

ACADEMIC MASTER PLAN UPDATE 2007 - 2017

Objectives noted in blue are completed

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
GOAL 1: Enhance Academic Quality				
<p>Middle Tennessee State University will increase student academic attainment and encourage students to engage in life-long learning.</p>	<p>Middle Tennessee State University will implement the Student Access, Engagement, and Achievement Plan to increase retention and graduation rates.</p>	<p>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.</p>	<p>UP; Associate VP for Admissions and Enrollment Services; Dean UC</p>	<p>Annual</p>
	<p>STATUS UPDATE: 2007-2008 Fall 2006 - Fall 2007 retention rate 78.69% as compared to 80.85% for Fall 2005 - Fall 2006; 2000-06 graduation rate is 46.84%, 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 Students 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)</p>			
	<p>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.</p>			
	<p>2009-2010 Fall 2008-2009 retention rate was 82.05% as compared to 79.96% Fall 2007-2008 (an increase of 2.09%); 2002-08 graduation rate is 50.49%, 2003-09 rate is 52% (an increase of 1.51%). 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; Off-Campus Housing Fair attended by more than 450 students; 100+ students and their family members participated in end of the year picnic and awards ceremony at Barfield Park in April.</p>			
	<p>2010-2011 Fall 2009-2010 retention rate was 82.3% as compared to 82.05% fall 2008-2009 (an increase of .25%). 2003-09 graduation rate is 52%, 2004-2010 rate is 52.9% (an increase of .9%). Activities for students 25+ include: MTSU was awarded a \$50 K Bernard Osher Foundation grant to support scholarships for 15 adult/re-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 programs designed to meet the needs of non-traditional students, including the Idea Mapping Workshop attended by 110 students; the Off Campus Housing Fair attended by 650+ students; the Brown Bag Enrichment and Development Series -- "Nontraditional Careers for Nontraditional Students"; Nontraditional Student Week in November; Nontraditional Student Potluck Dinner co-sponsored by the JA Center and OWLs (65 in attendance); MTSU sponsored a state-wide Adult Learning Conference. <u>On-line student services: MTSU provides an electronic application process, online registration, online degree audit, an online bookstore available to off-campus students, a distance learning librarian that provides library services, online tutoring services available via SMAR THINKING (http://www.smarthinking.com/), and a web-based tutorial that provides information about these services .</u></p>			
	<p>2011-2012 Fall 2010-2011 retention rate was 79.3% as compared to 82.3% fall 2009-2010 (a decrease of 2%). 2004-10 graduation rate is 52.9%, 2005-2011 rate is 52.7% (a decrease of .2%). The University is implementing strategies to increase retention and graduation rates. See activities for adult students on the June Anderson Center for Women and Nontraditional Students website: http://www.mtsu.edu/jac/. <u>Improvements to on-line services for veterans were implemented with the addition of a vet tab in RaiderNet. Beginning fall, 2012, all new incoming students are assigned an academic counselor who will serve as a retention and success coach throughout their MTSU career. The Osher Foundation grant was renewed, permitting 15 scholarships for non-traditional students for 2012-13. Funds for transfer student scholarships were increased.</u></p>			
	<p>2012-2013 Fall 2011-2012 retention rate was 78.1% as compared to 79.3% fall 2010-2011 (a decrease of 1.2%). 2005-2011 graduation rate is 52.7%; 2006-2012 rate is 51.6% (a decrease of 1.1%). Pilot centralized tutoring center in Walker Library was implemented Spring 2013. The University is implementing Quess for Student Success--a plan to improve retention and graduation successes (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 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.</p>			
	<p>2013-2014 <u>Fall 2012-2013 retention rate was 78.8% as compared to 78.1% fall 2011-2012. 2007-2013 graduation rate is 46.2% (full and part-time students).</u> The University College Advising Center ceased to exist during the fall, 2014 semester. All UCAC advisors except for four, were moved either to the new MTonestop or to the various Colleges. University College retained four advisors to work with current undeclared majors. Beginning fall 2014, MTSU will no longer have undeclared majors. Instead, a plan has been developed to have incoming students who have not yet declared a major declare one of nine new "Macro Majors" or Academic Focus areas. University College Macro Major advisors will work with these students during their first semester at MTSU to help them declare a major based on career path, and other predictive indicators, by the end of their Freshman year. UC Macro Major advisors have received training in the tools necessary to help Macro Major students move successfully into a major. EAD advising software has been purchased for predictive advising analysis and to improve advising processes.</p>			
	<p>2014-2015 Fall 2013-2014 retention rate was 76.2% as compared to 78.8% in the fall of 2012-2013. The University College has implemented a plan to help new incoming freshmen who have not yet decide on a major to make that decision within a semester. That plan includes requiring students to work with the Career Development Center to narrow a career field choice. Then, the undeclared advisors work with students to help them make an informed decision on an appropriate major based on that career field choice. Advisors in University College degree programs have been working with their advisees to create a semester-by-semester, course-by-course degree plan. This will help students know better what course(s) they will be taking each semester, and why they are taking the particular course(s). It is anticipated this will be a powerful tool for retaining adult students.</p>			
	<p>MTSU will review and revise standards for admission, matriculation, and graduation across undergraduate and graduate programs and colleges to ensure consistency.</p>	<p>Review standards to meet and/or exceed peer institutions; review standards for model programs; review standards for programs where demand exceeds resources</p>	<p>UP; Associate VP for Admissions Enrollment Services</p>	<p>2009-2010 Review standards/peer institutions; 2010-2011 Review standards/model programs; 2011-2012 Review standards and whether demand exceeds resources</p>
<p>STATUS UPDATE: 2007-2008 <u>Admissions standards re transfer students were revised:</u> A student transferring with 23 credit hours or less must meet Transfer Admissions Standards (a 2.0 GPA) and Freshmen Standards in order to be admitted; effective Fall 2008</p>				
<p>2008-2009 <u>Developed a Dual Admissions policy;</u> Implemented dual admissions agreement with NSCC; policy may be adopted at the system level</p>				
<p>2009-2010 <u>Conducted a review of the admission standards for MTSU's Funding Peers and Performance Funding NSSE Peers which indicated MTSU's undergraduate admission standards are as high or higher than each of these institutions; additionally, a task force (Leadership Council Sub-group on Admissions, Retention and Graduation) studied MTSU's guaranteed admission standards in relation to increasing retention and graduation rates.</u> 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).</p>				
<p>2010-2011 An inventory of active retention activities for the campus was conducted, which identified 45 programs and services designed to support student success, retention and graduation. A consulting contract with Paskil Stapleton & Lord was established for the purpose of recommending changes in admissions and retention standards consistent with the Complete College Tennessee Act and the recently approved funding formula. Report from the consultants is due during fall, 2011, with recommendations to be sent forward to TBR for review in spring, 2012.</p>				
<p>2011-2012 The consulting firm Paskil Stapleton & Lord was engaged to conduct a review of the Complete College Tennessee Act and make recommendations regarding a strategic enrollment management plan for MTSU. As a result, a draft plan was completed and is under faculty review. Enhanced freshman admissions standards are expected to be forwarded to TBR for approval during AY 2012-2013.</p>				

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time								
	<p>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.</p>											
	<p>2013-2014 Study and planning related to enrollment management to date has resulted in the recently published, Quest for Student Success 2013-2016 (http://www.mtsu.edu/docs/QuestforStudentSuccess.pdf) The plan is a comprehensive, strategic initiative designed to improve retention and completion rates.</p>											
	<p>2014-2015 The Admissions and Standards Committee considered and approved a request by the dean of the University College to change the admissions standards for Dual Enrollment students to more closely match the undergraduate admissions standards. Guaranteed scholarships used for recruiting purposes were revised to attract and support high achieving students. Requirements were adjusted to begin guaranteed scholarships for first time freshmen with a 25 ACT and a 3.5 high school GPA and to TBR transfer students with a 3.0 GPA and 45 earned hours.</p>											
	Middle Tennessee State University will prepare students to become life-long learners.	Meet or exceed the national average score for critical thinking on the CCTST; Increase the scores on the NSSE related to civic engagement items	UP	Per annual performance funding reporting								
	<p>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 2.84/2.83; Learned something that changed the way you understand an issue or concept 2.91/2.89; seniors did not exceed the NSSE average: Voting in local, state, or national elections 2.07/2.11.</p>											
	<p>2008-2009 MTSU average critical thinking score of 18.02 (61%ile) exceeded the national average of 16.8 on the CCTST and exceeded MTSU's 2007-2009 score of 17.7. MTSU's sub score means: Analysis 58%ile; Inference 55%ile; Evaluation 63%ile; Deductive Reasoning 82%ile; Inductive Reasoning 32%ile. NSSE data is forthcoming in August.</p>											
	<p>2009-2010 NSEE results: Responses from seniors improved for 84% of the questions included in this analysis compared to 2006 survey, 15% showed a decline, and one question had identical means in 2006 and 2009. Notable results include: seniors reported increased communication and activities outside of class with both faculty and other students; seniors find their coursework more challenging than in the past; seniors spend more time in meaningful, character -building activities such as community service and volunteer work; seniors spent slightly more time in on-campus jobs (shown by research to increase university loyalty) and less time working in off -campus jobs. (In spring 2009 Graduating Senior Survey completed by 96% of seniors planning to graduate in May, 72% reported working for "Basic Survival Needs"— food, everyday clothing, shelter.) Conclusions: Increasing numbers of courses on campus include activities and exams designed to improve students' critical thinking skills; NSSE question #2 includes elements that reflect the related skills of analyzing, synthesizing, making judgments, and applying what is learned to practical problems or in new situations. Data reflect increased efforts by faculty to improve these indicators.</p>											
