOAL 1: Enhance Academic Quality</th>
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<tbody>
<tr>
<td><strong>Middle Tennessee State University</strong> will increase student academic attainment and encourage students to engage in lifelong learning.</td>
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</tbody>
</table>

- 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.
- UP: Associate VP for Admissions and Enrollment Services; Dean UC
- **Annual**

**STATUS UPDATE:**

- **2007-2008**
  - Fall 2007 - Fall 2008 retention rate was 78.69% as compared to 80.85% for Fall 2005 - Fall 2006; 2000-2006 graduation rate was 48.84%, 2001-2007 rate is 48.39%, an increase of 1.55%.
  - Activities for non-traditional students include: Expanded Adult Services Center to Off-campus Student Services (90% of MTSU students live off-campus); Revised OSS website; Revised Adult Student Services on-line Handbook; Partnered with Off-Campus Partners (national off-campus housing service); Hosted national ANTSHE conference; Conducted on-line student survey (approximately 2,000 responses)
- **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 on "Using Technology to Prepare for Your Career"; initiated 10 students into Pinnacle Honor Society; OSS recognized for "Best Practices" and as one of only 6 institutions certified by ANTSHE as an outstanding institution serving non-traditional students, ranking second in the country behind Oklahoma State University in the points system for certification.
- **2009-2010**
  - Fall 2009-2010 retention rate was 82.05% as compared to 79.96% Fall 2007-2008 (an increase of 2.09%); 2002-08 graduation rate is 50.49%, 2003-09 rate is 52% (an increase of 1.5%).
  - Activities for students 25+ include: OCSS provided Idea Mapping workshops (105 students participated); an increase of 12% from the previous year; MTSU received the 2009 Nontraditional Student Week Award from the ANTSHE; OWLS celebrated its 20th anniversary; Fall Campus Housing Fashion Attended by more than 450 students; 100+ students and their family members participated in 2010 Fall Back-to-School picnic and awards ceremony at Park Bell Field in April.
- **2010-2011**
  - Fall 2010-2011 retention rate was 82.3% as compared to 82.05% Fall 2008-2009 (an increase of 0.25%); 2003-09 graduation rate is 52%, 2004-2010 rate is 52.9% (an increase of 3%). Activities for students 25+ include: MTSU was awarded a $50K Bernard Osher Foundation grant to support scholarships for 15 adult-entry students for the 2011-12 AY. 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 JA Center provided a variety of problem-solving activities 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"; 2010 Nontraditional Student Week in November; Nontraditional Student Potluck Dinner coordinated by the JA Center and OWLS (65 in attendance); MTSU sponsored a state-wide Adult Learning Conference; On-line student services include: an electronic application process, online registration, online grade audit, an online bookstore available to off-campus students; the Distance learning Librarian that provides library services, online tutoring services available via SMARTINKING (http://www.smarthinking.com), and a web-based tutorial that provides information about these services.
- **2011-2012**
  - Fall 2010-2011 retention rate was 78.3% as compared to 82.3% Fall 2009-2010 (a decrease of 2%); 2004-10 graduation rate is 52.9%; 2005-2011 rate is 52.7% (a decrease of 0.2%).
  - 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 new incoming students are assigned an academic counselor who will serve as a retention and success coach throughout their MTSU career.
- **2012-2013**
  - Fall 2010-2012 retention rate was 78.1% as compared to 77.3% Fall 2010-2011 (a decrease of 1.2%).
  - 2000-2011 graduation rate is 51.6%.
  - Pilot centralized tutoring center in Walker Library was implemented Spring 2013. The University is implementing Quest for Student Success—a plan to improve retention and graduation success (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 post card and subsequent emails. By spring, 2013, more than 500 students had responded with emails back to the advisors asking questions or reporting what they were most excited about, a question asked on the postcard. All UCAC advisors receive on-going training through staff meetings and 1:1 meetings with their direct supervisors and have participated in additional training with the enrollment management areas in preparation for the opening of the MT 1 Stop in 2014. They are expected to set professional goals and participate in professional development 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**
  - Retention rates for the 2013-2014 are not available. The University College Advising Center ceased to exist during the fall, 2014 semester. All UCAC advisors except for four; were reassigned to other offices at the University.
- **2014-2015**
  - MTSU will review and revise standards for admission, retention, and graduation across undergraduate and graduate programs and colleges to ensure consistency.
  - Review standards to meet and/or exceed peer standards; review standards for major programs; review standards for programs where demand exceeds resources.
  - UP: Associate VP for Admissions and Enrollment Services

**2007-2008** Admissions standards and transfer students were revised.
- Admissions standards were revised to improve transfer students and Freshmen Standards in order to be admitted; effective Fall 2008.
- **2008-2009**
  - Developed a Dual Admissions policy; Implemented dual admissions agreement with NSCC; policy may be adopted at the system level
- **2009-2010**
  - Conducted a review of the admission standards for MTSU's Funding Peers and Performance Funding NSSE Peers which indicated MTSU's undergraduate admission standards were as high or higher than each of these institutions; additionally, a task force (Leadership Council Sub-committee on Admissions, Retention and Graduation) studied MTSU's guaranteed admission standards in relation to increasing retention and graduation rates. Data from various sub-populations were reviewed and recommendations were sent to the President. A university delegation of faculty and administrators, led by Dean Mike Boyle, participated in AASCU's Greater Expectations Institute to study ways and develop strategies to improve MTSU students' success (graduation rate).
- **2010-2011**
  - An inventory of active retention activities for the campus was conducted, which identified 45 programs and services designed to support student success, retention and graduation. A consulting contract with Paskill Stapleton & Lord was established for the purpose of recommending changes in admissions and retention standards consistent with the Complete College Tennessee Act and the recently approved funding formula. Report from the consultants is due during Fall, 2011, with recommendations to be sent forward to TBR for review in spring, 2012.
- **2011-2012**
  - The consulting firm Paskill Stapleton & Lord was engaged to conduct a review of the Complete College Tennessee Act and make recommendations regarding a strategic enrollment management plan for MTSU. As a result, a draft plan was completed and is under faculty review. Enhanced freshman admissions standards are expected to be forwarded to TBR for approval during FY 2012-2013.
- **2012-2013**
  - The faculty review of the draft Strategic Enrollment Management Plan for MTSU resulted in significant feedback, and a second writing committee was charged with updating and revising the draft. The second draft also received significant feedback, particularly from the Academic Deans. Final recommendations will be folded into the new MTSU Quest for Student Success Plan, which will be completed summer, 2013.
- **2013-2014**
  - All of the study and planning 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.
Middle Tennessee State University will prepare students to become lifelong 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

Up

Per annual performance funding reporting

STRATEGIC DIRECTION

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

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

President: SrVP: UP

Annual

STATUS UPDATE:

2007-2008 MTSU average critical thinking score of 17.7 exceeded the national average of 16.8 on the CCTST (requires students to draw inferences, make interpretations, analyze information, draw warranted inferences, identify claims and reasons, and to evaluate the quality of arguments using brief passages, diagrams and charts); MTSU's sub score means also exceeded national means in each category. MTSU seniors exceeded the NSSE average for the following items: Examined the strengths and weaknesses of your own views on a topic or issue 2.71/2.68; Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective 2.84/2.33; Learned something that changed the way you understand an issue or concept 2.91/2.89; seniors did not exceed the NSSE average: Voting in local, state, or national elections 2.07/2.11.

2008-2009 MTSU average critical thinking score of 18.02 (61%) exceeded the national average of 16.8 on the CCTST and exceeded MTSU's 2007-2008 score of 17.7. MTSU's sub score means: Analysis 58% 1/e, Inference 55% 1/e, Evaluation 63% 1/e, Deductive Reasoning 82% 1/e, Inductive Reasoning 32% 1/e. NSSE data is forthcoming in August.

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

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

2011-2012 Spring 2011 NSSE results: Students who evaluated their entire educational experience at MTSU as positive (good or excellent) rose two percentage points to 84%. Seniors reported their coursework more challenging than in the past, reported increased number of hours spent preparing for class compared to the 2008 and 2009 surveys, are participating more in classes by asking questions and contributing to class discussions, and more students reported plans for, or having already performed, community service or volunteer work. Although these improvements were noted compared to three years ago, MTSU's 2011 results were below those of all NSSE respondents for 58% of the questions. Many were significantly below, as shown on the following comparison of means for each benchmark as summarized below. Note: NSSE groups questions into five types for benchmarking: Level of Academic Challenge (LAC), Active & Collaborative Learning (ACL), Student-Faculty Interaction (SFI), Enriching Educational Experiences (EEE), and Supportive Campus Environment (SCE). Comparison of means for each benchmark is summarized below.

MTSU NSSE Statistical Benchmark Mean Significance

LAC 54.3 57.4 ***
SFI 39.0 42.0 **
ACL 48.9 51.3 **
EEE 35.4 40.5 ***
SCE 54.0 59.1 ***

2012-2013 NSSE was not administered in the 2012-2013 AY.

2013-2014 NSSE was administered during the spring semester. The response rate was 15.8%. We have also provided NSSE with our peer institutions list. We are currently waiting on the results from NSSE and will update when the results are received.

2008-2009

Middle Tennessee State University will integrate student learning outcomes, program evaluations, and student evaluation of faculty processes.

Establish a committee to review program evaluation processes for inclusion of SLOs assessment and student evaluation of faculty evaluation and make recommendations for integration of these assessment and evaluation processes; Implement recommendations of committee.

Up

Annual
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; VP/UAA

Annual

**STATUS UPDATE:**

2008-2009 ADP activities: 4984 pocket copies of U.S. Constitution distributed to faculty for use in classes; Appointed new Coordinator of ADP; Expanded Celebration Week activities, including a “sign the Constitution” event in front of KUC (210 persons signed), displayed yard signs with the preamble and First Amendment across campus; offered a 1-ht EXL 2010 course, Civic Engagement Practicum; created an ADP Advisory Board; continued 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'l education programs/initiatives.

2008-2009 Other activities: a. With the reopening of Lyn Residence Complex, Housing and Residential Life completed year the fifth year of the eight year $70 million renovation program near campus, and further engage them in campus life.
b. Alumni Office recently completed a comprehensive survey of alumni to evaluate current program offerings and guide the development of new initiatives. Evaluation of the survey responses was completed May 2011. The existing portfolio of programs and events is well received and generally viewed as high quality, but preliminary results indicate alumni would like more college/departmental activities and communications.

c. Students engaged in the Experiential Learning Program (EXL) activities increased to 5,841 in 196 approved courses. One hundred fifty one 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 Unbound” 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 Endowment for the Humanities Chair Jim Leach to campus to speak about civic scholarship; hosted 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 tenue and promotion criteria to support faculty's decisions to increase civic learning across university course materials; submitted proposed civic learning additions for MTSU Outline of Faculty Data (OFD) to Office of the Provost for evaluation and university consideration; presented invited roundtable on civic learning in tenure and promotion criteria to national audience for discussion at American Association of Colleges and Universities meeting in Washington, D.C. in Jan. 2012; shared, with the College of Liberal Arts, in hosting former Supreme Court Justice Sandra Day O'Connor at MTSU; grew the undergraduate membership of 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 improvement initiatives throughout the academic year; contributed ADP student research to the policy development agenda for a tobacco-free campus; revisited campus polling location research to restart discussions for a County Election Commission presence on campus to support student participation in local, state, and national elections; heightened ADP MTSU Facebook and Twitter social networking visibility, including Event pages for ADP projects; furthered the brand of MTSU as the Tennessee university that graduates civically engaged, globally responsible citizens. Int’l Edu: 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 (J-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; 8 faculty advisors for bilateral exchange programs; total of 42 faculty involved in int’l education programs/initiatives.

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Middle Tennessee State University will exceed NCAA Academic Progress Rate benchmarks for all sports annually for student athletes in all sports.

**MTSU students will exceed NCAA APR benchmarks for all sports**

**Athletic Director: Director of Student Athletic Enhancement Center**

**Annual**

### 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 benchmarks exceeded for all sports (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 Indoor Track; Men's Cross Country; Soccer; Men's Golf; Women's Golf; Men's Tennis; Women's Cross Country; and Women's Volleyball had 1000 APR. Graduation rates were 100% (2002–2003 cohort) for Men's Basketball; Men's Tennis; Women's Basketball; Women's Volleyball; and Women's Golf.