	<p>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.</p>											
	<p>2011-2012 Spring 2011 NSSE results: Students who evaluated their entire educational experience at MTSU as positive (good or excellent) rose two percentage points to 84%. Seniors reported their coursework more challenging than in the past, reported increased number of hours spent preparing for class compared to the 2008 and 2009 surveys, are participating more in classes by asking questions and contributing to class discussions, and more students reported plans for, or having already performed, community service or volunteer work. Although these improvements were noted compared to three years ago, MTSU's 2011 results were below those of all NSSE respondents for 68% of the questions. Many were significantly below, as shown on the following comparison of means for each benchmark as summarized below. Note: NSSE groups questions into five types for benchmarking: Level of Academic Challenge (LAC), Active & Collaborative Learning (ACL), Student-Faculty Interaction (SFI), Enriching Educational Experiences (EEE), and Supportive Campus Environment (SCE). Comparison of means for each benchmark is summarized below.</p> <p>MTSU NSSE Statistical</p> <table border="1"> <tr> <td>Benchmark Mean</td> <td>Significance</td> </tr> <tr> <td>LAC 54.3 57.4 ***</td> <td>ACL 48.9 51.3 **</td> </tr> <tr> <td>SFI 39.0 42.0 **</td> <td>EEE 35.4 40.5 ***</td> </tr> <tr> <td>SCE 54.0 59.1 ***</td> <td></td> </tr> </table> <p>Statistical significance: *p<.05, **p<.01, ***p<.001 (2-tailed)</p>				Benchmark Mean	Significance	LAC 54.3 57.4 ***	ACL 48.9 51.3 **	SFI 39.0 42.0 **	EEE 35.4 40.5 ***	SCE 54.0 59.1 ***	
Benchmark Mean	Significance											
LAC 54.3 57.4 ***	ACL 48.9 51.3 **											
SFI 39.0 42.0 **	EEE 35.4 40.5 ***											
SCE 54.0 59.1 ***												
	<p>2012-2013 NSSE was not administered in the 2012-2013 AY.</p>											
	<p>2013-2014 NSSE was administered during the spring semester with a response rate of 15.8%. NSSE results are not yet available and will be reported when received. MTSU average critical thinking score (2012-2013) of 17.1 exceeded the national average of 16.7 on the CCTST..</p>											
	<p>2014-2015 MTSU's critical thinking average of 16.8 is below the national average of 17.1 by -0.3%. See 2014 NSSE summary results at http://www.mtsu.edu/epr/docs/nssesumm.pdf. MTSU uses NSSE survey results to inform institutional planning and at the unit level to inform continuous improvement activities. For example, as an indicator of student engagement or potential for student engagement in research. NSSE data for 2014 compared to 2011 indicate that seniors reported spending time working or planning to "work with a faculty member on a research project" (scale held constant 2009-2014), while increasing numbers "have done" or "plan to" engage in a "culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) [2.64 in 2009 compared to 3.01 in 2014]. MTSU also uses NSSE survey results as an indicator of student engagement in service. NSSE results are tracked over time and used in Performance Funding and Academic Master Plan reporting. NSSE data for 2014 compared to 2011 indicate seniors reported spending more time in meaningful, character-building activities such as community service and volunteer work.</p>											
	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	2008-2009								
	<p>STATUS UPDATE: 2007-2008 Ad hoc pedagogy/evaluation committee established to implement New Student Evaluation of Faculty instrument beginning Fall 2008; ad hoc assessment committee exploring integrated institution-wide assessment software.</p>											
	<p>2008-2009 New Student Evaluation of Faculty instrument implemented Fall 2008. SLOs/Program outcomes consultant, Dr. Ed Rugg conducted series of college workshops in preparation for SACS Fifth-Year Report; IE Plan format updated to reflect changing SACS standards related to SLOs for implementation fall 2009; Ad hoc Assessment Committee convened by Provost with representation from all colleges.</p>											
	<p>2009-2010 College Assessment Committee continues to meet to address SLOs and improvement processes. Updated IE Plan format implemented fall 2009. Coordinator of Learning Assurance hired to support development of SLOS/assessment/continuous improvement for each of the programs in each of the academic departments.</p>											
	<p>2010-2011 An integrative assessment/evaluation software system that includes IE/SLOs management has been identified and is scheduled for campus-wide implementation beginning summer, 2011. College assessment coordinators continue to work on program, department and college assessments.</p>											
	<p>2011-2012 An integrative assessment/evaluation software system (TK20) was purchased and implemented. Phase I: Strategic Planning has been implemented and user training provided. System has been used successfully to complete an University assessment cycle (2011-2012). Phase II: Faculty is scheduled for implementation beginning Spring, 2013. Program assessment met SACS Fifth-year review standards.</p>											
	<p>2012-2013 TK20 Phase II Implementation: Faculty credentials pilot demonstration received for comment and feedback. Implementation now scheduled for early Fall 2013.</p>											
	<p>2013-2014 TK20 Phase II implementation: Faculty credentials module has been received. MTSU will proceed with pilot implementation Summer 2014. I.E. monitored per annual processes and timeline.</p>											
	<p>2014-2015 TK20 Phase II implementation postponed due to software vendor delay. I.E. monitored per annual processes and timeline. An audit was conducted of SLOs for all degree and certificate programs in the Academic Program Inventory. A random SLO quality review was conducted for the purpose of improving assessment.</p>											
	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								
	<p>STATUS UPDATE: 2007-2008 Increased the number of full time faculty by 30; student-to-faculty ratio is 21 to 1. Student to staff ratio is 16 to 1.</p>											

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	2008-2009 On hold due to budget constraints; faculty and/or staff continued to be hired to meet core institutional educational needs.			
	2009-2010 On hold due to budget constraints; faculty and/or staff continued to be hired to meet core institutional educational needs.			
	2010-2011 On hold due to budget constraints; faculty and/or staff continued to be hired to meet core institutional educational needs.			
	2011-2012 Increased the number of temporary faculty positions to address enrollment demands by 22 full-time positions. Increased the number of tenure-track faculty by 17 and advertised to fill in 2012-13. Increased staff positions in key strategic areas such as international education and advising.			
	2012-2013 Converted 30 temporary faculty positions to tenure-track and advertised for FY 2013-14. Created 7 new support staff positions to address understaffing in academic departments with high student/staff ratios.			
	2013-2014 Created new Assistant Vice Provost for Student Success position and one new pre-health advisor position.			
	2014-2015 Created 47 new academic advisors for Quest for Success Initiative. Created Special Advisor for Veterans and Leadership Initiatives position and new Director of Veterans and Military Family Center. Increased the number of temporary faculty positions by 6.			
	Middle Tennessee State University will seek to attract a greater proportion of full-time students, living on or near campus, and further engage them in campus life.	Develop and offer activities to increase student engagement on campus; develop and offer activities to increase alumni engagement on campus	Associate VP for Admissions and Enrollment Services; American Democracy Project Coordinator; VPUA	Annual
	STATUS UPDATE:			
	2008-2009 ADP activities: 4984 pocket copies of U.S. Constitution distributed to faculty for use in classes ; Appointed new Coordinator of ADP; Expanded Constitution Week activities, including a "sign the Constitution" event in front of KUC (210 persons signed), displayed yard signs with the preamble and First Amendment across campus; offer a 1-hr EXL 3010 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: With the reopening of Lyon Residential Complex, Housing and Residential Life completed year the fifth year of the eight year \$70 million renovation program begun in the fall of 2003. Year six began in May, 2008 with the renovation of Cummings Hall, scheduled for completion in August, 2009. Approximately 55% of on-campus bed spaces are affiliated with various academically themed living-learning communities, Music in Monohan, the fine arts affiliated living-learning area in Monohan Hall, welcomed its first "Faculty-in-residence" to the community during 2008-09.			
	2009-2010 ADP activities to advance civic engagement to forefront of the University: joined national ADP eCitizenship initiative, opened active Facebook page to engage and support students' activities; enhanced across-campus coursework, expanded experiential learning opportunities, developed new Raider Learning Community pairings for interdisciplinary teaching, and increased student civic engagement, through proactive Faculty Learning Communities; participated in national forum and webinar on civic engagement; deepened faculty commitment to civic engagement through increased activities of ADP faculty working group; convened campus-wide Roundtable Dialogue on freedom of speech, student political action, and student access to MTSU public space, which resulted in a policy change that affirmed to students the University's strong support for our students' engagement across our campus; participated in Gubernatorial Forum working group to successfully bring gubernatorial candidates to campus and the wider community; significantly increased the numbers, visibility, and involvement of MTSU students in civic engagement through the marked expansion of an active ADP Student Organization; enrolled students in EXL 3030, Civic Engagement Practicum, in which undergraduates did original research, presented at national research conference, matured academically, and connected-the-dots between college and citizenship; took the largest MTSU team ever, both faculty and students, to ADP Annual Conference, presenting papers in three national panels; advanced civic engagement activities and curricula through new Political and Civic Engagement minor, a major-cognate in the Department of Political Science, new Contemporary Issues in Science courses, and a collaboration between the Departments of Chemistry and Physics & Astronomy to bring the Senior Fellow for the National Center for Science and Civic Engagement to campus to connect science to contemporary national and global problems; built upon prior years' efforts to deepen and develop traditions and excitement of Constitution Week by partnering with Walker Library, the Center for Student Involvement and Leadership, the Distinguished Lecture Committee, the LT&ITC, and the John Seigenthaler Chair of Excellence in First Amendment Studies to bring speakers, panels, workshops, a musical performance, and a provocative art display to campus and to increase classroom discussions about the U.S. Constitution to foster civil discourse, pique student intellectual interest, nurture moral reasoning, reinforce American civic history, and advocate for informed involvement in the American democratic process; and furthered the brand of MTSU as the Tennessee university that graduates civically engaged, globally responsible citizens.			
	2010-2011 ADP activities (selected): Expanded Constitution Day programming over two weeks and integrated a greater number of students into Constitutional designs, musical performances, art displays, activities, and planning for upcoming presentations; brought internationally respected Supreme Court correspondent to campus to speak about Supreme Court decisions, changes, and internal processes for decision-making; involved colleges of Liberal Arts, Business, Education, Mass Communication, Behavioral/Health Sciences, Honors and University Colleges, Walker Library, Student Affairs, Center for Student Involvement & Leadership, John Seigenthaler Chair of Excellence in First Amendment Studies, Distinguished Lecture Committee, Development/University Relations, Business and Finance, MTSU Foundation, and WMOT into Constitution Day activities; conducted intensive voter registration drives on campus fall 2010; provided buses to Rutherford County polls throughout the weeks of Early Voting in Tennessee; supplied students individual copies of the U.S. Constitution in classes upon faculty request; facilitated a Faculty Learning Community on Civic Engagement (CE) with significant impact on curriculum integration; generated campus and nation-wide dialogue on how to institutionalize CE, including tenure/promotion criteria to support faculty member's decisions to increase CE components into course materials; showcased CE courses at Faculty Share Fair; hosted a university-wide roundtable brown bag during Scholars Week to discuss transitioning courses within a discipline to implement CE elements; saw germination/colonization of CE programming spreading independently through the campus, e.g., new Chemistry + Tennessee History EXL RLC pairing between the Colleges of Basic/ Applied Sciences and Liberal Arts, the study of the Constitution and the design of Constitutional-concept posters in Graphic Design (Department of Art), the effort by the Department of Political Science to compile a service learning community partners data bank for faculty course projects; joined AASCU Civic Agency initiative and took students to Washington, D.C.; facilitated work and growth of student organizations focused on CE, e.g., the American Democracy Project Student Organization; through students' initiative and partnering with other student groups/Facilities Services participated in Earth Day programming; undergraduates in EXL 3030, Civic Engagement Practicum, participated/led 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 Ed: 260 MTSU study abroad students in 43 countries, 19 MTSU participants in non-academic, not-for-credit programs abroad; 44 int'l students studying here on exchange programs (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 bi-lateral exchange programs; total of 42 faculty involved in int'l education programs/initiatives.			
	2010-2011 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 will be completed May 2011. The existing portfolio of programs and events is well received and generally viewed as high quality, but preliminary results indicate alumni would like more college/departmental activities and communications.			
	2011-2012 Students engaged in the Experiential Learning Program (EXL) activities increased to 5,841 in 196 approved courses. One hundred fifty one students 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 Chairman Jim Leach to campus to speak about civic scholarship; held a First Amendment forum, developed by the John Seigenthaler Chair of Excellence in First Amendment Studies; conducted voter registration drives on campus during summer and fall 2011; supplied individual copies of the U.S. Constitution (c. 4,000) to students in the classes of all interested faculty; generated on-campus and nation-wide dialogue of appropriate ways to institutionalize civic learning and civic engagement through faculty incentives, through discussion of appropriate tenure and promotion criteria to support faculty's 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 and its campus-wide visibility; through their commitment to environmental initiatives, students became involved in State Legislation proposing terminating mountaintop removal in Tennessee: students undertook community organizing and represented MTSU to seniors of the Tennessee Scenic Trails Association, presenting programming on the Tennessee Scenic Vistas Protection Act of 2012; undertook university-wide student survey on MTSU undergraduate voting patterns, guided by the MTSU Poll; presented the results of voting poll and voting research at national ADP meeting in San Antonio, TX; an ADP student served on a national invited panel of experts on student voting; continued campus polling location research, to enlarge discussions with Rutherford County Election Commission (RCEC) on student support for an on-campus polling facility; engaged the Tennessee Higher Education Commission in dialogue on state-wide policy for civic learning in higher education, following the Jan. 2012 release of U.S. Dept. of Education study A Crucible Moment: College Learning and Democracy's Future; took eight students, six faculty, and THEC director to ADP national meeting, June 2012, constituting the largest team (15) from any AASCU university. Int'l Ed: 339 MTSU study abroad students (representing 55 different majors) in 40 countries, 54 MTSU participants in non-academic, not-for-credit programs abroad; 37 int'l students studying here on exchange programs, 22 faculty teaching in study abroad programs or accompanying non-academic groups. Participation in study abroad increased between 2010-2011 and 2011-2012 by 14% and increased by 32% when nonacademic program participation is included.			
	2011-2012 Evaluation of Alumni Survey completed. Selected Alumni Events: Pigskin Pregame (proceeds went to Alumni Legacy Scholarship); Centennial Gala: Homecoming, Spring into Middle, Alumni Spring Weekend, Alumni Summer College; and Alumni Events in Knoxville; and Thailand.			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>2012-2013 EXL activities: ADP activities focused on the national election and on a campus civic health survey. Activities included: expanded Constitution Day (CD) events (09/17/13) across campus with individual CD ceremonies in each of the undergraduate colleges with its own local reading of the U.S. Constitution by deans, faculty and students; hosted a naturalization ceremony on campus for 288 new American citizens in partnership with the U.S. District Court, Middle District of TN, the U.S. Citizenship and Immigration Service, the U.S. Marshals Service, and the Rutherford County Election Commission with Chief Justice of the U.S. Supreme Court, The Honorable Gary R. Wade presiding (the ceremony was broadcast via live-stream simulcast); printed copies of the 19th Amendment to the Constitution in a hands-on do-it-yourself experience on MTSU's replica eighteenth-century printing press at Walker Library; provided almost 6,000 copies of the U.S. Constitution to faculty for use in their classes in Constitution-based curricula; used presidential election (F '12) to advance student political and civic engagement via a voter registration drive in partnership with the Tennessee Citizens Action (TCA), Wake-up And Vote Early (WAVE), Murfreesboro/Rutherford County League of Women Voters (LWV), and the Rutherford County Election Commission (RCEC). Civic health survey activities: met with MTSU Poll and the MTSU FLC on civic learning and civic engagement (to study U.S. Bureau of the Census civic health surveys, compare other AACSU universities' civic health surveys, have teleconferences with National Conference on Citizenship (NCoC) and ADP National); attended civic health workshops; worked with IEPR to formulate survey instrument; used survey as a catalyst to evaluate MTSU data-collection software for adequate recording of civic participation, including faculty/staff and student engagement, as well as relationships with community partners; generated increased student involvement through smaller ADP-student-generated surveys on gender attitudes, veterans' levels of civic engagement, and roles of student government in promoting civic health; and developed four unique survey instruments (undergraduate student, graduate student, faculty, and staff). Approximately 400 MTSU students participated in education abroad programs, 60% of which were in MTSU faculty run Signature programs.</p> <p>2012-2013 Alumni activities: Sponsored SGA Blue Card for students; gave away scantrons and pencils to students during finals week; offered end of semester seminar on "Life After College"; Homecoming/Mixer on Middle Parade Party; 2nd Annual Alumni Spring Weekend; SGA Past Presidents Reunion; 6th Annual Alumni Summer College.</p>			
	<p>2013-2014 ADP focused on institutionalization, through integration of ADP into structure and programs of MTSU Center for Historic Preservation, and expansion of activities with increased community and state partnerships. Activities included: Holding Constitution Day (CD) commemorations 9/17/13 in eight colleges across campus, each college's students, faculty, and staff read Constitution aloud; approximately 800 students participated. Distributing c. 3,000 Constitutions to faculty for use in classroom Constitutional studies. Voter registration drives across campus on CD, National Voter Registration Day 9/24/13, and throughout year, in partnership with Tennessee Citizen Action and the Rutherford County League of Women Voters (LWV), which further supported ADP student involvement with LWV Sponsorship. Immigration and DREAM Act CD debate with Blue Raider Debaters; broad student involvement. Hosting the Tennessee Supreme Court's SCALES (Supreme Court Advancing Legal Education for Students) program on MTSU campus, hearing full arguments in three official Supreme Court cases 10/1/13; approximately 900 students and faculty participated; multiple classes in almost every college prepared students with study of the cases in advance; local Bar Association attorneys served as guest speakers and discussants in MTSU classrooms before the hearings; the cases' arguing attorneys briefed students after the hearings; MTSU students lunched in round-table dialogues with the Supreme Court justices. First-ever MTSU participation in National Conference on Citizenship (NCoC) national conference at the US Institute of Peace, Washington, DC 9/2013. Moderated Arab American Stories screening and panel/community discussion at Scarritt-Bennett Center in Nashville at invitation of American Muslim Advisory Council and Nashville Public Television, showcasing work of ADP MTSU in non-violent communication and community building. Participated in National Issues Forum community discussion on How Higher Education Shapes the Future organized by Rutherford County Chamber of Commerce to discuss shaping the future of Rutherford County and the University's role; hosted by Southern Growth Policies Board, with strong attendance by community leaders and MTSU administration and faculty 11/12/13. Provided MTSU ADP faculty and grad student moderators for LWV candidate forums for City and County elections; debates were televised for public information. Enrolled MTSU in National Study on Learning, Voting and Engagement (NSLVE) conducted by Tufts Univ. Tisch College of Citizenship and Public Service and Center for Information and Research on Civic Learning and Engagement. Connected with AACSU universities across the country in simulcast screening of Former Secretary of Labor Robert Reich film "Inequality for All" followed by live webcast with Sec. Reich 2/20/14; partnered with Blue Raider Debaters and Dept. of Economics & Finance in debate on income inequality preceding Reich film; partnered also with the campus NAACP 2/20/14 in campus dialogue with Tenn. State Representative Brenda Gilmore. Students held multiple "We All Have Issues. What's Yours?" discussions across campus through spring semester to engage student body in ideas for improving campus ethos. Engaged with the Campus Non-Violence Committee 4/25/14 to re-introduce "democracy plaza" planning. ADP students held campus discussion "Building Bridges, Tearing Down Walls," addressing "wicked problems" of race, religion, and ethnicity with non-violence communication 4/25/14, in conjunction with campus diversity organizations. Developed new partnerships with TBR community colleges on civic learning and civic engagement. Took MTSU students and faculty, plus faculty and administration from community college partners, to national ADP meeting in Louisville, KY, 6/5-7/14, toward advancing retention through civic engagement statewide. At ADP national meeting, MTSU ADP advocated for and co-chaired, with Maricopa AZ Community Colleges, national student-voting workshop 6/5/14, in conjunction with Rock the Vote, TurboVote, Fair Elections Legal Network, and Campus Vote Project.</p> <p>Alumni Activities: Tailgating Activities for football; Re-established Senior Day to engage graduating seniors with the alumni office and relevant offices just prior to graduation; Theater event with reception prior, created to bring alumni and their children back to campus; Homecoming activities with Mixer on Middle Party; 3rd Annual Alumni Spring Weekend; 7th Annual Alumni Summer College.</p>			