#### 2009-2010

APR benchmarks (each sport must be above 925 with 1000 the highest score possible) exceeded for all sports (2008-2009 latest data): Baseball 1000, Men's Basketball 981, Cross Country 1000, Football 979, Men's Golf 1000, Men's Tennis 1000, Men's Track Indoor 953, Men's Track Outdoor 963, Women's Basketball 1000, Women's Cross Country 1000, Women's Golf 960, Women's Soccer 965, Softball 986, Women's Tennis 1000, Women's Track Indoor 1000, Women's Track Outdoor 1000, Volleyball 977. These results translated into a graduation rate of 70% for the combined sports (exceeding the general student population rate for the same cohort) with graduation rates for each sport as follows: Baseball 78%, MBB (Men's Basketball) 86%, Cross Country 79%, Football 80%, Men's Golf 66%, Men's Tennis 100%, M Track (no new freshman on aid for the report year), W Track 60% and W Volleyball 100%.

#### 2010-2011

APR 2009-2010 benchmarks (each sport must be above 925 with 1000 the highest score possible) exceeded for all sports (2009-2010 latest data): Baseball 1000, Men's Basketball 981, Cross Country 1000, Football 979, Men's Golf 1000, Men's Tennis 1000, Men's Track Indoor 953, Men's Track Outdoor 963, Women's Basketball 1000, Women's Cross Country 1000, Women's Golf 960, Women's Soccer 965, Softball 986, Women's Tennis 1000, Women's Track Indoor 1000, Women's Track Outdoor 1000, Volleyball 977. These results translated into a graduation rate of 70% for the combined sports (exceeding the general student population rate for the same cohort) with graduation rates for each sport as follows: Baseball 78%, MBB 100%, Football 62%, M Golf 66%, M Tennis 100%, M Track (no new freshman on aid for the report year), WBB 100%, W Golf 100%, W Soccer 50%, Softball 80%, W Tennis (no new freshman on aid for the report year), W Track 60% and W Volleyball 100%.

#### 2011-2012

MTSU exceeded APR benchmarks in all sports (925 benchmark for each sport): Baseball 963 Men's Basketball 962 Men's Cross Country 1000 Football 975 Men's Golf 1000 Men's Tennis 964 Men's Indoor Track 987 Men's Outdoor Track 1000 Women's Basketball 954 Women's Cross Country 993 Women's Golf 1000 Women's Indoor Track 969 Women's Outdoor Track 1000 Women's Softball 978 Women's Soccer 973 Women's Softball 976 Women's Soccer 973 Women's Track Indoor 969 Women's Track Outdoor 969 Women's Track Outdoor 1000 Women's Volleyball 975 Women's Cross Country 981 Women's Golf 975 Women's Indoor Track 969 Women's Outdoor Track 1000 Women's Soccer 979 Women's Volleyball 989 Women's Cross Country 977 Women's Indoor Track 987 Women's Outdoor Track 1000 Women's Track Indoor 1000 Women's Track Outdoor 1000 Women's Track Outdoor 1000 Women's Volleyball 1000 Men's Golf 1000 Men's Indoor Track 987 Men's Cross Country 1000 Women's Basketball 1000 Women's Cross Country 1000 Women's Golf 1000 Women's Golf 1000 Women's Indoor Track 1000 Women's Outdoor Track 1000 Women's Track Indoor 1000 Women's Track Outdoor 1000 Women's Track Outdoor 1000 Women's Volleyball 1000.

#### 2012-2013

MTSU exceeded APR benchmarks in all sports (930 benchmark for each sport) with the exception of Women's Cross Country (885). Eight sports program had a perfect 1000 APR. APR by sport: Baseball 962; Football 950; Men's Basketball 983; Women's Basketball 1000; Men's Golf 1000; Women's Golf 1000; Men's Tennis 1000; Women's Tennis 1000; Men's Cross Country 1000; Men's Indoor Track 987; Men's Outdoor Track 986; Women's Cross Country 965; Women's Indoor Track 969; Women's Outdoor Track 966; Women's Soccer 988; Women's Softball 1000; and Women's Volleyball 986. The four year average APR for all sports exceeded the 930 benchmark: Baseball 986, Football 973, Men's Basketball 977, Women's Basketball 977; Men's Golf 1000; Women's Golf 992; Men's Tennis 991; Women's Tennis 992; Men's Cross Country 1000; Men's Indoor Track 974; Men's Outdoor Track 979; Women's Cross Country 970; Women's Indoor Track 986; Women's Outdoor Track 985; Women's Soccer 977; Women's Softball 984; and Women's Volleyball 955. IPED graduation rates for each program: Baseball 5 of 5 for 100%, Football 10 of 14 for 71% and 3 of 4 transferred eligible; Men's Basketball only had 1 freshman who transferred eligible but is calculated as 0%; Men's Track had 1 of 2 graduate for 50% but the transfer left eligible; Men's Golf had 1 of 4 for 100% and Men's Tennis had 1 freshman who transferred eligible for 0%; Women's Basketball had 3 of 4 for 75% but the one transfer was eligible; Women's Track had 1 of 2 for 50%; Women's Cross Country had 3 of 8 for 37% but all 5 transfers were eligible when they transferred; Softball had 4 of 4 for 100%; and Volleyball had 4 of 5 for 80% and the 1 transfer was eligible when she transferred. The total athletic program graduation rate was 83% (72% if transfer students are included) which exceeded the general student population graduation rate of 45%.

#### 2013-2014

MTSU will recruit and retain a diverse, highly qualified, and active faculty – both in instruction and scholarship – and deliver exemplary courses of study and engage students in collaborative inquiry.

**Continue implementation of Faculty Recruitment Plan; Review relocation, research start-up, and other professional support packages and other professional support.**

**Annual: Implement FRP; 2010-2011 Appoint ad hoc committee to review faculty hiring packages and other professional support.**

### STATUS UPDATE:

2007-2008 Faculty Recruitment Plan implemented; mentoring program extended to new faculty.

2008-2009 Relocation, research start-up and other professional support continued for improvement; initiated a pilot SOTL Mentoring Program to increase scholarship in teaching and learning (SOTL).

2009-2010 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 evaluative feedback related to the program. Teaching Excellence Mentoring Program continued. Implemented two Faculty Learning Communities (Civic Engagement and E-Pedagogy). Implemented the MTSU PLC on student success/engagement and e-learning.

2010-2011 Relocation, research start-up and other professional support reviewed annually in relationship to budget considerations. Teaching Excellence Mentoring Program continued to be implemented (led by Dr. Tim Geisz). Two additional Faculty Learning Communities implemented (Problem-based Learning and Civic Engagement). University Learning Community implemented (Retention).
<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Strategies 2007-17</th>
<th>Objectives</th>
<th>Responsible</th>
<th>Time</th>
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<tbody>
<tr>
<td>2011-2012</td>
<td>Relocation, research start-up and other professional support reviewed annually in relationship to budget considerations. Developed and distributed Faculty Recruitment Hiring Guide to assist departments' search committees in hiring faculty. Provided training for departments and search committees concerning hiring processes. Teaching Excellence Mentoring Program continued to be implemented. Three additional Faculty Learning Communities continued (E-Learning, Civic Engagement, and Faculty Professional Development). University Learning Community implemented (Retention).</td>
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<tr>
<td>2012-2013</td>
<td>Relocation, research start-up and other professional support reviewed annually for improvement. Teaching Excellence Mentoring Program continued implemented. 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.</td>
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<td>2013-2014</td>
<td>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 peer 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.</td>
<td>Dean of the Library</td>
<td>Annual</td>
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**Middle Tennessee State University will continue to increase support for Walker Library and education information resources and services.**

**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 2004-2006, the gap was reduced from 23% to 21%. Data for FY 2006-2007 is not yet available, but the gain is expected to continue; From 2001 to 2008 the gap between MTSU and average expenditures by ASERL libraries narrowed from 25% to 13%. However, the gap widened slightly in FY 2006-2007 to 15%, an amount of $1,355,000.  

**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 23% to 25%. However, using ASERL FY 2007-08 data on libraries, the gap between them and MTSU actually declined from 13% to 7.2%. An additional expenditure by MTSU of $647,000 (FY 2007-08) would have met the average for membership required by ASERL. (Prospective libraries must meet the average for three consecutive years). Continued increases in the library budget demonstrates progress in meeting this objective.  

**2009-2010** Library budget increased $250,000 in FY 2009-10. The gap between THEC peers & MTSU (FY 2007-08 data from NCES) is now at 20%. The gap between MTSU & ASERL membership criteria (ASERL 2008) shows a gap of 15% (1.3 million).  

**2010-2011** Library budget increased $250,000 dollars for FY 2010-11. The gap between THEC peers (ACRL data for 2008-09) and MTSU is now at 22%. The gap between MTSU and ASERL membership criteria (ASERL 2010) has dropped to 13%.  

**2011-2012** 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 (Griswold Center of Popular Music, Instructional Media and Walker Library), the University is approximately $1 million short of the current threshold for membership of $9 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 increase of 350,000 increase in base budget for 2012/13 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.  

**2012-2013** 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 collaborative and develop a program for digital humanities. Digital Humanities is a term used generally 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, Walker launched a pilot study for tutoring in the library during weekend and evening hours. Tutors from math and statistics were present for students on a walk in basis. The pilot was successful in this limited test and will be used to expand the study in 2014.  

**2013-2014** Due to enrollment declines, the Walker Library did NOT receive any increase in funding for collections or services. Funds were transferred from other areas of the library 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.  

**Middle Tennessee State University will increase the number and value of graduate assistantships to support more full-time graduate students.**

| 2007-2008 | Number of 9-month Masters’ GAs increased to 216, a gain of 9 over 2006-2007; 12-month Masters’ GAs increased to 53, a gain of 11; and 12-month Ph.D. stipends increased to 87, a gain of 7; dollar amounts remained the same |
| 2008-2009 | Number of 9-month Masters’ GAs increased to 227, a gain of 9 over 2007-2008; 12-month Masters’ 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 |
| 2009-2010 | Number of 9-month Masters’ GAs increased to 228, a gain of 1 over 2008-2009; 12-month Ph.D. GAs increased to 76, a gain of 3; dollar amounts stipends remained the same. |
| 2010-2011 | Number of 9-month Master’s GAs decreased to 225, a reduction of 3 from 2009-2010; 12-month Master’s GAs decreased to 55, a reduction of 5; and Ph.D. 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. |
| 2011-2012 | Number of 9-month Master’s GAs increased to 232, an increase 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 per 2010-2011; doctoral GA stipends did not change. |
| 2012-2013 | Number of GA stipends did not increase nor was there an increase in the amount of GA stipends. Development of post-doctoral research fellowship program remains on hold as result of budget constraints. Academic Affairs and College of Graduate Studies awarded 8 Dissertation Writing Fellowships to support doctoral candidates finishing dissertation research. Six of the 8 fellows completed their dissertations by May 2013. The Graduate Council approved guidelines for making awards for outstanding thesis/dissertation and thesis/dissertation prizes. |
| 2013-2014 | | |

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

2008-2009 Planning for the science building is complete, and the project is "shovel ready", awaiting construction funding; College of Education project design is complete. Bidding of the project is now underway, and an early site utility project is now in construction for the project.

2009-2010 Science Building remains "shovel ready", awaiting construction funding. College of Education building is scheduled for completion and move-in Fall 2011. Concrete Management program is proceeding with early schematic design that will serve as the guide for development of industry partnerships and participation in the construction of a CIM stand-alone building.

2010-2011 Science Building remains "shovel ready" awaiting funding and remains the top capital project priority for TBR and THEC for approval of construction capital funding. College of Education building construction is substantially complete, and final punch list and equipment move-in are underway; 6% on schedule for occupancy July 2011. Early schematic design documents are complete for the Concrete Industry Management building. CIM developed a partnership agreement with Turner Universal to provide pre-construction Construction Management (CM) services to assist with the development of the project; fundraising for "in place" commitments for the project continue.