	<p>2014-2015 Alumni Activities: Homecoming activities: Golden Raiders Reunion-Class of 1964; Alumni Awards Reception (new); Homecoming Parade, featuring Alumni Award recipients; Mixer on Middle; Homecoming Lunch; Hosted alumni at on-campus theater production, American Tall Tales, with Ice Cream Social prior to the show; Offered Alumni Night discount at three basketball games; 4th Annual Alumni Spring Weekend including two academic reunions; 8th Annual Alumni Summer College.</p>			
	<p>2014-2015 ADP determined this year, building on its now-embedded institutionalization within the MTSU Center for Historic Preservation, to take concrete steps to expand its civic learning and democratic engagement (CLDE) initiatives beyond MTSU, across the state, to the wider Tennessee Board of Regents (TBR) institutions. ADP MTSU applied to the National Endowment for the Humanities, for a Bridging Cultures at Community Colleges grant to do just that, and was awarded it. Faculty from Tennessee community colleges Jackson State, Cleveland State, Nashville State at Cookeville, and Dyersburg State at Covington signed on to develop ADP/The Democracy Commitment programs at their own schools. ADP MTSU helped fund some of these national memberships for Tennessee colleges to kick-start wider TBR civic learning efforts. The TBR chancellor and vice chancellor for academic affairs endorsed the application to NEH and is supporting the program going forward. The Tenn. Secretary of State convened the state's coordinators of civic learning and community engagement programs to his office this year, to further a vigorous statewide effort. In higher ed, other TBR universities were approached by ADP MTSU toward our effort as well, and ADP MTSU was recognized nationally by ADP AACSU for the ongoing, productive work at MTSU. That work on our campus included this year a new faculty learning community (FLC) on CLDE, made up of faculty from eight departments from three MTSU colleges, bringing new CLDE course improvements into their own classrooms, to their own students. ADP faculty partner with the MTSU EXL, Raider Learning Community, Reacting to the Past programs, SENCER, and other engagement programs to further student civic engagement. Activities through the year included holding Constitution Day (CD) commemorations 9/17/14 in all eight MTSU colleges, each producing programming unique to its school, students, and faculty, with MTSU coaches and sports teams participating as well as Student Government Association, over 800 students turning out to read the Constitution across campus; and distributing c. 3,000 Constitutions for use in classrooms' Constitutional studies. Voter registration drives across campus on CD and National Voter Registration Day 9/23/14, and throughout year, in partnership with the Tennessee Secretary of State's office, Tennessee Citizen Action, and the Rutherford County League of Women Voters (LWV), generated the largest number of student registrations of any college or university in Tennessee for the fall 2014 elections, as reported by the Tennessee Secretary of State's office. Thorough MTSU student voting data were accessed this year through Tufts University's National Study on Learning, Voting and Engagement (NSLVE) conducted by the Tisch College of Citizenship and Public Service and the Center for Information and Research on Civic Learning and Engagement (CIRCLE), which further supported ADP student engagement. MTSU is modeling NSLVE involvement in Tennessee, hoping all our state's universities will sign up for the study's data analysis. Our local LWV and the wider Tennessee League engaged with and sponsored the work of ADP MTSU again this year, and we in turn provided the League with moderators for candidate forums for public office. ADP MTSU partnered with a huge range of community and state organizations to grow CLDE on campus and across the state, including (in addition to the ones already mentioned) American Muslim Advisory Council/AMAC, Tennessee Immigrant and Refugee Rights Coalition/TIRRC, American Assn of Univ Women/AAUW, Faith and Culture Center/FCC, Family of Abraham, Atlantic Institute, Conexion Americas; and nationally, Campus Vote Project, Fair Elections Legal Network, Religions for Peace, among others. ADP MTSU again took students and faculty to national AACSU ADP meeting in New Orleans, LA, 6/4-6/15, along with some of our new community college partners. With the MT Engage program and other initiatives campus wide, civic learning and democratic engagement are emerging organically across the university such that MTSU is becoming a nationally recognized community of practice, which was discussed nationally for the first time AY14-15. ADP MTSU's online presence was upgraded this year to provide easier access electronically to our many programs.</p>			
	Middle Tennessee State University will exceed NCAA Academic Progress Report (APR) benchmarks annually for student athletes in all sports.	MTSU students will exceed NCAA APR annual benchmarks for all sports	Athletic Director; Director of Student Athletic Enhancement Center	Annual
	<p>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)</p>			
	<p>2008-2009 APR Sports exceeding benchmarks (2007-2008 latest data): Baseball; Football; Women's Basketball; Men's Tennis; Women's Tennis; Women's Golf; Men's Golf; Women's Outdoor Track; Volleyball; Women's Cross Country; Women's Indoor Track; Men's Cross Country; Soccer; Men's Golf; Women's Golf; Men's Tennis; Women's Volleyball; and Women's Volleyball had 1000 APR. Graduation rates were 100% (2002--2003 cohort) for Men's Basketball; Men's Tennis; Women's Basketball; Men's Volleyball; and Women's Golf.</p>			
	<p>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 983, Women's Basketball 1000, Women's Cross Country 1000, Women's Golf 960, Women's Soccer 960, 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 the report year), W Track 60% and W Volleyball 100%.</p>			
	<p>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 983, Women's Basketball 1000, Women's Cross Country 1000, Women's Golf 960, Women's Soccer 960, 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 the report year), W Track 60% and W Volleyball 100%. Coach Rick Stockstill was ranked 10th nationally for the University's APR among Football Bowl Subdivision</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>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 1000 Women's Golf 1000 Women's Softball 978 Women's Soccer 979 Women's Tennis 971 Women's Indoor Track 973 Women's Outdoor Track 1000 Women's Volleyball 1000. The four year multiyear rate for each program was: Baseball 979 Men's Basketball 961 Men's Cross Country 991 Football 983 Men's Golf 1000 Men's Tennis 992 Men's Indoor Track 969 Women's Basketball 968 Women's Cross Country 993 Women's Golf 991 Women's Softball 973 Women's Soccer 976 Women's Tennis 977 Women's Indoor Track 983 Women's Outdoor Track 985 Women's Volleyball 995 Two teams, Men's Golf and Football, were recognized by the NCAA for the second straight year with a Public Recognition Award for scoring in the Top 10 Percent. These results translated into a graduation rate of 63% for the Freshman Student Athletes who graduated within 6 years from MTSU which is higher than the 45% graduation rate for all students at MTSU during that same time period. The sports of Men's Basketball, Men's Golf, Women's Volleyball and Women's Golf all had a graduation rate of 100%. Football (54%), Baseball (63%), Women's Track (83%), Women's Tennis (67%) and Softball (60%) all had a graduation rate over 50%.</p> <p>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 968; Women's Cross Country 885; Women's Indoor Track 969; Women's Outdoor Track 966; Women's Soccer 989; Women's Softball 1000; and Women's Volleyball 1000. 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 Tennis 985; Women's Soccer 977; Women's Softball 995. IPED Graduation rates for each program: Baseball 5 of 5 for 100%; Football 10 of 14 for 71% and 3 of the 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 1 for 100%; Men's Tennis had one freshman who transferred eligible for 0%; Women's Basketball had 3 of 4 graduate for 75% but the one transfer was eligible; Women's Golf had 1 of 2 freshmen for 50% but the transfer was eligible; Women's Track had 1 of 2 for 50%; Women's Soccer 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 63% (72% if transfer students are included) which exceeded the general student population graduation rate of 45%.</p> <p>2013-2014 MTSU exceeded the Academic Progress Rate (APR) benchmark (930) for all sports programs with the exception of Women's Cross Country (857) and Women's Softball (928). Five programs had a perfect 1000 APR: Men's Basketball, Women's Basketball (1018 which includes bonus points for former students returning to graduate), Women's Golf, Men's Golf, and Women's Soccer. Men's Golf and Women's Golf received special recognition from the NCAA for Top 10 Percent. Other sports by APR: Baseball 937, Football 979, Men's Tennis 964, Women's Tennis 957, Men's Cross Country 958, Men's Indoor Track 963, Men's Outdoor Track 962, Women's Indoor Track 971, Women's Outdoor Track 956, Women's Volleyball 962, The four year average APR for all sports exceeded the 930 benchmark for all sports programs. IPED Graduation Rates (6 year) for each program: Football 89%, Men's Basketball 0% (however both transferees to other Universities were eligible when they transferred), Baseball 22% (4 were drafted and left the university to play professional baseball, 1 transferred eligible to a Junior college, and 2 were not eligible when they left the university, both dropped out after the first semester), Men's Track 75% (one athlete left eligible), Men's Golf 100%, Men's Tennis 33% (two transferred eligible), Women's Basketball 66% (one transferred eligible, Women's Track 100%, Women's Tennis (no freshman on aid), Softball 80% (one transferred eligible), Women's Volleyball 50% (two transferred eligible), Women's Soccer 63% (three transferred eligible), Women's Golf 50% (one transferred eligible). The graduation rate for all programs was 64% as compared to the general student population rate of 46%.</p> <p>2014-2015 MTSU exceeded the Academic Progress Rate (APR) benchmark (930) for all sports programs with the exception of Men's Tennis (903). Six programs had a perfect 1000 APR: Baseball, Women's Basketball (1016 which includes bonus points for former students returning to graduate), Women's Golf, Men's Golf, Women's Cross Country and Women's Volleyball (1020 which includes bonus points for former students returning to graduate). Women's Basketball, Men's Golf and Women's Golf received special recognition from the NCAA for Top 10 Percent. Other sports by APR: Baseball 1000, Men's Basketball 938, Football 992, Men's Tennis 903, Women's Tennis 939, Men's Cross Country 957, Men's Indoor Track 971, Men's Outdoor Track 970, Women's Indoor Track 950, Women's Outdoor Track 950, Women's Soccer 981, Women's Softball 940. The four year average APR for all sports exceeded the 930 benchmark for all sports programs. Baseball 966, Men's BB 971, Men's Cross Country 978, Football 973, Men's Golf 1000, Men's Tennis 957, Men's Indoor Track 977, Men's Outdoor Track 973, Women's BB 996, Women's Cross Country 946, Women's Golf 1000, Women's Softball 961, Women's Soccer 987, Women's Tennis 967, Women's Indoor Track 966, Women's Outdoor Track 967, Women's 990. IPED Graduation Rates (6 year) for each program: Football 33%(however, out of 18 freshmen that year 4 athletes were dismissed from that team for violations of team rules, two will return and graduate this fall, 7 graduated and 5 transferred eligible) Men's Basketball 0% (had no students in the freshman class), Baseball 67%, Men's Track 100%, All other Men's Sports 67%, Women's Basketball 50%, Women's Track 50%, All other women's teams 60% The graduation rate for all programs remained higher than the general student population and was 51% as compared to the general student population rate of 46%.</p>			
Middle Tennessee State University will review and improve processes that lead to enhancement of instructional quality.	MTSU will recruit and retain a diverse, highly qualified, and active faculty – both in instruction and scholarship – who develop and deliver exemplary courses of study and engage students in collaborative inquiry.	Continue implementation of Faculty Recruitment Plan; Review relocation, research start-up, and other professional support systems and make recommendations for improvement; Extend mentoring program to new faculty	UP; VPAA; Co-Director for LT&ITC	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 continuously reviewed 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).			