2011-2012 Construction funding for the Science Building was approved spring 2012 by the Governor and the General Assembly. Site work for the project is underway. The JV design team and contractor are preparing to bid subcontracts with bid contracts to be completed in August. Construction on the main building will begin in September, 2012; completion is scheduled for fall, 2014; and occupancy is expected in spring 2015. The College of Education building construction was completed on schedule and the building was occupied Fall 2011. Design is continuing for the Concrete Industry Management facility to best meet "in-kind" gift proposals by contractors. Turner Universal continues to provide pre-construction services to support the development of the project. Support facilities currently under construction include two new parking decks totaling approximately 880 parking spaces, and a new "one stop" facility serving visitors, Admissions, Records, Financial Aid, Scheduling, Bursars Office, and Academic Advising.

2012-2013 Construction and move-in planning continue on the Science Building on schedule. Completion is scheduled for fall, 2014, and occupancy is expected prior to the start of spring semester 2015. Design is continuing for the Concrete Industry Management facility to best meet "in-kind" gift proposals by contractors. Turner Universal continues to provide pre-construction services to support the development of the project. Support facilities currently under construction include two new parking decks totaling approximately 880 parking spaces, and a new "one stop" facility serving visitors, Admissions, Records, Financial Aid, Scheduling, Bursars Office, and Academic Advising. The two garages are scheduled for completion this summer, 2013, and occupancy of the Student Services Building is on schedule for summer, 2014.

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

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 be completed by fall 2013. The student services building is currently under construction and is on schedule to be completed in early 2014.

2013-2014 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.

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 but funds become available for renovations and new construction.

2011-2012 The following high priority projects defined by the Master Plan have been completed: New Science Building funded; new college of Education Building completed; new Student Union completed; new Admissions/Visitors’ Center under construction; Recreation Center/Health Services addition completed; additional chill 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 05/12.

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 sessions are scheduled for June, 2014, and will continue over the next year to completion in preparation of TBR, THEC and SBC approvals. Renovations required for the relocation of the Photography Department are now in progress.

STATUS UPDATE:
2007-2008 Planning for new student center in design stage with bidding anticipated Fall 2008 and groundbreaking Spring 2009; planning for one-stop student services being revisited due to budget.

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 floor planning, 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 09/06/09; project is on schedule for completion by 01/30/12. As of 03/23/10, 148 caissons were drilled and completed in preparation for construction; cranes are on-site with installation of grade beams and foundation walls beginning by 04/30/10. One-stop student services facility and parking garage package has been approved by TBR. A schedule and timeline will be developed in 2010.

2010-2011 New student union building project is on schedule; exterior granite, limestone, and brick is being installed; interior mechanical, plumbing, and electrical work is in progress along with dry wall installation. Project is scheduled to be complete in January 2012. Tuck Hinton has been selected as the project designer for the student services building/parking garage project. The project team signed off on the schematic design phase on April 7, 2011. The project now moves into design development and is scheduled to begin construction in May 2012.

2011-2012 MTSU Student Union is on schedule for opening the beginning of fall term 2012. Construction of new student services building and two student parking garages is underway.

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 complete in early 2014.

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### MTSU Strategic Plan 2007-2017

<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Strategies 2007-17</th>
<th>Objectives</th>
<th>Responsible</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>University will develop and implement a comprehensive, strategic assessment process that informs the alignment and use of resources</td>
<td>Middle Tennessee State University will develop indicators of student success and measure satisfaction with Middle Tennessee State University as a leader in mathematics and science education.</td>
<td>Exceed peer institution benchmarks using: Delaware data; percent of alumni giving; establish college assessment coordinators; all divisions continue I.E. processes</td>
<td>SrVP; UP; VPIT; VPUA</td>
<td>Annual</td>
</tr>
</tbody>
</table>

#### STATUS UPDATE:

- **2007-2008** Academic departments used Delaware data in budget and IE preparation; percent of alumni giving increased to 6%, a .7% increase over 2006-2007; each college designated an assessment coordinator Fall 2007; all divisions continue I.E. planning and implementation (see http://frank.mtsu.edu/~mtsacs/).
- **2008-2009** Use of Delaware data for budget and IE preparation continued; Alumni giving percentages remain on target at 6% with no increase over 2007-2008; "test" 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 increase 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/~mtsacs/).
- **2009-2010** Use of Delaware data for faculty staffing evaluation (most colleges), budget, and I.E. preparation continued. Alumni giving continues to track at approximately 6% participation; Senior Gift Challenge averages 10-12% participation per semester. All divisions continue I.E. planning and implementation (see http://frank.mtsu.edu/~mtsacs/).
- **2010-2011** Use of Delaware data discontinued. TBR no longer requiring participation in Delaware study. Alumni giving has maintained an approximately 6% level, which compares favorably with the 5.2% national average for public Master's granting institutions. All divisions continue I.E. planning and implementation (see http://frank.mtsu.edu/~mtsacs/).
- **2011-2012** Annual Giving continues to maintain a 5.5-6% annual rate of participation which compares favorably to the national average for like institutions. More importantly giving from alumni and friends continues to exceed the national peer average for public master's granting institutions. All divisions continue I.E. planning and implementation (see http://frank.mtsu.edu/~mtsacs/).

#### 2012-2013

- All I.E. processes continued per assessment annual timeline. University Strategic Planning Committee met to review University planning processes and timelines. Annual Giving to MTSU continues to grow and exceed national peer norms. New reporting and accountability measures provide academic and program units with the ability to monitor and assess their fund raising efforts. Staffing and resource allocation are now aligned with the development potential of individual colleges.

#### 2013-2014

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

#### STATUS UPDATE:

- **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** M.S. in Math and Science Education, Computational Science, and Molecular Biosciences were approved by TBR (03/06/09) and (09/16/09) and THEC (09/16/09) for implementation Fall 2010; new concentrations in Physics in Teaching and Professional Physics and concentrations in Healthcare Administration and Internal Organizational Leadership for RODP were TBR approved 03/19/10; M.S. in Horse Science approved by THEC 06/10; 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 MS in Business Administration 01/25/11, a concentration in Aviation Safety & Security Mgmt. in MS in Aviation Administration 02/28/11, and a minor in Organizational Communication (Speech and Theatre Dept.) 04/19/11. The M.S. in Leisure & Sport Management., M.A. in International Affairs, M.S. in Information Systems were approved by TBR and THEC 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 MSPS-Geoscience; and the conversion of BS in Business Education to online. Both TBR and THEC approved the Ed.D. in Assessment, Learning and School Improvement (June and July, 2012 respectively)
- **2012-2013** The Ed.D. in Assessment, Learning and School Improvement will be implemented Fall 2013. TBR approved new MSBS concentration in Engineering Management, M.S. in Management (THEC approved 09/06/2012), substantive changes to Secondary Education Minor Mteach, conversion of MS in Aviation Administration to online, MS in Management (THEC approved 09/06/2012), an Applied Physics concentration, B.S. in Mechatronics 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

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

#### STATUS UPDATE:

- **2007-2008** TMSTEC officially established by TBR, Fall 2007; STEM (state and federal) grants received exceeded $2.9 M. Math and Science Education Ph.D. proposal approved by TBR 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 ($451,939); STEPping Up Undergraduate Research ($325,593); PK-12 ($558,370); and 2 Robert E. Noyce grants ($2,396,734 and Teachers Now (ED - $478,492); Ph.D. in Math and Science Education awaiting THEC approval.
- **2009-2010** Ph.D.s in Math and Science Education approved by TBR (03/06/09) and THEC (09/16/09) for implementation Fall 2010; Completed.
- **2010-2011** Completed

#### Middle Tennessee State University will examine current academic 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**
<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>2009-2010</td>
<td>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.</td>
<td>MTSU President</td>
<td>2009-2010</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Restructuring approved. Completed.</td>
<td>MTSU President</td>
<td>2010-2011</td>
</tr>
</tbody>
</table>

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

<table>
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<tbody>
<tr>
<td>2007-2008</td>
<td>Budgeting review to incorporate $5.1 M cut completed; budget building scenarios implemented.</td>
<td>VPIT</td>
<td>Annual</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
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<th>Strategic Direction</th>
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</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>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.</td>
<td>MTSU President</td>
<td>2008-2009</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Integration of SLOs and strategic planning continues in accord with the TBR and THEC planning cycles and in anticipation of the SACS Five-Year Report. All academic departments required to review SLOs during AY 2009-10 and provide evidence of using assessment to improve learning (see <a href="http://frank.mtsu.edu/~mtsacs/">http://frank.mtsu.edu/~mtsacs/</a>). Budget reviews continue to focus on budget cuts in anticipation of loss of stimulus funds 07/01/11..</td>
<td>MTSU President</td>
<td>2009-2010</td>
</tr>
<tr>
<td>2010-2011</td>
<td>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 <a href="http://frank.mtsu.edu/~mtsacs/">http://frank.mtsu.edu/~mtsacs/</a>). New University mission approved by TBR 03/25/11; strategic planning goals integrated with mission for new strategic planning cycle. Budget reviews continue to focus on budget cuts in anticipation of loss of stimulus funds 07/01/11.</td>
<td>MTSU President</td>
<td>2010-2011</td>
</tr>
<tr>
<td>2011-2012</td>
<td>All academic department and University units, required to review and complete IE plans for the AY 2011-2012 budget/assessment cycle. (See <a href="http://frank.mtsu.edu/~mtsacs/">http://frank.mtsu.edu/~mtsacs/</a>). Budget reviews and planning continue to focus on meeting core needs in a climate of reduced state funding. See Strategic Plan Update at <a href="http://www.mtsu.edu/erp/docs/plan10.pdf">http://www.mtsu.edu/erp/docs/plan10.pdf</a>.</td>
<td>MTSU President</td>
<td>2011-2012</td>
</tr>
<tr>
<td>2012-2013</td>
<td>All academic department and University units, required to review and complete IE plans for the AY 2012-2013 budget/assessment cycle. (See <a href="http://frank.mtsu.edu/~mtsacs/">http://frank.mtsu.edu/~mtsacs/</a>). Budget reviews and planning continue to focus on meeting core needs in a climate of reduced state funding. See Strategic Plan Update at <a href="http://www.mtsu.edu/erp/docs/plan10.pdf">http://www.mtsu.edu/erp/docs/plan10.pdf</a>.</td>
<td>MTSU President</td>
<td>2012-2013</td>
</tr>
</tbody>
</table>

STATUS UPDATE:

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

2008-2009 | Educational endeavors: Supports (system administration, instructional design consultation and software training) for the TBR system-wide learning management system continues with faculty using the tools for on-ground, hybrid and online courses. Support for additional internet and instructional technology applications is provided to allow faculty and staff to use emerging technologies to meet their learning, research and service goals. | Academic and Administrative Services | Annual |

2009-2010 | Educational endeavors: Support (system administration, instructional design consultation and software training) for the TBR system-wide learning management system continues with increasing faculty use of instructional technology tools for on-ground, hybrid and online courses. Increased support for multimedia, collaborative tools and other emerging technologies continues to allow faculty and staff to meet learning, research and service goals. Purchased a virtual "island" to allow virtual learning; academic and state sponsored educational endeavors and administrative services. | Academic and Administrative Services | Annual |

2010-2011 | Educational endeavors: Support (system administration, instructional design consultation and software training) for the TBR system-wide learning management system continues with faculty using the tools for on-ground, hybrid and online courses. Support for additional internet and instructional technology applications is provided to allow faculty and staff to use emerging technologies to meet their learning, research and service goals. Academic and statistical software support and other web-based resources provide research and service avenues for faculty and staff. | Academic and Administrative Services | Annual |

2011-2012 | Educational endeavors: Administrative computing support is provided with continuing advancement of the Banner system’s integration with campus procedures. Support continues with integration of campus procedures. Implemented the Banner Document Management Suite to allow digital archiving of records. Completed a web page redesign project deploying a new design, created a collaborative maintenance plan with university offices responsible for updating content and web posting guidelines. Continued deployment of the Luminis Content Management System for improving and managing department/unit web pages. Revised the Faculty Activity reporting system. | Academic and Administrative Services | Annual |

2012-2013 | Educational endeavors: Support (system administration, instructional design consultation and software training) continues providing support and encouragement for faculty use of instructional technology tools for on-ground, hybrid and online courses. Implemented new technologies for multimedia, collaboration, synchronous interactions and other emerging technologies to support faculty and staff in meeting learning, research and service goals. Academic and statistical software support and other web-based resources continue to provide research and service avenues for faculty and staff. | Academic and Administrative Services | Annual |

2013-2014 | Educational endeavors: Support (system administration, instructional design consultation and software training) continues providing support and encouragement for faculty use of instructional technology tools, including the TBR system-wide learning management system for on-ground, hybrid and online courses. The addition 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. Faculty learning communities in multiple topics have been supported and actively involve faculty in teaching/learning, research and scholarship. | Academic and Administrative Services | Annual |
### Strategic Direction

| 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 |
| UP |
| 2007-2008 |

### Objectives

**2007-2017**

- Develop the infrastructure for technology transfer
- Increase GA stipend to peer institution average
- Develop reward program, to peer institution average;
- Increase funding support of summer research stipends
- Establish an endowed chair in each college

### Responsible

- VPR and Dean CGS

### Time

- Annual

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### Strategies 2007-17

<table>
<thead>
<tr>
<th>STRATEGIES 2007-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Tennessee State University will encourage productivity among its students and faculty members.</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>UP; VPR</td>
</tr>
<tr>
<td>2010-2011 Establish post-doctoral research fellowship program; 2011-2012 Increase GA stipend to peer institution average; Develop reward program, 2009-10: increase summer research stipends</td>
</tr>
</tbody>
</table>

### Status Update:

**2009-2010**

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

**2010-2011**

- 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 3 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 CSSG Outstanding Thesis Award.

**2011-2012**

- Development of post-doctoral research fellowship program remains on hold as result of budget constraints. Academic Affairs and College of Graduate Studies awarded 8 Dissertation Writing Fellowships to support doctoral candidates finishing dissertation research. Seven of the 8 fellows completed their dissertations in May, 2012. Graduate Council approved policy creating outstanding thesis and dissertation awards and an outstanding graduate mentor award.

**2012-2013**


**2013-2014**

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

**Status Update:**

**2007-2008**

- Endowed Chair in Entrepreneurship established in Jennings Jones College of Business Spring 2008.

**2008-2009**

- The Endowed Chair in Entrepreneurship is expected to be fully funded by 2011.

**2009-2010**

- No new endowed chair funded in 2009-2010.

**2010-2011**

- No new endowed chairs established in 2010-2011. A challenge: Endowed Chairs include matching funds from the State of Tennessee and the state budget situation is not currently supportive.

**2011-2012**

- The University launched its Centennial Campaign in April 2012. One of the primary goals is to add new chairs and professorships. A number of proposals have been submitted and it is anticipated that one or more of these will be funded in the coming year.

**2012-2013**

- Secured a commitment for a new endowed Chair of Excellence in Accounting. Awaiting TBR approval.

**2013-2014**

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

**2008-2009**

- IPAC website [http://www.mtsu.edu/%7Eipac](http://www.mtsu.edu/%7Eipac) about them 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 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.
<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Strategies 2007-17</th>
<th>Objectives</th>
<th>Responsible</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>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 were 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.</td>
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<td>2012-2013 Two provisional patent applications culminated in a utility patent application. Two STTR proposals were submitted that involved MTSU as a partner. One was declined and one is pending. IPAC changed its membership but did not meet since no new disclosures were submitted.</td>
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<td>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.</td>
<td>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.</td>
<td>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</td>
<td>SrVP; UP; VPSA</td>
<td>2007-2008</td>
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<tr>
<td>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.</td>
<td>Establish a publications calendar that produces a faculty focused, student focused, and alumni focused publication annually</td>
<td></td>
<td>UP; VPUA</td>
<td>2008-2009</td>
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<td>Middle Tennessee State University will plan and implement a Middle Tennessee State University Centennial 2011 celebration.</td>
<td>Develop a written/pictorial history for alumni and friends of the University; establish a Centennial Committee</td>
<td></td>
<td>UP; VPUA</td>
<td>2008-2011</td>
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<td>Middle Tennessee State University will promote the Honors College as a national model program.</td>
<td>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 outreach activities; Validate program through NCHC review and endorsement; Create a different cohort (perhaps pre-professional) to parallel the Buchanan Scholars program; Increase the opportunities for Honors students doing service; Increase the number of students completing honors theses</td>
<td>Dean, College of University Honors</td>
<td>Annual</td>
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<td>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.</td>
<td>Establish a publications calendar that produces a faculty focused, student focused, and alumni focused publication annually</td>
<td></td>
<td>UP; VPUA</td>
<td>2008-2009</td>
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<tr>
<td>STATUS UPDATE:</td>
<td>2007-2008 New Associate VP for Marketing hired; student focus publication planned for fall 2008</td>
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<td>STATUS UPDATE:</td>
<td>2009-2010 As part of the President’s Positioning the University for the Future initiative, the entire Marketing and Communications program is undergoing a review and restructuring to assure that we can continue to provide timely service and information.</td>
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<td>STATUS UPDATE:</td>
<td>2010-2011 Plans developed and approved as part of the Positioning for the Future Initiative are being implemented. The MTSU Magazine has been relaunched and will be the cornerstone of future alumni communications. Additionally, the Office of News and Media Relations is working to release a new, real-time news page for 2011-2012, which will greatly increase the visibility and timeliness of university news.</td>
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<tr>
<td>STATUS UPDATE:</td>
<td>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;</td>
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<td>STATUS UPDATE:</td>
<td>2009-2010 Completed.</td>
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<td>STATUS UPDATE:</td>
<td>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.</td>
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<td>STATUS UPDATE:</td>
<td>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.</td>
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<td>STATUS UPDATE:</td>
<td>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 release for release in mid-2011.</td>
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<td>STATUS UPDATE:</td>
<td>2010-2011 Planning and activities are on schedule for a successful 2011-2012 Centennial celebration. The Centennial anniversary publication is proceeding per schedule.</td>
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<td>STATUS UPDATE:</td>
<td>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.</td>
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<tr>
<td>STATUS UPDATE:</td>
<td>2008-2009 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 outreach activities; Validate program through NCHC review and endorsement; Create a different cohort (perhaps pre-professional) to parallel the Buchanan Scholars program; Increase the opportunities for Honors students doing service; Increase the number of students completing honors theses</td>
<td>Dean, College of University Honors</td>
<td>Annual</td>
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Strategies 2007-17 | Objectives | Responsible | Time
--- | --- | --- | ---
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 support for study abroad and another three are awaiting funding applications for 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 State Honors College. The Honors College received a record 275 applicants for its Buchanan Fellows Program, admitted 20 into its fourth class, and will graduate its first class in 2011. Two students wrote and received a seminar on leadership at the previous year. The Honors College sponsored a new scholarship for students who graduate from high school international Baccalaureate (IB) programs.

2010-2011 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 their degrees this year, including its first honors associate (who completed the requirements for existing honors classes). The College’s cooperative education program has been modified (along with the requirements for existing honors classes) to include a year of study abroad. The College’s cooperative education program has been modified (along with the requirements for existing honors classes) to include a year of study abroad. The College’s cooperative education program has been modified (along with the requirements for existing honors classes) to include a year of study abroad.

2013-2014 The DEAC Meet identified EXL Program 2007-2008 targets per EXL Scholars Program. Meet Identified EXL Program 2007-2008 targets per EXL Scholars Program.

MTSU Page 11 9/26/2014
Middle Tennessee State University will encourage student participation in co-curricular activities that enhance learning and will provide resources for these activities.

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<tr>
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<tr>
<td>Expand Scholar Week activities</td>
<td>Director, Undergraduate Research; VPR</td>
<td>Annual</td>
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STATUS UPDATE:
2007-2008 2007 Scholars Week activities expanded to include 205 plus student poster 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 by college.

2009-2010 Scholars Week kick-off was changed to faculty mentor/presenter lunch; total number of poster presentations increased to 255; three separate college Scholars Days were held along with the University-wide poster and multimedia event.

2010-2011 The 5th 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 track and included a performance tent. Some faculty began to include SW into course expectations which yielded the record number of students who participated. Keynote speaker, Meghan McCain, gave a student-centered lecture/Q&A session. Several new events (a roundtable discussion in the College of Education, Meet Your Research Match in the College of Behavioral and Health Sciences, and a logo contest) as well as expanded events in the Colleges of Basic and Applied Sciences and Liberal Arts added to the success.

2011-2012 The 6th annual Scholars Week had over 200 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 controversy over the teaching of evolution in K-12 schools. The abstract submission procedure was converted to Google docs abstract sorting procedure was improved and the judging procedure was better able to handle the high number 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 Foreman, spoke about the British role in the American Civil War (ACW) in the sesquicentennial anniversary of the ACW. The Google docs abstract sorting procedure was improved and the judging procedure was better able to handle the high number 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 8th annual Scholars Week was held on July 31 with 50 participants (19 posters). The 8th annual Scholars Week university-wide posters 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. Danah Boyd spoke about Social Media, Culture, and Society to ~150 attended and earlier to ~65 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 increase global opportunities and partnerships for students and faculty members for learning, scholarship, and service.

| Middle Tennessee State University will increase global opportunities and partnerships for students and faculty members for learning, scholarship, and service. | Implement International Education Plan | VP for International Affairs | Annual |

STATUS UPDATE:
2008-2009 International Education program(s) under review.

2009-2010 Search for Vice Provost for International Affairs conducted; search failed; position to be readvertised fall 2010; VP/IA 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.

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

| Middle Tennessee State University will enhance its focus on undergraduate and graduate scholarship. | VPSA & VP for Enrollment and Academic Services | Annual |

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

2008-2009 Turn-It-In continues to be used; SMART Thinking on-line tutorial operational. With the 2008-09 Freshman Year Experience program expansion, approximately 55% of on-campus bed spaces are now 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. Incoming freshmen living on campus are more likely to request a Living Learning Community (LLC) than other non-LLC options. Infrastructure construction was begun on the new Student Union project, with official groundbreaking projected for 2009-10.

2009-2010 Approximately 55% of on-campus bed spaces continue to be 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, in partnership with Student Involvement, regularly sponsors an alternative break program during the Spring and Fall semesters. Student learning objectives are set prior to the trip and upon completion of the service experience group leaders facilitate discussions 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.
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 will implement a program encouraging all departments, schools and colleges to bring outstanding scholars and successful professionals to the campus and classroom.

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

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<tr>
<td>2010-2011</td>
<td>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 &amp; Engineering and the new Global Learning Community. The Raider Outdoor Lightning Leadership program (ROLL) was initiated, including 50 students in a week-long program, which included participation in a number of outdoor pursuits, safety training, enrollment in a semester long Experiential Learning Practicum course (EXL, 2020), which required participation in the camp, attending 4 class dates during the Fall semester, involvement on campus, a service project, and a reflection paper. Turn it software was purchased for IT use with campus-wide use.</td>
<td>T zoomity, LT and ITC will implement the Center's faculty development plan.</td>
<td>2010-2011</td>
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<td>2011-2012</td>
<td>969 students participated in programs 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 &amp; Engineering and the Global Learning Community.</td>
<td>LT and ITC will implement the Center's faculty development plan.</td>
<td>2011-2012</td>
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<td>2012-2013</td>
<td>In fall 2012, 1,451 students lived in various residentially-based, academically-themed living-learning communities which presents approximately 60% of on-campus bed spaces. Available living-learning communities include Aerospace, Deciding Students, Diverse World-Diverse Arts, First Year Experience, Recording Industry Management, Honors, Music, Nursing, Pre-professional Programs, Women in Science &amp; Engineering and the Global Learning Community.</td>
<td>LT and ITC will implement the Center's faculty development plan.</td>
<td>2012-2013</td>
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<td>2013-2014</td>
<td>In fall 2013, 1,751 students lived in various residentially-based, academically-themed living-learning communities which represents approximately 60% of on-campus bed spaces. Available living-learning communities include Aerospace, Deciding Students, Diverse World-Diverse Arts, First Year Experience, Recording Industry Management, Honors, Music, Nursing, Pre-professional Programs, Women in Science &amp; Engineering and the Global Learning Community.</td>
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<td>2013-2014</td>
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Middle Tennessee State University will continue to enrich curricular and co-curricular learning by engaging students with distinguished scholars and practicing professionals.

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

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STATUS UPDATE:
2007-2008 COB Executives-in-Residence program continued; COB Entrepreneurship Week initiated; Fall 2007.