	2010-2011 Relocation, research start-up and other professional support reviewed annually in relationship to budget considerations; Teaching Excellence Mentoring Pilot Program continued to be implemented (led by Dr. Tim Graeff); Two additional Faculty Learning Communities implemented (Problem-based Learning and Civic Engagement); University Learning Community implemented (Retention).			
	2011-2012 Relocation, research start-up and other professional support reviewed annually in relationship to budget considerations. Developed and distributed Faculty Recruitment Hiring Guide to assist departments/ search committees in hiring faculty . Provided training for departments and search committees concerning hiring processes. Teaching Excellence Mentoring Pilot Program continued to be implemented. Three additional Faculty Learning Communities continued (E-Learning, Civic Engagement, and Faculty Professional Development). University Learning Community implemented (Retention).			
	2012-2013 Relocation, research start-up and other professional support reviewed annually for improvement. Teaching Excellence Mentoring Program continued implementation. Two new Faculty Learning Communities focused on professional development and mentoring of faculty: Faculty Professional Development FLC and the Professional Writing FLC. Provost implemented a continuous new faculty orientation program to mentor incoming faculty.			
	2013-2014 Relocation, research start-up and other professional support reviewed annually for improvement. Teaching Excellence Mentoring Program was continued. Three new Faculty Learning Communities focused on professional development: a Mid-Career FLC, a Professional Writing FLC (two groups), and a Writing in General Education FLC. A FLC also pursued the study of Civility and Student Engagement. The Provost continued implementation of an academic year-long New Faculty Orientation Program to mentor incoming faculty.			
	2014-2015 Relocation, research start-up and other professional support reviewed annually for improvement. Teaching Excellence Mentoring Program was continued. Faculty Learning Communities focused on professional development continued: a Mid-Career FLC, a Professional Writing FLC (two groups), and a Writing in General Education FLC. A FLC also pursued the study of Civility and Student Engagement. The Provost continued implementation of an academic year-long Instructional Mentoring Program and a New Faculty Orientation Program to mentor incoming faculty.			
	Middle Tennessee State University will continue to increase support for Walker Library and education information resources and services.	Increase the Library budget each year to enhance staffing, collections, and services; total Library expenditures will meet or exceed the average expenditures of MTSU's new THEC 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.	Dean of the Library	Annual
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 2010 to 2006 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.				

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>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).</p>			
	<p>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%.</p>			
	<p>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 (Gore, 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 \$50,000 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.</p>			
	<p>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 generically to produce and disseminate scholarship in the digital environment; this is a development and training area for our graduate students in all disciplines. In April, 2013, 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 bases. The pilot was successful in this limited test and will be used to expand the study in 2014.</p>			
	<p>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 operational budget to sustain collection expenditures. Focus continues to increase effectiveness of services and collections with the implementation of several technologies to aid students/faculty in searching and to improve utilization of collections and greater emphasis on collection usage with staff assigned to assessment of collections to guide purchase decisions and identify weaknesses. Program reviews of library collections and services for Public History and Literacy Studies during 2014 were positive.</p>			
	<p>2014-2015 Walker Library continued to redirect existing library funding toward collections and technology updates and enhancements support t curriculum changes and sustain an interactive learning environment in the library. The ASERL criteria is based upon an ongoing budget that is approximately \$1mil/year greater than the existing library budget. The Walker Library is focusing on effectiveness and contribution to the student success goals at this time.</p>			
	<p>Middle Tennessee State University will increase the number and value of graduate assistantships to support more full-time graduate students.</p>	<p>Increase the number of full-time GAs; Increase the dollar amount of GAs & GTAs</p>	<p>VPR & Dean CGS</p>	<p>Annual</p>
	<p>STATUS UPDATE:</p>			
	<p>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 67, a gain of 7; dollar amounts remained the same</p>			
	<p>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</p>			
	<p>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 of stipends remained the same.</p>			
	<p>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 PhD GAs increased to 111, an increase of 35; dollar amounts of Master and non-science PhD stipends remained the same; PhD stipends for the 3 new science programs (Computational Science, Mathematics and Science Education, and Molecular Biosciences) was established at \$18,000 per year.</p>			
	<p>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 over 2010-2011; doctoral GA stipends did not change. .</p>			
	<p>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 advisor.</p>			
	<p>2013-2014 Number of 9-month master's GA's was 231, a decrease of 1 from 2012-13; 12-month master's GA's remained the same at 56; and PhD GA's increased to 141, an increase of 13. Stipends for GA's remained the same. Academic Affairs and the College of Graduate Studies awarded 8 Dissertation Writing Fellowships; 5 writing fellows graduated by May 2014.</p>			
	<p>2014-2015 Number of 9-month Masters GAs was 230, a decrease of 1 from 2013-2014; 12-month Masters GAs increased to 57; and PhD GAs increased to 141.75, an increase of 3/4 of an assistantship. Stipends for GAs remained the same. Academic Affairs and the CGS awarded 9 DIssertation Writing Fellowships (1 is a one-time only exception); 3 writing fellows graduated by May 2015.</p>			
<p>Middle Tennessee State University will provide adequate facilities to meet the diverse learning needs of students.</p>	<p>Middle Tennessee State University will increase overall space dedicated to academic programs; classroom, research and creative activities; laboratory facilities; and faculty/graduate assistant offices.</p>	<p>Complete planning for new science building; Complete construction of new science building; Complete planning for new education building; Complete construction of new education building; Develop partnerships to support space needs of innovative programs, i.e., concrete management program</p>	<p>SrVP & UP</p>	<p>2007-2012</p>
	<p>STATUS UPDATE:</p>			
	<p>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.</p>			
	<p>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.</p>			
	<p>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.</p>			
	<p>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; it's 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.</p>			
	<p>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 980 parking spaces, and a new "one stop" facility serving visitors, Admissions, Records, Financial Aid, Scheduling, Bursars Office, and Academic Advising.</p>			
	<p>2012-2013 Construction and move-in planning continue on the Science Building on schedule. Completion is scheduled for fall, 2014, and occupancy is expected prior to the start of spring semester 2015. Design is continuing for the Concrete Industry Management facility to best meet "in-kind" gift proposals by contractors. Turner Universal continues to provide pre-construction services to support the development of the project. Support facilities currently under construction include two new parking decks totaling approximately 980 parking spaces, and a new "one stop" facility serving visitors, Admissions, Records, Financial Aid, Scheduling, Bursars Office, and Academic Advising. The two garages are scheduled for completion this summer, 2013, and occupancy of the Student Services Building is on schedule for summer, 2014.</p>			
	<p>2013-2014 Construction is on schedule to be complete the new Science Building Fall, 2014 and ready for a rolling move-in through the fall, with full occupancy spring semester 2015. Development efforts continue for the Concrete Industry Management facility. Two new parking decks are complete and in use, and the new "one stop" facilities are complete and in-use by staff and students.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>2014-2015 The new Science Building was completed Fall, 2014 and was fully occupied in the Fall, 2014. Renovation has begun of the vacated Davis Science and Wiser-Patten Science buildings to improve lab and classroom space for Physics, Geosciences, Anthropology, Forensic Sciences, Mechatronics Lab, and additional office spaces for academic advisors serving the College of Basic and Applied Sciences. Renovation of the McFarland Building to house improved spaces for the Photography Department is now complete. A renovation of a newly acquired Bell Street Building will house a new College of Business Center for Executive Education. The Bell Street Renovation will also contain new spaces for the Center for Chinese Music and Culture, a partnership with Hangzhou Normal University of China to share information about Chinese music and culture with regional school children. A new building to house Flight Simulators for the Aerospace Department is nearing completion. The renovation of meeting space in the Learning Resources Center for the College of Education Professional Development Center is complete.</p>			
	Middle Tennessee State University will continue to revise and implement a new Facilities Master Plan.	Implement newly revised Facilities Master Plan.	SrVP	Annual
	<p>STATUS UPDATE: 2007-2008 Facilities Master Plan implemented</p>			
	<p>2008-2009 Facilities Master Plan implementation continues.</p>			
	<p>2009-2010 Facilities Master Plan implementation continues as funds become available for renovations and new construction.</p>			
	<p>2010-2011 Facilities Master Plan implementation continues as funds become available for renovations and new construction.</p>			
	<p>2011-2012 The following high priority projects defined by the Master Plan have been completed: New Science Building funded; new college of Education Building completed; new Student Union completed; new Admissions/Visitors' Center under construction; Recreation Center/Health Services addition completed; additional chiller plan completed; plans for relocation of Photography are underway; next phase capital project priorities have been updated to include general academic classrooms and offices in the core campus. The Master Plan land use plan was updated and approved by TBR 05/2012.</p>			
	<p>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.</p>			
	<p>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.</p>			
	<p>2014-2015 The Facilities Master Plan update is underway, and the documentation of existing conditions, and preliminary space analysis planning is substantially complete. Facilities planning continues for the future new Academic Classroom Building, which has been on Tennessee Board of Regents Capital Outlay priority listing since 2012. Planning continues for a proposed new Math and Computer Science Building submitted to the Tennessee Board of Regents as a top priority capital outlay project for FY 2016-2017.</p>			
	Middle Tennessee State University will design and construct a new student center and provide a common space for the comprehensive offering of student services.	Complete planning and construct new student center; complete planning for one-stop student services; Implement one-stop student services plan	Vice Provost for Enrollment and Academic Services and SrVP	2007-2012
	<p>STATUS UPDATE: 2007-2008 Planning for new student center in design stage with bidding anticipated Fall 2008 and groundbreaking Sp 2009; planning for one-stop student services being revisited due to cost</p>			