2008-2009 Professional professionals/scholars programs: COB Entrepreneurship Week continued; Philosophy Lecture continued, Honors Lecture Series continued, Segelment hosted series of media forums.

2009-2010 The Segelment Chair hosted: Vanderbilt Professor/author Bruce Barry, who discussed “Free Speech on University Campuses: The State of Play,”; Gene Polincrski, The Freedom Forum, who lectured on “State of the First Amendment” and debuted the Freedom Forum's annual survey; Freedom Sings, a musical performance about free expression; a session on the Internet and the First Amendment featuring the National Bloggers Association President, attorneys Lew Conner and Steve Wagner, model Lisula Cohen, the Associated Press general counsel Sri Kasi, and John Segelment; a panel featuring John Segelment, Elaine Jones, NAACP legal counsel, and Richard Land of the Southern Baptist Convention; journalists/authors Mark Banner who delivered the lecture “Torture, Democracy and the American Press,”; Columbia University Professor/author Roger Newman's talk on “Civil Liberties: Surveillance and Terrorism.;” filmmaker Jesse Epstein discussed “Body Image and the Media.”; Black Enterprise magazine founder Earl Graves Sr.; author/editor George Curry; and co-sponsored a talk by Gloria Steinem. COB continued the following: Entrepreneurship Week; Exemplar Award; Jennings A. Jones Champion of Free Enterprise Award; Joe M. Rodgers Spirit of America Award; Professional Advisory Board; Fall Economic Outlook Conference. All of which brought outstanding professionals and scholars to the campus.

The Honors College offered the Fall Lecture Series, the History of MTSU, and a spring series on the Middle East. It hosted: a lecture by Catlian Pavell on “The Secrets of the Lower City of Troy,”; five law school admissions officers, a special presentation by nationally-television-syndicated Judge Alex Ferrer; Dr. Richard N. Zare, a Stanford University chemistry professor; a panel discussion by Knox County Councilman, Dr. Mike Raspadde; a screening of a film by Heather Raff, a visiting playwright; its third Institute for Leadership Excellence, Involving approximately 30 students; and The MTSU Leaders Circle which has successfully petitioned to become a nationally-recognized chapter of Omicron Delta Kappa. The Dean collaborated in the planning for the MTSU Tennessee Gubernatorial Forum which was televised throughout the state.

COBES hosted: Professional experts in CIA including among others: Criminal investigators, Dan Royse, Daniel Porter, Gerrard Rudden, Dr. Vladimir Segевич, Charlie Wilder, Captain Todd Spearman, and LT. Chris Haynes, Marie Crosson, and Judges Don Ash and David Bragg.

In Health and Human Performance, visiting professionals included: Dr. Robert Pangrapzo, 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, MTSU and Director, Institute for the Study of Youth Sports; Dr. Thomas Rowland, Pediatric Cardiologist and Professor of Pediatrics, Tufts University School of Medicine; numerous practicing applied health care and public health professionals, and physicians.

A 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 President AM Design, Inc.; Amanda Guffey, Interior Designer, Collaborative Studios; Mary Pitard, Mohawk Group; Pete Barie, Daniel Paul Chairs, Kenny Kyle, Potter Paints; and Holly Meadows, LEED, Powell Design Studio.

2010-2011 Selected list of invited speakers: MTSU's FIRE (CLA and CBAS) co-sponsored a lecture by national expert, Dr. Jan Garavaglia, on “Forensic Pathology: Fact and Fiction;” Forensic Psychology; Dr. Jeremy Saville, an Outstanding Science Alumni, spoke to students in actuarial science classes (CBAS); Sonalties Malm spoke on “The Road to Lost Innocence: Human Trafficking and Sex Slavery—A Personal Journey’ at the MTSU Women’s and Gender Conference (CLA); social-justice advocate Angela Davis discussed a variety of topics, including prison reform, relations between women and exploitation of workers in Colombia to a campus-wide audience; U.S. Sen. Bob Corker discussed the proposed Commitment to American Prosperity Act to a wide-campus audience (JCC); Gary Nara, a national expert, spoke on “Take a Stand: Stop Bullying” (JCCB and Distinguished Speaker Series); musician Béla Fleck conducted “A Conversation with Béla Fleck” (The Windham Series, CLA); State Senator Andy Berke reflected on his role as a state senator to a political science class (CLA); Civil-rights attorney Fred Gray addressed the early days of segregation in Tennesee and how they compare to today's era of civil rights as a guest lecturer (MTSU Intercultural Diversity Affairs Center, the Center for Student Involvement/Leadership and MTSU Black History Month); Wall Street Journal writer Stephen Moore addressed the current economic climate to a campus-wide audience (JCCB, Wright Travel Chair in Entrepreneurship and the Young America’s Foundation; Tennessee Sixth Congressional District Candidate Forum was held on campus (School of Agriculturty/Agriscience and Rutherford County Farm Bureau); Elizabeth Davidson, a national expert, lectured on “Hamel Bechet: A Literary Soldier” (Distinguished Lecture Committe); the fall Honors Lecture Series hosted Dr. Ronnie Littlejohn to discuss “New Confucian Political Theory” (MTSU Confucius Institute and Honors College); NPR’s Nina Totenberg addressed a campus-wide audience on “Establishing Justice: The New Supreme Court” (MTSU’s Distinguished Lecture Fund, CMC, JCC, Honors College, CLA, ADP, WPLN); and Dr. Peter Balikian presented a distinguished lecture on ‘The Armenian Genocide and Modernity.’

2010-2011 Selected guest lectures include: ADP, the Honors and Liberal Arts Colleges brought Justice Sandra Day O’Connor for a campus-wide lecture; The FIRE sponsored a lecture by Dr. William Bass, world renowned forensic scientist; James Leach, Chairman of the National Endowment of the Humanities presented lectures sponsored by ADP, Walker Library and the Center for Historic Preservation among others.


2013-2014

MTSU will provide faculty opportunities to develop student-centered learning approaches and to use integrating technologies effectively to enhance student learning.

LT and ITC will implement the Center’s faculty development plan.

Co-Directors LT&TIC

Annual
### Strategic Direction

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<tr>
<td>Through the use of</td>
<td>University will engage</td>
<td>2008-2009</td>
<td>2008</td>
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<td>MTSU Page 14 9/26/2014</td>
<td>and events. Library faculty continued to focus outreach efforts on 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 &quot;Fellows&quot; for meeting or exceeding the Academy's criteria. The Center, in conjunction with Academic Affairs, ITD, and the University College, continued to support four existing Faculty Learning Communities and sponsored two new ones (devoted to &quot;University Space&quot; and &quot;Faculty Development&quot;). See <a href="http://www.mtsu.edu/ltanditc/">http://www.mtsu.edu/ltanditc/</a> for complete listing of faculty development resources and activities.</td>
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<td>MTSU will provide appropriate faculty office</td>
<td>2002-2007</td>
<td>Committee's planning and events. Library faculty continued to focus outreach efforts on Univ 1010/2020, Engl 1020, and Comm 2200 classes by offering training workshops for faculty in</td>
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<td>and instructional support staff</td>
<td>Every full time faculty member will be assigned appropriately defined office space by Sept 1, 2008</td>
<td>2009-2010</td>
<td>2012</td>
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<td>Middle Tennessee State University will develop and implement initiatives to promote information literacy in a rapidly changing technological environment.</td>
<td>Increase library instruction offerings to include integration of information literacy into the University’s curriculum; Develop a culture of information literacy on campus through increased outreach, networking, faculty development, and collaboration.</td>
<td>Dean of Library</td>
<td>2007-2012; 2008-09: Plan developed and implemented</td>
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<td>MTSU will provide appropriate faculty office and instructional support staff spaces to enhance the student-centered learning environment.</td>
<td>Each full-time faculty member will be provided appropriately defined office space; Instructional support staff will be provided appropriately defined space</td>
<td>VPAA Annual</td>
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<td><strong>STATUS UPDATE:</strong></td>
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<td><strong>2007-2008:</strong> Every full time faculty member will be assigned appropriately defined office space by Sept 1, 2008</td>
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<td><strong>2008-2009:</strong> Completed. The University continues to provide full-time faculty and instructional support staff appropriately defined office space.</td>
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<td><strong>2009-2010:</strong> Completed. The University continues to provide full-time faculty and instructional support staff appropriately defined office space.</td>
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<td><strong>2010-2011:</strong> 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.</td>
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<td><strong>2011-2012:</strong> 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.</td>
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<td><strong>2012-2013:</strong> 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 office spaces this summer. The new science building will be completed in 2014 and will provide additional office spaces; planning has begun for allocation of the backfill of the old Davis and Wiser science building offices to those departments in most need. Additionally, a new building for the College of Behavioral and Health Sciences was proposed to the state and accepted. The dates for construction have not been determined at this time.</td>
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</table>

### MTSU Page 14 9/26/2014

- Middle Tennessee State University will engage students in learning through the use of appropriate technologies.
- 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.
- 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.
- Middle Tennessee State University will develop and implement initiatives to promote information literacy in a rapidly changing technological environment.
- Increase library instruction offerings to include integration of information literacy into the University’s curriculum; Develop a culture of information literacy on campus through increased outreach, networking, faculty development, and collaboration.
- Library instruction offerings will be expanded, including marketing the office space and promoting K-16 collaboration.
- The library continued to focus on new office development.

### Status Update:

- **2008-2009:** Completed. The University continues to provide full-time faculty and instructional support staff appropriately defined office space. The library administrator used the results of the spring 2011 needs assessment to develop new workshop topics that targeted faculty needs, such as the new B-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, ITD, and the University College, continued to support four existing Faculty Learning Communities and sponsored two new ones (devoted to "University Space" and "Faculty Development"). See http://www.mtsu.edu/ltanditc/ for complete listing of faculty development resources and activities.
- **2009-2010:** Completed. The University continues to provide full-time faculty and instructional support staff appropriately defined office space. 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. 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.
- **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. 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.
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- **2013-2014:** Office space for 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, these will be occupied by the new academic advisors hired this summer. This office shortage will be relieved when the Davis and Wiser-Patterson 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.

MTSU Page 14 9/26/2014
The Library welcomed the University Writing Center to the Library, resulting in better coordination of the research and writing assistance available to students. A new Digital Media Center in the Library was opened. Planning for the Research Commons was initiated and it is scheduled to open in 2011. A Student Advisory Group was formed to provide input on Library programs and policies. Finally, the Learning, Teaching & Innovative Technology Center was moved into the Library and Library faculty play an active role in programs of the Center.

Strategic Direction

MTSU Page 15 9/26/2014

Scholars Academy. The Raider Learning Community program will provide five course block scheduling in addition to paired classes for students beginning in Fall 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 95 distinct education classes to support students in class. Direct contact with students on a one to one basis was accomplished through 18,200 reference questions (15,000 at the desk and 3,200 via instant messaging) and through 37 research coach appointments that provide extended consultation on the development of significant research papers.

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

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

3RVP, UP, VPIT

2007-2008 Ad hoc committee established; New technologies annual

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 to Instructional Technology regarding appropriate technologies to enhance the student-learning environment. Professional Development Classroom should be completed by fall 2014. Multiple projection screens and flat panels will be used with IPADs and classroom A/V equipment to demonstrate 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 A/V technologies and informal learning spaces throughout the building, wireless access throughout, and a computer lab that maximizes collaborative study and research.

2010-2011 Information Technology has collaborated with Academic Affairs, Campus Planning and Renovation, faculty and centers to plan, design and develop learning space technologies in existing and proposed buildings. The College of Education Building, opening in summer 2011, will provide emerging technologies in flexible collaborative classrooms as well as formal and informal learning spaces. Research and planning continues for the Student Union building to be completed by fall 2012. Flexible A/V technologies and informal learning spaces throughout the building will be provided to maximize the opportunities for collaborative study and research.

2011-2012 The College of Education (COE) building opened with 29 classrooms: five collaborative spaces that include flat panels, team software, and laptops; and 23 with movable furniture and technology for student centered learning opportunities. The COE building was designed to provide multiple informal learning spaces. The College of Mass Communication Center for Innovation in Media was created to merge all electronic and print media into one comprehensive learning space, including a computer lab with desktops, team software, flat panels, and movable furniture. This fall, the LRC renovation project will be complete, creating a variety of spaces for the Textiles and Interior Design programs. The Library Commons project was completed, creating informal learning spaces for individuals and groups. Several classrooms were renovated to update the classroom configuration to one that is more conducive to student learning. Lab space was created for Psychology majors in Jones Hall for data collection and psychological testing. The new Science Building construction is underway and will include 36 teaching labs with ceiling mounted document cameras and other A/V technology, five lecture classrooms with multiple projection and a collaborative space with flat panels, team software, laptops, and movable furniture. The building is designed to have a variety of informal learning spaces throughout three floors.

2012-2013 The new Science Building is being constructed with the latest equipment in instructional technology. TAF funds continue to be used to create new master classrooms and to provide ongoing maintenance of existing master classrooms. A University Learning Community was created to discuss instructional space. As a project of the University Learning Community, faculty and students were surveyed to confirm the preferred classroom configurations and instructional technologies. This data will be used to inform future classroom design decisions.

2013-2014 Instructional technologies – the new science building will be completed this summer with the latest in instructional technology and classroom configurations. The LRC Professional Development Classroom should be completed by fall 2014. Multiple projection screens and flat panels will be used with IPADs and classroom A/V equipment to demonstrate 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 ICCM with

Middle Tennessee State University will develop learning communities that engage students and promote life-long learning.

Middle Tennessee State University will enhance students’ collegiate experience by developing learning communities that support students’ academic success and broaden their experience with the world around them. Increase the number of students participating in living and learning communities each year; Develop learning communities for students living off-campus.

Dean - University College

2007-2012

STATUS UPDATE:

2007-2008 457 freshmen enrolled in Raider Learning Communities exceeding the 2007-2008 goal of 355 and surpassing the five year goal of 430; readjusted the 5-yr goal upward; 480 students participated in Academic Learning Communities Pairs exceeding the 323 target

2008-2009 488 freshmen enrolled in Raider Learning Communities exceeding the 2008-2009 goal of 435.

2009-2010 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.

2011-2012 614 students enrolled in Raider Learning Communities in the fall term; 16 enrolled for the spring term. In addition, 35 students were enrolled in the Buchanan Scholars cohort in the fall, with 31 continuing for the spring.

2012-2013 To date 4700 students have participated in paired classes through the Raider Learning Community program. 516 students participated in the RLCs for fall 2012, 287 students in paired RLCs of those 50 were Honors, 25 Buchanan, 35 Scholars Academy, and 169 were in three or four block groups. The Raider Learning Community program is expanding to provide block scheduling of four classes in addition to paired classes for student beginning in Fall 2013.

2013-2014 To date, 5112 students have participated in paired classes through the Raider Learning Community program. During the fall 2013 semester, 412 students participated in the RLCs program (243 students in four course blocks; 82 students in three course blocks; 27 students in two course pairs). In the participating group, 57 were Honors, 25 Buchanan, 35 Scholars Academy. The Raider Learning Community program will provide four course block scheduling in addition to paired classes for students beginning in Fall 2014.
Middle Tennessee State University will develop student advising approaches that focus on processes that are relevant and useful to students for both academic and career planning.

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

Dean - University College  
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 Enrichment, the Academic Support Center and Career Development staff resulted in the creation of a Career Exploration unit taught in each section of UNIV 1010. Students take an assessment available through the Career Development website with formalized follow-up appointments with advisors in the ASC. This program allows students to establish a relationship with the Career Development office in their freshman year. The Career Development Center (formerly known as the Placement Office) also implemented Focus II career guidance software, accessible to all students, and created the new MTSU Career Success Plan focusing on the steps in the career development process.

2009-2010 Building on the collaboration with Academic Enrichment, the Academic Support Center and Career Development staff, in 2009-2010 the partnership was expanded to include the MTSU Psychology Department’s graduate practicum faculty. Graduate students in school guidance and clinical programs and enrolled in the practicum class were trained to work with students who had taken the FOCUS II instrument. Along with the Academic Support Center staff, these graduate students delivered individual advising to students to interpret results of the inventory and prepare an career exploration action plan for each student.

2010-2011 The University College was created in the President’s Repositioning for the Future initiative in response to the need for increased accountability and attention to the retention and academic success of MTSU students. The Academic Support Center was integrated into the college and re-named, the University College Advising Center. Two additional advising positions were added, and the new advisors followed the established advisor training and assessment program. All UCAC advisors receive on-going training through staff meetings and 1:1 meetings with their direct supervisors. They are expected to set professional development goals and participate in professional development and training programs, and are evaluated accordingly. Much of the 2010-2011 year was spent in preparation for the planned pilot of the new intake model which will change the way students are advised on the campus. UCAC advisors will provide initial advising and career/major exploration counseling for the following pilot colleges beginning Fall, 2011: Education, Behavioral & Health Sciences, and Mass Communication. 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 on-going training through staff meetings and 1:1 meetings with their direct supervisors. They are expected to set professional development goals and participate in professional development and training programs and are evaluated accordingly. At the conclusion of the pilot for the intake model, the colleges of Education and Mass Communication decided to continue with initial advising through the UCAC. The other colleges will maintain the advising of new students within the colleges. 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 University College Advising Center advisors, functioning as Academic Counselors made more than 23,500 phone calls to newly admitted students congratulating them on being admitted to MTSU. They followed up with a post card and subsequent emails. By spring, 2013, more than 500 students had responded with emails back to the advisors asking questions or reporting what they are most excited about, a question asked on the postcard. All UCAC advisors receive on-going training through staff meetings and 1:1 meetings with their direct supervisors and have participated in additional training with the enrollment management areas in preparation for the opening of the MT 1 Stop in 2014. They are expected to set professional development goals and participate in professional development and 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 term. At the beginning of the spring, 2014 term (1/27/2014), 811 undeclared students. By March 31, 2014, only 666 students remained undeclared. 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 academic advising.

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

Establish an alumni “community of learning” program.

VPUA  
2007-2008

**STATUS UPDATE:**


2009-2010 Completed. Alumni “Summer College” program continued for Summer 2010 and served 84 participants in an intensive on-campus program. Reviews of previous programs by participants have been outstanding.


Middle Tennessee State University will promote 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 Health facility 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, H1N1 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 Anshel; 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 tornado siren towers. Public Safety also proposed the development of an University College Prepares Office to better work towards preparing the campus community for campus emergencies. Public Safety also applied for a federal grant to assist with financial support to create this new office.
2010-2011 Student e-mail addresses were automatically entered into the MTSU Alert4You system. Students can individually select to add phone numbers in the system to receive text message and phone call alerts. Student Health Services in collaboration with other Student Affairs departments offered a variety of targeted wellness programs for students/faculty/staff.

2011-2012 The University is submitting an LOI for a new proposal for an emergency message system under the Federal Emergency Management Act (FEMA) program. This program would provide immediate alert the campus community through the University’s Critical Notification System for specific violent incidents in which an imminent threat is believed to be in existence. MTSU Public Safety is developing and implementing a Workplace Watch program that will provide crime and safety prevention, education, communication, and assistance to community employees on a regular basis.

2012-2013 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 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.

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 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.

### Strategic Direction

<table>
<thead>
<tr>
<th>Strategies 2007-17</th>
<th>Objectives</th>
<th>Responsible</th>
<th>Time</th>
</tr>
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<tbody>
<tr>
<td>Increase financial support for students; Increase the number of student scholarships annually</td>
<td>Associate Vice Provost for Admissions and Enrollment Services</td>
<td>Annual</td>
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### Status Update:

#### 2007-2008

**Total student financial aid (latest available data is for 2006-2007)**
- Increased from $124,244,523 in 2006-07 to $141,327,141 in 2006-07 (Includes increase in lottery scholarships)

#### 2008-2009

**Total student financial aid for 2007-2008 (latest data available)**
- Totaled $155,568,000, a 10.35% increase over FY 2006/2007,
- Increases were mostly in federal Pell grants, loans, state lottery scholarships and institutional scholarships.

#### 2009-2010

**Financial aid disbursed increased by over 21 million dollars to $177,246,494.**
- 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 (full year data available)**
- $204,319,898 to 21,325 unduplicated students.
- The amount disbursed during 2009-10 yielded a 15% increase in aid disbursed in comparison to the $177,246,494 awarded during the 2008-09 award year, assuming that the 2008-09 information represented significant increases in financial aid assistance.

#### 2011-2012

**Total financial aid to undergraduate & graduate students during 2010-11 (latest full year data available)**
- $218,683,313 to 22,551 unduplicated students.
- The amount disbursed during the 2010-11 award year yielded a 6% increase in aid disbursed as compared to $204,319,898 disbursed during the 2009-10 award year. Additionally, funding was approved for new transfer scholarships to begin during 2012-13, including Transfer Diversify 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)**
- $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 $218,683,313 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 Diversify 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.

### GOAL 3: Leverage Resources Through 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

**Status Update:**

**2007-2008**
- Application submitted March, 2008; Report prepared, Summer, 2008 for September, 2008 submission
- MTSU received Carnegie Community Engagement Classification Dec. 18, 2008.

**2009-2010**
- Completed.

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

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

**2012-2013**
- Completed. MTSU was also named to the 2012 President's Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service. Permission to apply has been submitted for recertification of the MTSU's Carnegie Community Engagement classification and permission was granted. Completion of the recertification application has begun and is scheduled to be submitted in April, 2014.

#### Middle Tennessee State University will pursue partnership and service opportunities at the state and national levels through its affiliation with Campus Compact.
- Join Tennessee Campus Compact; Participate in TN Campus Compact and P-16 activities

**Status Update:**

**2007-2008**
- Completed
- MTSU becomes TN Campus Compact charter member; spearheads middle TN P-16 Council, Receives 3 Teacher Quality Initiative grants ($269,620) for professional development in math and science and gifted education
<table>
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<td>2008-2009</td>
<td>Continued TN Campus Compact membership; MTSU Service-learning programs collaborated with TN Campus Compact initiative; P-16 Council, chaired by Dr. Linda Gilbert, organized professional activities for teachers, principals, superintendents, etc., See activities at <a href="http://mtsu32.mtsu.edu/11457/Newsletter.htm">http://mtsu32.mtsu.edu/11457/Newsletter.htm</a></td>
<td>Broaden the scope of the existing partnership initiatives to include a wider range of community and university partners.</td>
<td>MTSU Office of University Relations</td>
<td>UP</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Continued TN Campus Compact membership; continued MTSU service-learning program collaborations with TN Campus Compact initiative; P-16 Council conducted professional activities for teachers, principals, superintendents, etc. See activities at <a href="http://mtsu32.mtsu.edu/11457/Newsletter.htm">http://mtsu32.mtsu.edu/11457/Newsletter.htm</a></td>
<td>Quality initiative grants totaled $2.5M for professional development in math and science education.</td>
<td>MTSU Office of University Relations</td>
<td>UP</td>
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<td>2010-2011</td>
<td>Continued TN Campus Compact membership; continued MTSU service-learning program collaborations with TN Campus Compact initiative; P-16 Council conducted professional activities for teachers, principals, superintendents, etc.</td>
<td>Improved curriculum and teaching methods for students.</td>
<td>MTSU Office of University Relations</td>
<td>UP</td>
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**STATUS UPDATE:**

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

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

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

**2010-2011** See OCES Partnerships website http://frank.mtsu.edu/~partner

- **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 is 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 (CBISA) software which allows for additional categories of reporting.

- **2013-2014** 2014 Carnegie Application, p. 48. 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 growing 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

- **2014-2015** 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.

- **2015-2016** Expand partnership base for student, faculty and community partnerships within and between the colleges to promote interdisciplinary learning.

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

- **2016-2017** Establish a partnership incentive and reward program.

**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.**

- **2017-2018** Expand partnership base for student, faculty and community partnerships within and between the colleges to promote interdisciplinary learning.

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

- **2018-2019** Establish a partnership incentive and reward program.

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

- **2019-2020** Establish a partnership incentive and reward program.

- **2020-2021** The Partnerships website features 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.

- **2011-2012** See PK-16 activities below.

- **2012-2013** Continued TN Campus Compact membership. See PK-16 activities below.

- **2013-2014** Continued TN Campus Compact membership; See PK-16 activities below.

- **2014-2015** Continued TN Campus Compact membership; See PK-16 activities below.