	<p>2008-2009 New Student Center design is complete, and construction of utilities for project is underway; groundbreaking for main construction project is scheduled for spring 2010. Through the planning process, the one-stop student services is now planned to be part of an adjacent garage project; the garage/one-stop facility is in early planning, but there is no schedule for the project due to funding source evaluation now underway.</p>			
	<p>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.</p>			
	<p>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.</p>			
	<p>2011-2012 MTSU Student Union is on schedule for opening the beginning of fall term 2012. Construction of new student services building and two student parking garages is underway. These projects are scheduled for completion by 2014.</p>			
	<p>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.</p>			
	<p>2013-2014 Completed. Both parking garages were completed and opened for student use for fall, 2013. The Student Services and Admissions Center, home to the MT One Stop, opened March 2014.</p>			
Middle Tennessee State University will develop and implement a comprehensive, strategic assessment process that informs the alignment and use of resources.	Middle Tennessee State University will develop processes that use benchmarks and/or comparative evaluations for continuous improvement and strategic decision-making.	Exceed peer institution benchmarks using: Delaware data; percent of alumni giving; establish college assessment coordinators; all divisions continue I.E. processes	SrVP; UP; VPIT; VPUA	Annual
	<p>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/)</p>			
	<p>2008-2009 Use of Delaware data for budget and IE preparation continued; Alumni giving percentages remain on target at 6% with no increase over 2007-2008; "lost" alumni 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 a realistic benchmark; however, this dramatic increase in alumni numbers may not be reflected proportionally in alumni giving percentage); college assessment coordinators appointed for all colleges; all divisions continue I.E. planning and implementation (see http://frank.mtsu.edu/~mtsacs/)</p>			
	<p>2009-2010 Use of Delaware data for faculty staffing evaluation (most colleges), budget, and I.E. preparation continued. Alumni giving continues to track at approximately 6% participation; Senior Gift Challenge initiative averages 10-12% participation per semester. All divisions continue I.E. planning and implementation (see http://frank.mtsu.edu/~mtsacs/).</p>			
	<p>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/).</p>			
	<p>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/).</p>			
	<p>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.</p>			
	<p>2013-2014 I.E. processes continued per assessment annual timeline. University Strategic Planning Committee met to review University planning processes and timelines. New Academic Master Plan process was begun Fall 2013. Preparation was begun for compliance audit and QEP for SACSCOC reaccreditation (YOR is 2014-2015 with reaffirmation targeted for Spring 2016). Annual Giving to MTSU continues to grow and exceed national peer norms.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>2014-2015 I.E. processes continued per assessment annual timeline. New Academic Master Plan process produced a draft of plan for 2015-2015. Awaiting approval from the President and TBR. Compliance audit completed for SACSCOC reaccreditation and QEP process is on target. New QEP will focus on: MT Engage. MTSU annual giving exceeded national peer norms.</p>			
	<p>Middle Tennessee State University will continue to identify and develop signature programs that meet the needs of the region.</p>	<p>Conduct an internal and external scan to determine viable signature programs aligned with regional needs; develop programs to align with identified regional needs:</p>	<p>UP</p>	<p>Annual</p>
	<p>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.</p>			
	<p>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.</p>			
	<p>2009-2010 Ph.D.'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.</p>			
	<p>2010-2011 TBR approved the Actuarial Sciences concentration in MSPS 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 (05/24/11); the B.S. in Dance has been approved by TBR and awaits THEC approval. A Graduate Certificate in College and University Teaching and 3 new certificates in RODP MSN are awaiting TBR approval.</p>			
	<p>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)</p>			
	<p>2012-2013 The Ed.D. in Assessment, Learning and School Improvement will be implemented Fall 2013. TBR approved new MSPS concentration in Engineering Management, MS in Management (THEC approved (09/09/2012), substantive changes to Secondary Education Minor Mteach, conversion of MS in Aviation Administration to online, MS in Management (THEC approved (05/02/2013), an Applied Physics concentration, BS in 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.</p>			
	<p>2013-2014 The following curriculum program proposals/changes were approved by TBR: M.S. in Criminal Justice Administration – Revised Joint Operating Agreement with Tennessee State University; Foreign Languages and Humanities – new undergraduate minors in Humanities, Italian, and Japanese (within B.S. & B.A.); B.A. in Global Studies degree designation changed to B.S., title changed to Global Studies & Cultural Geography, and a new concentration in Cultural Geography; and a new undergraduate Certificate in U.S. Culture & Education (for international students). Letters of intent or program proposals have been submitted to TBR/THEC for the following programs: M.S. in Finance (pending approval by TBR/THEC); M.S. in Genetic Counseling (letter of intent approved by TBR/under review by THEC); B.S. with Individualized Major (letter of intent approved by TBR/under review by THEC); M.L.S. in Library Science (letter of intent approved by TBR / under review by THEC); M.A. in Liberal Arts (under TBR / THEC review); M.P.S. in Professional Studies (online) - new concentration in Human Resources Leadership (awaiting approval at TBR); D.N.P. in Advanced Nursing Practice (letter of Intent for joint degree with Tennessee State University approved by TBR / under review by THEC); B.S. in Theatre with Teacher Licensure Option (proposal approved by TBR / awaiting THEC approval); Health and Human Performance - new undergraduate minor in Somatic Movement Education (under review by TBR); Change M.A. in Music degree designation to Master of Music (M.M.)(under review by TBR); and Management and Marketing—a new undergraduate minor in Not-for-Profit Management (under review by TBR).</p>			
	<p>2014-2015 The following curriculum proposals / changes were approved by TBR / THEC during 2014-15: B.S. in Theatre, M.S. in Finance, M.A. in Liberal Arts, M.L.S. in Library Science, B.S. in Philosophy, B.A. in Anthropology, B.A. in International Relations, B.S. in History. In addition, the B.S. in Speech & Theatre was renamed Speech Language Pathology and Audiology, the concentration in Communication Studies was moved to the Organizational Communication major. New minors were approved in Forensic Anthropology, Cultural Geography, and Unmanned Aerial Systems. New graduate and undergraduate concentrations were approved in: Agriculture Education Leadership(M.Ed. in Administration and Supervision, Health Care Management (M.B.A), Music Business (M.B.A.), Not-for-profit Management (B.B.A.). Letters of intent/notification have been submitted to TBR/THEC and approved for the following programs: B.S./B.A. in Dance, B.S./B.A. in Religious Studies.</p>			
	<p>Middle Tennessee State University will establish itself as a leader in mathematics and science education.</p>	<p>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</p>	<p>Dean of CBAS; Dean CEBS</p>	<p>2007-2008 Establish TMSTEC; 2007-2008 Increase grant support; 2007-2008 Develop and submit Ph.D. proposals</p>
	<p>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.</p>			
	<p>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.</p>			
	<p>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.</p>			
	<p>2010-2011 Completed.</p>			
	<p>Middle Tennessee State University will examine current academic structures to determine their effectiveness in meeting the mission of the University.</p>	<p>Begin preliminary discussion to explore new academic structures, i.e., College of Visual and Performing Arts, College of Health Sciences and a University College</p>	<p>UP</p>	<p>2008-2009</p>
	<p>STATUS UPDATE: 2007-2008 New College ad hoc discussion group convened Summer 2008; stand alone education college discussion group convened Summer 2008</p>			
	<p>2008-2009 Ad hoc Education College committee report submitted to President; New college proposals submitted per Positioning for the Future recommendations</p>			
	<p>2009-2010 President McPhee approved a proposal to clarify the focus of the College of Education and Behavioral Sciences and a name change to the College of Education; additionally, he approved the restructuring of the College of Continuing Education and Distance Learning to the University College and established the new College of Behavioral and Health Sciences (approved by TBR 05/24/10). Implementation of the proposed restructuring is pending awaiting THEC approval.</p>			
	<p>2010-2011 Restructuring approved. Completed.</p>			
	<p>Middle Tennessee State University will examine current academic University processes and procedures to determine their effectiveness in meeting its mission.</p>	<p>Review the integration of SLOs and strategic planning goals; review resource use for efficiency and effectiveness</p>	<p>SrVP; UP</p>	<p>2008-2009</p>
	<p>STATUS UPDATE: 2007-2008 Budgeting review to incorporate \$5.1 M cut completed; budget building scenarios implemented</p>			
	<p>2008-2009 SLOs under review in anticipation of SACS Fifth-Year Report; President appointed Positioning for the Future workgroups, received recommendations for review; began implementation of selected recommendations.</p>			
	<p>2009-2010 Integration of SLOs and strategic planning continues in accord with the TBR and THEC planning cycles and in anticipation of the SACS Five-Year Report. All academic departments required to review SLOs during AY 2009-'10 and provide evidence of using assessment to improve learning (see http://frank.mtsu.edu/~mtsacs/). Budget reviews continue to focus on budget cuts in anticipation of loss of stimulus funds 07/01/11.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>2010-2011 All academic departments, as well as other University units, required to review IE plans during AY 10-11 and provide evidence of using assessment to improve (see http://frank.mtsu.edu/~mstsacs/). 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.</p>			
	<p>2011-2012 All academic department and other University units, required to review and complete IE plans for the AY 2011-2012 budget/assessment cycle. (See http://frank.mtsu.edu/~mstsacs/). Budget reviews and planning continue to focus on meeting core needs in a climate of reduced state funding. See Strategic Plan Update at http://www.mtsu.edu/iepr/docs/splan10.pdf.</p>			
	<p>2012-2013 All academic department and other University units, required to review and complete IE plans for the AY 2012-2013 budget/assessment cycle. (See http://frank.mtsu.edu/~mstsacs/). Budget reviews and planning continue to focus on meeting core needs in a climate of reduced state funding. See Strategic Plan Update at http://www.mtsu.edu/iepr/docs/splan10.pdf. University completed successful SACS Fifth-Year Review and will begin preparation for SACS reaffirmation of accreditation (2016) this fall. Preparation for a revised Academic Master Plan and Facilities Master Plan will begin fall 2013.</p>			
	<p>2013-2014 All academic department and other University units, required to review and complete IE plans for AY 2013-2014 budget/assessment cycle. (See http://frank.mtsu.edu/~mstsacs/). Budget reviews and planning continue to focus on meeting core needs in a climate of reduced state funding. Quest for Student Success Plan identified as top University priority. See Strategic Plan Update at http://www.mtsu.edu/iepr/docs/splan10.pdf. University began preparation for SACS reaffirmation of accreditation (2016). Process for a revision of the Academic Master Plan and Facilities Master Plan began fall 2013.</p>			
	<p>2014-2015 All academic department and other University units required to review and complete IE plans or AY 2014-2015 budget/assessment cycle. See IEARs for 2014-2015 for all degree/certificate programs. See Strategic Planning Integration Chart at http://www.mtsu.edu/AMP/docs/plgintch2010-2015.pdf. Budget reviews and planning continued to focus on meeting core needs in a challenging budget climate. Quest for Student Success plan at http://mts.edu/docs/QuestforStudentSuccess.pdf, continues to be the University's number one strategic priority. See MTSU Strategic Planning Goals Annual Report at http://www.mtsu.edu/iepr/docs/splan10.pdf. The University completed its Compliance Audit for SACSCOC reaccreditation (site visit March, 2016). Both Academic Master Plan and Facilities Master Plan planning completed for implementation fall 2015.</p>			
	<p>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.</p>	<p>Integrate and adapt technology systems to support best practices in teaching, learning, research and services; align resources with emerging technologies to provide appropriate administrative services to support all aspects of the University enterprise.</p>	<p>VPIT</p>	<p>Annual</p>
	<p>STATUS UPDATE:</p> <p>2007-2008 Educational endeavors: Conversion to a new TBR system-wide learning management system completed; faculty and students are using the new system to support on-ground, hybrid and online courses. Academic and statistical software support and other web-based resources provide research and service avenues for faculty and staff. A new web server expands the ability of faculty and staff to use emerging technologies to meet their learning, research and service goals.</p> <p>2007-2008 Administrative services: Advances in administrative support continue with full deployment of Banner administrative suite and integration with campus resources; use of web content management system continues as a support to units for improving and managing department/unit web pages.</p> <p>2008-2009 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.</p> <p>2008-2009 Administrative services: Administrative computing support is provided with continuing advancement of the Banner system's integration with campus procedures. Deployment continues on the Luminis Content Management System for improving and managing department/unit web pages. Launched a new online reporting system to provide feedback on the student evaluation of teaching effectiveness process.</p> <p>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 is provided to allow faculty and staff to meet learning, research and service goals. Purchased a virtual environment "island" and began the creation of a Second Life Learning Community. Academic and statistical software support and other web-based resources continue to provide research and service avenues for faculty and staff.</p> <p>2009-2010 Administrative services: Administrative computing support was provided with upgrades to the Banner and Luminis systems and numerous other products to provide integration with campus procedures. Implemented the Banner Document Management Suite to allow digital archiving of records. Completed a web page redesign project developing 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.</p> <p>2010-2011 Educational endeavors: Support (system administration, instructional design consultation and software training) for the TBR system-wide learning management system continued with assistance and encouragement for faculty to use 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.</p> <p>2010-2011 Administrative services: Administrative computing support provided upgrades to the Banner and Luminis systems and numerous other products to provide integration with campus procedures. Expanded the use of the Banner Document Management System to include more administrative offices and business procedures; Continued conversion of web sites into the content management system to promote currency of content as well as consistency in branding and navigation through the MTSU web domain.</p> <p>2011-2012 Educational Endeavors: Support (system administration, instructional design consultation and software training) continues assisting with and encouraging faculty use of instructional technology tools, including the TBR system-wide learning management system for on-ground, hybrid and online courses. The addition of an instructional design specialist position increased resources available to faculty in course and curricular design. Implemented new technologies for multimedia, collaboration, student feedback, plagiarism detection and other emerging technologies to support faculty and staff in meeting learning, research and service goals. Knowledge, skills and support for mobile pedagogies increased. Academic and statistical software support and other web-based resources continue to provide research and service avenues for faculty and staff.</p> <p>2011-2012 Administrative Services: Administrative computing support provided with upgrades to the Banner ERP and Luminis portal systems and numerous other products that provide enterprise data integrated with campus business processes. Use of the Banner Document Management System was expanded to include more administrative offices, academic colleges, and business procedures; initiated a student development team to create a MTSU mobile application accessing student, way finding, directory and other campus information. Continue to collaborate with other divisions to design MTSU's first comprehensive one-stop shop for student services. Completed installation and conversion to a new web content management system encouraging consistency in branding and navigation and positioning the site for further revitalization.</p> <p>2012-2013 Educational Endeavors: Support (system administration, instructional design consultation and software training) continues assisting with and encouraging faculty use of instructional technology tools, including the TBR system-wide learning management system for on-ground, hybrid and online courses. Instructional design and instructional technology support is increasingly used by faculty in course and curricular design. Implemented new technologies for multimedia, collaboration, mobile learning and other emerging technologies to support faculty and staff in meeting learning, research and service goals. Faculty learning communities in multiple topics have been supported and actively involve faculty in teaching/learning, research and scholarship. Academic and statistical software support and other web-based resources continue to provide research and service avenues for faculty and staff.</p> <p>2012-2013 Administrative Services: Administrative computing support provided through new software development and through upgrades to the Banner ERP, RaiderNet Self-service, and PipelineMT portal systems and numerous other products that provide enterprise data integrated with campus business processes. The Argos reporting writing tool was rolled out to several new offices and interactive dashboards were created to enable better analysis of Student Progression and Transfer data related to State funding formulas. Banner Workflow was expanded to automate additional business processes including expediting scholarship awards, new mobile apps were developed for students, and new RaiderNet functionality was added for students and faculty. Continue to collaborate with other divisions to design MTSU's first comprehensive one-stop shop for student services. Continue to collaborate with the Department of Marketing Communications and other university units in improving communication and marketing through digital signage and a web revitalization project.</p> <p>2013-2014</p> <p>2013-2014 Educational Endeavors: Support (system administration, instructional design consultation and software training) continues assisting with and encouraging faculty use of instructional technology tools, including the TBR system-wide learning management system for on-ground, hybrid and online courses. Instructional design and technology support continues to be widely used by faculty. Course redesign efforts have been facilitated by support staff and new technologies for multimedia, collaboration, mobile learning and other emerging technologies have been used increasingly used by faculty in course and curricular design. Faculty learning communities in multiple topics continue to be supported and actively involve faculty in teaching/learning, research and scholarship. Academic and statistical software support and other web-based resources continue to provide research and service avenues for faculty and staff.</p> <p>2013-2014 Administrative Services: Administrative computing support continues through new software development and through upgrades to the Banner ERP, RaiderNet Self-service, and PipelineMT portal systems and numerous other products that provide enterprise data integrated with campus business processes. Through collaboration with Computer Science, a new Schedule Planner feature using real-time course data was added to the PipelineMT login page. New student success related reports and new dashboards have been developed in the Argos reporting environment and work has begun on several student success predictive analytics projects. New MTSU mobile app features were developed and work continues on creating a mobile version of the Academic Progress Report and Schedule Planner for students. Continue to collaborate with the Department of Marketing Communications and other university units in improving communication and marketing through digital signage and a web revitalization project.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>2014-2015 Educational Endeavors: Support (system administration, instructional design consultation and software training) continues assisting with and encouraging faculty use of instructional technology tools. Participating in the TBR system-wide evaluation for awarding a new learning management system contract for on-ground, hybrid and online courses. Course redesign efforts continue through faculty workgroups. Increased focus on course redesign topics has been incorporated in instructional design and technology workshops and consultations. New technologies for multimedia, collaboration and other emerging technologies have been used increasingly used by faculty in course and curricular design. New workshops have been added to address accessibility and universal design issues. Faculty learning communities in multiple topics continue to be supported and actively involve faculty in teaching/learning, research and scholarship. Academic and statistical software support and other web-based resources continue to provide research and service avenues for faculty and staff.</p> <p>2014-2015 Administrative Services: The EAB Student Success Collaborative was implemented providing a predictive analytics platform for advising staff to identify at risk students and manage campaigns to assist those students. Implementation was begun on DegreeWorks, a year-long project to build a new degree progress evaluation system. A Tutoring Attendance Tracking system with reporting was implemented and card swipe readers set up in the Library Tutoring Spot and other satellite tutoring locations. Several new RaiderNet Self-service options were added to assist MT One Stop and Financial Aid with scholarship agreements and other student functions. Research into options for a new campus portal platform was conducted. New features for the MTSU Mobile app were developed for students, namely Academic Progress Report (with mid-term grades) and Schedule Planner. Additional administrative computing support continued through new software development and upgrades to the Banner, RaiderNet Self-service, and PipelineMT portal and numerous other products that provide enterprise data integrated with a variety of campus business processes. Collaboration with the division of Marketing Communications' offices and other university units on web site revisions continues. Communication via digital signage expanded to include signage in more than twenty campus buildings.</p>			
Middle Tennessee State University will cultivate and reward a culture of inquiry and civil discourse.	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
	STATUS UPDATE:			
	2007-2008 All independent interdisciplinary programs report to the VPAA; Organization of International Education under review			
	2008-2009 Organizational structure for interdisciplinary programs and international education under review by UP; Interdisciplinary programs reporting lines changed: African-American Studies, Aging Studies, Women's Studies to Liberal Arts; Center for Popular Music to Mass Communication.			