- **2015-2016** Continued TN Campus Compact membership; See PK-16 activities below.

- **2016-2017** Continued TN Campus Compact membership; See PK-16 activities below.

- **2017-2018** Continued TN Campus Compact membership; See PK-16 activities below.

- **2018-2019** Continued TN Campus Compact membership; See PK-16 activities below.

- **2019-2020** Continued TN Campus Compact membership; See PK-16 activities below.

- **2020-2021** Continued TN Campus Compact membership; See PK-16 activities below.

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

- **2021-2022** Establish a partnership incentive and reward program.

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

- **2022-2023** Establish a partnership incentive and reward program.

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

- **2023-2024** Establish a partnership incentive and reward program.

- **2024-2025** Continued TN Campus Compact membership; See PK-16 activities below.

- **2025-2026** Continued TN Campus Compact membership; See PK-16 activities below.

- **2026-2027** Continued TN Campus Compact membership; See PK-16 activities below.

- **2027-2028** Continued TN Campus Compact membership; See PK-16 activities below.

- **2028-2029** Continued TN Campus Compact membership; See PK-16 activities below.

- **2029-2030** Continued TN Campus Compact membership; See PK-16 activities below.

- **2030-2031** Continued TN Campus Compact membership; See PK-16 activities below.

- **2031-2032** Continued TN Campus Compact membership; See PK-16 activities below.

- **2032-2033** Continued TN Campus Compact membership; See PK-16 activities below.

- **2033-2034** Continued TN Campus Compact membership; See PK-16 activities below.

- **2034-2035** Continued TN Campus Compact membership; See PK-16 activities below.
Middle Tennessee State University will expand its public service/outreach plan.

**Implement public service/outreach plan.**

Dean of University College

2007-2012
### Middle Tennessee State University

#### University Partnership Council
- **Objectives:** Establish University Partnership Council. Membership of the Council will include representatives from both the University and constituencies beyond the University.
- **Responsible:** President
- **Time: 2007-2008** Establish OCES

#### Middle Tennessee State University University College and Bedford County Schools (BCS) to offer education courses and professional development at MTEC, including a math workshop for middle school teachers and UC and COE Deans’ meeting with BCS administrators; Conducted workshops on dyslexia for parents and K-12 teachers; Implemented an After School Remedial Reading Program for Murfreesboro City Schools, Rutherford County Schools, and Boys and Girls Club funded by TDOE and provided by the Center for the Study and Treatment of Dyslexia; Partnered with Read to Succeed to provide Family Literacy Study Night programs; Broadcast to 13 K-12 satellite downlink sites across Tennessee, received TDOE funding to produce 23 online "effective practice" programs for online access by K-12 teachers across the state, and provided professional development workshops on campus for 125 K-12 teachers in 15 school districts through the MTSU Center for Educational Media.

#### Middle Tennessee State University
- **Objectives:** Middle Tennessee State University will develop the infrastructure to support an Office of University Partnerships to identify, pursue, and sustain state, regional, national, and global partnerships.
- **Responsible:** President
- **Time: 2007-2008** Establish OCES

#### Middle Tennessee State University
- **Objectives:** 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.
- **Responsible:** Director of EXL Program / VPDU
- **Time: 2009-2010"**

#### Status Update:
- **2009-2010** Status Update Program developed 2009-2010 for implementation as beginning EXL cohorts graduate.
- **2010-2011** Completed. Status Update Program implemented.
- **2011-2012** Status Update continues to be implemented to include the 151 students who graduated (2011-2012) with the EXL Scholar designation.
- **2012-2013** Status Update Plan continues to be implemented to include the 151 students who graduated (2011-2012) and 169 students who graduate (2012-2013) with the EXL Scholar designation.
- **2013-2014**

#### Strategies 2007-17

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<td>2007-2008</td>
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### Strategic Direction

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

**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 centralized cloud-based software so that impact can be more easily measured.

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

**STATUS UPDATE:**
2007-2008 Campus-wide identification of engagement activities 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 2.145 projects. NSSE results are forthcoming in August.

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

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

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

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

2013-2014 In future years of the AMP, the University must concentrate on. (the metrics used to determine impact on students, faculty, communities). Below is a description of what is currently in place and a suggested path for the revised AMP as it relates to assessment of institutional engagement. Carnegie pp 19-24, 54 – 58 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

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

**STATUS UPDATE:**
2007-2008 Awarded $34,440,108 in extramural funds. Projects funded include: two Math Science Partnership grants to TMSTEC ($2,070,892) for professional development for teachers in math and science in TN; three Teacher Quality Initiative grants ($269,620) for professional development in math and science and gifted education; NEH Teacher Education Workshop (national: $140,915) in history; NSF-CCLI grant ($125,406) to restructure the gen ed physical science course; TN Dept. of Environment and Conservation grant ($77,321) for alternative fuels research; NSF International Conference on Math Education grant ($99,990).

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

2008-2009 MTSU awarded $38,066,652 in extramural funds. Projects funded include: Lead Based Paint Hazard (HUD - $1,971,892), Center for Physical Activity and Health in Youth ($335,043); Center for Physical Activity and Health in Youth ($335,043); Center for Historical Preservation ($600,000); and NEH teacher in-service grant ($160,368). Number of alumni who gave to the University increased from 4,605 in FY2008 to 5,275 for FY2009. FY2009 total alumni giving totaled $1,202,055, which does not include bequests or alumni "soft credit" from spouses, foundations, businesses, trusts, etc.

Received over $1.75 million in directed federal appropriations including $96K for Observatory equipment, $550K from the Department of Justice for Forensic Science, $400K from NASA for Aviation Safety, $400K from the Department of Education for Math Science Education, and $310K from the Department of Health and Human Services for the Center for Physical Activity—Youth. Total fundraising for FY2009: $4,170,650, which does not reflect an increase over previous years due to the current economic situation.

2009-2010 MTSU was awarded $34.1M in extramural funds that included a large increase ($6.7M for FY 2009) in NSF funding. Projects funded: Noyce Scholarships for Math and Physics teachers ($99,972), Noyce Scholarships for Master Teachers ($1,496,716), Center for Physical Activity and Health in Youth ($295); Center for Historical Preservation – Teaching with Primary Sources ($600,000); MRI grant for gen ed physical science course ($271,393), PFI in Information Technology ($599K), MRI for Diffometer ($2,216K), Social Networking ($149,740K), Computer Science Curriculum ($149,777). In addition, the Office of Research systematically pursued new partnerships and strengthened existing alliances. This outreach helped to land $300K for two projects through SERI and $120K of funded projects through TVA.

Alumni who gave to their alma mater continues to approximate last year's record number of donors. Giving is about 10-15% above 2008-2009, but still lags behind the previous years due to the nation's depressed economy. The University is proceeding with the planning stages of a major comprehensive campaign for the entire university. Federal appropriations were nearly $3 million dollars and the University has submitted more than $12 million in requests for the coming year.
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<td>2010-2011 MTSU was awarded $33.4M in extra-mural funds. Selected projects funded: MTSU Center for Research on Aviation Training ($700K NASA); Computational Modeling of Drug-Resistant Bacteria ($89K Department of Energy); Computational Sciences PhD Program ($409K sub award with University of Minnesota/Center for Physical Activity and health in Youth $400K DOE); Tennessee College Financial Planning Project ($1.7M Tennessee Department of Education); $796,000 Early Intervention Services for Infants and Toddlers with Disabilities ($796K Tennessee Department of Education); Expanding Forensic Education ($629K Department of Justice); Professional Development of Vocational Teachers ($1.9M Tennessee Department of Education)</td>
<td>Middle Tennessee State University will develop innovative partnerships to enhance the University's historic and emerging program strengths.</td>
<td>Develop innovative partnerships in MTSU's historical and emerging program strengths.</td>
<td>Deans of Colleges</td>
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**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.

Coordinator of P-16; UP; OCES Annual

**STATUS UPDATE:**

2007-2008 Hosted quarterly Q2M quarterly meeting. Director of Regional Initiatives position advertised

2008-2009 Director of Regional Initiatives hired (jointly funded by MTSU, Rutherford County Chamber of Commerce and TN Office of Economic Development); regional partnership established with TN Valley Corridor

2009-2010 Director of Regional Initiatives developed organization processes and marketing strategies. Hosted a regional conference in partnership with the Tennessee Valley Corridor in November; 2009 with more than 400 attendees from Tennessee and (3) other southern states. Education and Entrepreneurship Committees are actively pursuing goals and defining strategies.

2010-2011 Mind2Marketplace hosted three regional meetings that convened 50-100 business, education and non-profit leaders to discuss emerging sectors in the region (life sciences, sustainability and Information Technology); hosted five entrepreneurial roundtable meetings connecting entrepreneurs with other entrepreneurs and service providers; provided direct assistance to 20 entrepreneurs; partnered with the UT Institute for Public Service on a Federal and State Technology (FAST) grant program which provided funding to host 2 SBIR/STTR proposal writing workshops that convened (50) entrepreneurs who are considering SBIR/STTR grant proposal submission; partnered with UT and Economic Development Business Resource Office (BERO) to support a pilot entrepreneurship program in TN (Creating a Regional Entrepreneurship System in Tennessee- CREST); developed a best practices resource list for T.E.M education for the website and continued to create, support and connect T.E.M education programs, including partnering with MTSU on the Master Teacher Fellow and FirstSTEP grant programs; and successfully built partnerships with higher education institutions, industry, and regional organizations, including Microsoft, Trevecca Nazarene University and the University of Tennessee, to align resources and initiatives to better the middle Tennessee region.

2011-2012 Mind2Marketplace hosted a regional meeting that convened 400 business, education and non-profit leaders to discuss strategic direction for innovation within the region, hosted an entrepreneurial roundtable connecting entrepreneurs with service providers, continued its partnership with the UT Institute of Public Service on the FAST grant program, continued its partnership with UT and BERO on the CREST grant, continued to support STEM education within the region, and solidified its partnerships with industry partners (Microsoft, Bondware, etc.) and other institutions of higher education within the region (UT, TN Tech, TSU, Trevecca, Vanderbilt, technology centers and community colleges) to leverage resources to further innovation to the marketplace in the region.

2012-2013 Mind2Marketplace hosted quarterly meetings targeting growing economic sectors in the region: 3D Printing and Additive Manufacturing in Middle Tennessee and Carbon Fiber Research at the UT Space Institute. An updated website was introduced that aligns with MDM's new focus on conducting technology-centered meetings from the private sector, academic institutional and government organizations.
Strategic Direction

Strategic Objectives

2007-17

Objectives

Responsible Time

Strategic Direction

undergraduate majors increased from 631 in Fall 2009 to 721 in Spring 2010; new hybrid degree programs, 2009-2010

MTSU On-line and hybrid courses taught increased 17% to 455 with 8,261 students (an increase of 1,528 students or 23%) enrolled in MTSU on-line and hybrid courses; MTSU 2007-2008

On-line courses increased to 388 with 6,733 students enrolled in online courses; new on-line programs include: dual enrollment, dual credit, and completer degree; M.S.W.

educational needs of non-traditional students, partnerships to meet the expected growth in the region's Hispanic community with the theme, " Education: The Way to Your Dreams". Partnered with The Elkton Historical Society (Elkton, TN), Matt Gardner Homestead Museum, and the Tennessee Civil War National Heritage Area to continue restoration of a farm that is significant for African American architecture, agriculture and commerce and partnered with historic Franklin, Tennessee to complete a preservation needs assessment for two historic Franklin cemeteries, Rest Haven and City Cemetery (Hist- CHPI). Partnered with The Land Trust of Franklin and hosted a field expedition for LEAD State5th graders at historic Glen Leven in Nashville,

MBA and BBA in Office Management, launched; new online concentrations were

Selected innovative and expanded partnerships: Information Technology Partnership between National Science Foundation, Nashville State Community College, Alabama A & M University and the State of Tennessee, in which students from MTSU and eight other institutions in the state took courses and programs. Dean of University College 2007-2012

Middle Tennessee State University will develop partnerships to meet the expected growth in educational needs of non-traditional students, opportunities in continuing education, and the demand for alternative delivery.

increase distance learning opportunities, i.e., sites, courses and programs.

2012-13

ACT Math Prep, Clark

Description: ACT Math Prep workshops will be provided for juniors and seniors attending low performing, low socioeconomic high schools in Rutherford County. These schools are identified by examining TVA and Tennessee Report Card data. Students are recruited by contacting school guidance counselors who will be asked to consult with their school’s math teachers.

Department: 50 (University College)

Department Contact: Joan Raines (615 898 5554)

Objective: Boost students mathematics knowledge base and help them prepare for their best possible score on the ACT math section.

Help students avoid remedial courses in college.

Review mathematics test content and provide test taking techniques.

ACT IMPACT Score increase to 388 with 6,733 students enrolled in online courses: new on-line programs include: dual enrollment, dual credit, and completer degree; M.S.W., approved by TBR.

2008-2009

MTSU On-line and hybrid courses taught increased 17% to 455 with 8,261 students (an increase of 1,528 students or 23%) enrolled in MTSU on-line and hybrid courses; MTSU develops its first totally on-line degree program (Psychology) for implementation Fall 2009.

2009-2010

Online and hybrid courses taught increased to 10,231 enrollments (UfW 2009 & S2010), a 24% increase over the previous year; Regents Online Degree Program undergraduate majors increased from 631 in Fall 2009 to 721 in Spring 2010; new hybrid degree programs, MBA and BBA in Office Management, launched; new online concentrations were added. The Professional MBA in Healthcare Management courses will be held Fall 2010.

Selected innovative partnerships: Partnered with the NSF, ORNL, North Carolina State University, and the Hupmann-Woodward Medical Research Institute to develop a state-of-the-art facility and user-assess program for neutron diffraction analysis of advanced, complex and functional materials at the High Flux Isotope Reactor of ORNL, and with the Swiss National Science Foundation, ORNL, University of Zurich, and ETH Zurich to structure elucidation at the nano- to micrometer length scales for materials that exhibit interesting properties due to a lack of complete structural order (Chem Dept.). Partnered with the Metro Nashville Public Schools to create two specialized career and theme based academies. McGavock High School became The Academy of Transportation (Auto Dept.), Cane Ridge High School will house the Academy of Architecture and Construction (Concrete Mgt. Dept.). Continued the partnership with Brentwood, Tennessee-based Tractor Supply Company when a professor drove a 1994 Toyota Tercel from Bristol, TN to West Memphis, ARK (1000 plus miles). The car was fueled by the sun and hydrogen from water (Agriculture Dept./Chem.). Partnered with the ISIR Group (Intelligence, Surveillance, and Reconnaissance) and University of Tennessee, Tennessee-based provider of Unmanned Aircraft System Services (UAS) for MTSU to provide FFA Certification via the FAA. This collaboration promises to have a significant impact on next-generation communication systems for unmanned aircraft systems (Auto Dept.). Partnered with the TN Department of Agriculture to support the development of two geothermal, air conditioning and parking sheds to hold MTSU's first geothermal plant, funded by a grant for young farmers until 1002 sale (Agriculture Dept./Chem.). Partnered with the McCormick Foundation (mission is to advance the ideals of a free, democratic society by investing in our children, communities and country) to host a conference to help reporters across the South cover issues involving Islam in their communities (S/oif Jourm) Partnered with Telefuture television (America's #2 Spanish-Language Network in prime time) to broadcast public service announcements to reach out to students and families of the Nashville Area community with the theme, " Education: The Way to Your Dreams". Partnered with The Elkin Historical Society (Elkin, TN), Matt Gardner Homestead Museum, and the Tennessee Civil War National Heritage Area to continue restoration of a farm that is significant for African American architecture, agriculture and commerce and partnered with historic Franklin, Tennessee to complete a preservation needs assessment for two historic Franklin cemeteries, Rest Haven and City Cemetery (Hist- CHPI). Partnered with The Land Trust of Franklin and hosted a field expedition for LEAD State5th graders at historic Glen Leven in Nashville, 2012-13

Selected innovative partnerships: Dr. Andy Brower led a Construct On-line partnerships with BellMood-Bowdoin Preschool to provide music lessons for the Music Enrichment for At-Risk Children program. Caneta Hankins from the Center for Historic Preservation collaborated with Vision 2020 in Red Boiling Springs, TN to make recommendations for the Bank of RedBoiling Springs Adaptive. Dr. Dale Cochrell from the Center for Popular Music partnered with Santa Fe Productions and Pat's Kiddie Recordings, LLC on a documentary for Pat's Fiddle: The Music of America partnered with Lotus Energy Drink...
2012-2013 Ten new Masters of Education Specialist cohorts were established at off-campus locations during the 2012-2013 academic year. These locations include Columbia (two groups); Shelbyville (two groups); Cason Lane Academy; Cedar Grove Elementary in Smyrna; Winchester; Manchester; Clifton; and, Lawrenceburg. One graduate degree (M.S. Aviation Administration) and one undergraduate degree (B.S. in Organizational Communications) have been submitted to TBR for conversion to full online delivery. Three courses developed for accelerated online delivery. The number of online and hybrid course offerings increased by four (4) courses or a 4% increase over previous AY. Enrollments increased by 118 students or 3%.

2012-2013 Nine new Masters of Education and Education Specialist cohorts were established at off-campus locations during the 2013-2014 academic year. These locations include Columbia State Community College/Lawrenceburg, Southside Elementary (Lebanon), Nissan in Smyrna, Blackman Middle School, Volunteer State Community College (Livingston), Tennessee Vocational Education Building in Waynesboro, Motlow State Community College/Fayetteville, Motlow State Community College/Tullahoma, and Coffee County Central High School in Manchester. The Masters of Science in Aviation Administration was approved for delivery online. During the 2013-2014 academic year, two new programs were approved for MTSU's Ministry of Education and Ministry of Faith.

2012-2013 The partnership also allows the Army and Marines to help develop courses and materials for MTSU and involve faculty and students in defense-laboratory research projects. Dr. Stephanie Hobgood and Reeves Rogers Schools; jointly sponsored lecture series with Middle East Center and is developing a series with the Confucius Institute; worked with the Rutherford County Martin Luther King, Jr. Scholarship Board. Jones College of Business partnered with Cumberland Tomorrow and several other groups to develop a regional summit on transportation issues under the banner of The Power of Tennessee. ALH has applied for TBR Access and Diversity Grant to fund faculty travel for scholarly purposes; working with Center for the Arts to get students involved in local theatrical productions (tentative). COE partnered with MT p-16 Council, MTeach, Stanford University/Council of Chief State School Officers (CCSSO), American Association

2009-2010 The Seigenthaler Chair partnered with NewsTrain, which provides journalism and leadership training aimed at the print editor-broadcast producer level, and helped it create and shape its 2010 Nashville conference; partnered with Freedom Forum’s 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 Tomorrow and several other groups to develop a regional summit on transportation issues under the banner of The Power of Tennessee. ALH has applied for TBR Access and Diversity Grant to fund faculty travel for scholarly purposes; working with Center for the Arts to get students involved in local theatrical productions (tentative). COE partnered with MT p-16 Council, MTeach, Stanford University/Council of Chief State School Officers (CCSSO), American Association of Colleges of Teacher Education (ACATE), TBR Teacher Performance Benchmark Achievement Program, TBR Teacher Education Redesign initiative, TBR Teacher Performance Assessment Task Force, TBR Teacher Education Redesign Research and Evaluation Task Force, TBR Teacher Education Redesign Problem-Based Learning Task Force, TBR Teacher Education Redesign Directors’ Board, TBR Teacher Education Redesign Technology Task Force, TBR Teacher Education Redesign Curriculum Task Force, and Middle Tennessee Teacher Quality Consortium. CJA partnered with MTSU Public Safety to provide four-day POST certified seminar for law enforcement training and partners with the Murfreesboro Police Department for CSI mock crime scenes. CLA also has active partnerships 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 Hospital.

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 in-the-eye-sky relay. The new pact studies ways robots on the ground can be used in concert with unmanned vehicles in the air. The partnership also allows the Army and Marines to help develop courses and materials for MTSU and involve faculty and students in defense-laboratory research projects. Dr. Stephanie Hobgood and Reeves Rogers Schools; jointly sponsored lecture series with Middle East Center and is developing a series with the Confucius Institute; worked with the Rutherford County Martin Luther King, Jr. Scholarship Board. Jones College of Business partnered with Cumberland Tomorrow and several other groups to develop a regional summit on transportation issues under the banner of The Power of Tennessee. ALH has applied for TBR Access and Diversity Grant to fund faculty travel for scholarly purposes; working with Center for the Arts to get students involved in local theatrical productions (tentative). COE partnered with MT p-16 Council, MTeach, Stanford University/Council of Chief State School Officers (CCSSO), American Association of Colleges of Teacher Education (ACATE), TBR Teacher Performance Benchmark Achievement Program, TBR Teacher Education Redesign initiative, TBR Teacher Performance Assessment Task Force, TBR Teacher Education Redesign Research and Evaluation Task Force, TBR Teacher Education Redesign Problem-Based Learning Task Force, TBR Teacher Education Redesign Directors’ Board, TBR Teacher Education Redesign Technology Task Force, TBR Teacher Education Redesign Curriculum Task Force, and Middle Tennessee Teacher Quality Consortium. CJA partnered with MTSU Public Safety to provide four-day POST certified seminar for law enforcement training and partners with the Murfreesboro Police Department for CSI mock crime scenes. CLA also has active partnerships 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 Hospital.

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Strategic Direction | Strategies 2007-17 | Objectives | Responsible | Time
---|---|---|---|---
**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 NSCC).

2009-2010 MSCC withdrew from general education/study abroad program; MTSU GenEd Study Abroad at Cherbourg, France on hiatus for Summer 2010 because of too few students; GE Study Abroad will resume Summer 2011; MTSU negotiated with Nashville Metropolitan Schools System to establish an Aerospace Academy for Fall 2010. MTSU, MSCC collaborated in organizing a University Learning Community focusing on retention; dual admissions program with NSCC implemented. P-16 initiatives continued.

2010-2011 The new VPIA in the process of re-evaluating all exchange partnerships and study abroad programs to optimize the curriculum, geographical and fiscal components of increasing MTSU study abroad participation. P-16 Council activities: Partnered with TASSA and Mnd2Marketplace to hold Tennessee Association for School Supervision and Administration (TASSA) Summer Conference (2010); worked with Middle Tennessee Education Center, a partnership between MTSU, MSCC, and Bedford County (serving 52 education students); provided continuing support for MTSU/M.Ed. and Ed. S. cohorts in middle Tennessee via P-16 council contacts (24 cohorts serving 282 students); conducted regular training sessions (led by Dr. Bob Eaker) on Professional Learning Communities with faculty in seven school districts; conducted regular training sessions on Problem Based Learning (led by Dr. Terry Goodin) with P-16 educators in middle Tennessee, other TBR schools, and MTSU’s Learning, Teaching, and Innovative Technologies Center; P-16 teachers were offered STEM seminars (SP 2010) and, as part of the Math Science Education Research Conference.

2011-2012 VPIA has evaluated all exchange partnerships and study abroad programs and implemented a plan to optimize the curriculum, 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 MCCC and CSCC re Early Childhood Education Transfer Articulation, CSCC re RN to BSN, and RSCC, JSCC, and MSCC re Dual Admissions, Concurrent Enrollment, Reverse Transfer, Consortium Agreements, and Cooperative Advising.

2013-2014

### Middle Tennessee State University

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

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

Continue to integrate service learning into the curriculum and incorporate service learning projects.

Director of EXL; Director of ADP

**Annual**

**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 Scholars graduated; 2,653 students participated in projects with community impact; 2,185 community-based projects; 139,561 hours of community impact; over $1,116 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 Kates (English), who has led this and similar student activities at most of the ADP annual meetings.

2010-2011 See EXL and ADP activities above.

2011-2012 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/.

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 192 approved instructors. A few examples of service learning this year, include Golden Ratio Project, Silent Auction for WeeCare 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.

2013-2014

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 completer 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 2008; 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 10 students at MTSU, 11 students at APSU, and 6 students at TSU. A 2+2 Program between MSCC, AST and MTSU BS in Interdisciplinary Studies began in fall, 2010. The final two years of B.B.A. coursework will be offered at MTEC beginning fall, 2011. Dual Admission partnership established with Chattanooga State Community College.

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

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.