	2009-2010 Reporting for all centers of excellence, chairs of excellence and/or interdisciplinary programs has been reassigned to the college level with the exception of the Middle East Center which currently reports to the VPAA.			
	2010-2011 Middle East Center has been reassigned to the College of Liberal Arts. VPAA for International Affairs hired. All international programs have been reassigned to the VPAAIA. Completed. No new interdisciplinary programs proposed during AY 2010-2011.			
	2011-2012 No new interdisciplinary programs approved during AY 2011-2012.			
	2012-2013 Interdisciplinary programs submitted to TBR and pending: Master of Arts in Liberal Arts, BS in Mechatronics Engineering.			
	2013-2014 BS in Mechatronics Engineering approved by TBR/THC and program was implemented Fall 2013.			
	2014-2015 Master of Arts in Liberal Arts approved by TBR/THC and program will be implemented Fall 2015.			
	Middle Tennessee State University will encourage scholarly productivity among its students and faculty members.	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	UP; VPR	<p>2010-2011 Establish post-doctoral research fellowship program;</p> <p>2011-2012 Increase GA stipend to peer institution average; Develop reward program;</p> <p>2009-10; increase summer research stipends</p>
	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 CSGS 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 Development of post-doctoral research fellowship program remains on hold due to 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 May 2013. The Graduate Council approved guidelines for making awards for outstanding thesis/dissertation and thesis/dissertation advisor.				
2013-2014 Development of post-doctoral research fellowship program remains on hold. Academic Affairs and the College of Graduate Studies awarded 8 Dissertation Writing Fellowships to support doctoral candidates finishing dissertation research. Five graduated by May 2015. The Graduate Council revised and posted guidelines for making awards for outstanding thesis/dissertations and thesis/dissertation advisor.				
2014-2015 Development of post-doctoral research fellowship program remains on hold. Academic Affairs and the College of Graduate Studies awarded 8 Dissertation Writing Fellowships to support doctoral candidates finishing dissertation research. Six graduated by May 2015 and all 5 by August 2015. The Graduate Council revised and posted guidelines for making awards for outstanding thesis/dissertations and thesis/dissertation advisor. Three VPR research fellowships were awarded for 2015-2016 to further enhance the graduate programs and facilitate the development and submission of external funding proposals (including graduate student support as an expectation of these proposals).				
Middle Tennessee State University will establish at least one new distinguished or endowed professorship on campus within five years and three over 10 years.	Establish an endowed chair in each college	VPUA	Annual	
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 TBR approved establishment of a new endowed Chair of Excellence in Accounting. A search will begin this year to fill that position. Also, a new Chair holder for the Wright Travel Chair in Entrepreneurship has been hired and will join the faculty n Fall 2014.				
2014-2015 Due to delays in the legislative process, matching funds for the endowed Chair of Excellence in Accountancy were not released until this year, delaying the search for the position. The process is now underway and it is anticipated that the position will be filled for the 16-17 academic year. Additionally the University has received commitments for endowed faculty positions in History and Computer Information Systems, which will be filled as funding is realized.				

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	Middle Tennessee State University will promote and support an entrepreneurial perspective on research productivity and technology transfer.	Develop the infrastructure for technology transfer	VPR and Dean CGS	Annual
	<p>STATUS UPDATE: 2007-2008 Office of Research Services, working with the Intellectual Property Advisory Committee and TBR Counsel, received 7 IP disclosures and considered 4 of them suitable for provisional patent applications. One utility patent and zero provisional applications were submitted to SPOT in FY08. Marketing sheets, a presentation, and an outline for a webpage were completed summer 2007. New language regarding IP policy that applies to the FRCAC was written and royalties requested from several faculty projects involving commercialization. The ORS also offered discounted contract research contracts with faculty/student team labor to 4 community-based inventors, but none accepted.</p> <p>2008-2009 IPD&C website (http://frank.mtsu.edu/~research/IPD&C_about.html) updated and expanded; Two MTSU inventors presented their technologies at TN Innovation Conference. Dr. Perry received \$50K grant from TN Technology Development Corporation for his wheel hub motor. (Funding request was ranked the top application in TN). Received venture capital money to develop the motor; Intellectual Property Advisory Committee met; a provisional patent application was filed, and two inventors received and responded to the first office actions for their pending patents.</p> <p>2009-2010 IPAC presented MTSU IPD&C policies and procedures to University community Fall 2009; website updated concurrent with MTSU website update; IPAC committee considered and rejected 3 disclosures; Dr. Charles Perry continues to work with venture capitalist, Dr. Miles Palmer, on developing a hybrid vehicle.</p> <p>2010-2011 IPAC considered 3 disclosures; several inventors are working with TBR counsel Louis Svendsen to develop their IP for possible provisional patent.</p> <p>2011-2012 Two patents were issued and another two are in process (official action expected soon), and one utility and one provisional application were made. IPAC considered 2 new disclosures. Process and procedure for MTAs was developed and 3 MTAs were considered. Dr. Charles Perry is working with partner Orchid International to beta test on a fleet vehicle. A proposal to the Economic Development Administration (with partners ETSU and TTU) was made for support of early stage IP at these universities.</p> <p>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.</p> <p>2013-2014 Several IP / commercialization events were held in collaboration with the Entrepreneurship Department during Global Entrepreneurship Week. Tech Transfer Office director Kevin Boggs spoke about Technology Transfer at U of Memphis and a panel discussion about Resources for Entrepreneurs in Middle Tennessee with participants from TN SMTEC and LaunchTN were held at TN SBDC offices at the Rutherford Co. Chamber of Commerce. Two MTSU faculty participated in SMTEC workshops and two others participated in LaunchTN Venture Match. Two provisional patent applications and four utility patents (including international - PCT) were submitted. One patent issued in April. The IPAC met to consider two disclosures and gained two new members. Commercialization discussions / Letter of Intent for development of the hybrid retrofit kit was signed in Turkey. Discussions about potential commercialization of the FOCUS lab were held. A commercialization letter of intent was signed for commercialization involving the TN Center for Botanical Medicine. MT participated in TechConnect in Washington, DC with 2 inventors.</p> <p>2014-2015 An introductory lunch for key inventors and entrepreneurship advocates began a partnership between business and STEM faculty with support from the Clouse-Elrod Foundation. A followup brainstorming identified opportunities for incorporation of entrepreneurship principles into general education and STEM curricula, as well as an entrepreneurship minor. Steps to create a culture of innovation and entrepreneurship at MTSU through involvement of students and faculty were identified. A panel discussion on Turning Research into Intellectual Property was held during Global Entrepreneurship Week for an audience of 25. Faculty members discussed commercialization plans with 5 entrepreneur center directors across TN in 3 events and 5 meetings. Three MTSU faculty participated in LaunchTN's Venture Match. Eleven disclosures were submitted in FY2015 and six provisional patent and three utility patent applications were submitted - this is a record number in each category. The IPAC met to consider disclosures twice and added one new member.</p>			
	Middle Tennessee State University reaffirms its commitment to inquiry in an environment where the University's Statement of Community Standards and Expectations and the First Amendment values of academic freedom and responsibility flourish.	Incorporate the University Statement of Community Standards and Expectations formally into CUSTOMS; Incorporate the University Statement into New Faculty Orientation; Include the University Statement in Employee, Student and Faculty Handbooks	SrVP; UP; VPSA	2007-2008
	<p>STATUS UPDATE: 2007-2008 University Statement incorporated into CUSTOMS Summer 2008, in New Faculty Orientation, Summer 2008, Employee Handbook, Fall 2007, Student Handbook, Fall 2007, Faculty Handbook, Summer, 2008.</p> <p>2008-2009 Completed.</p> <p>2009-2010 Completed.</p> <p>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.</p>			
Middle Tennessee State University will increase its impact by emphasizing its distinctive programs and its unique contributions.	Middle Tennessee State University will create, implement, and improve strategies to communicate to its various constituencies the impact of its instructional, scholarship, and service activities.	Establish a publications calendar that produces a faculty focused, student focused, and alumni focused publication annually	UP; VPUA	2008-2009
	<p>STATUS UPDATES: 2007-2008 New Associate VP for Marketing hired; student focus publication planned for fall 2008</p> <p>2008-2009 President's 2006-2008 Biennial Report with student/faculty focus published Spring 2009.</p> <p>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.</p> <p>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.</p> <p>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.</p>			
	Middle Tennessee State University will plan and implement a Middle Tennessee State University Centennial 2011 celebration.	Develop a written/pictorial history for alumni and friends of the University; establish a Centennial Committee	UP; VPUA	2008-2011
	<p>STATUS UPDATES: 2008-2009 Centennial publication subcommittee convened, in process of issuing publication RFP for commemorative book; DUR assumed lead in planning University's Centennial Celebration, especially in areas of designing graphics and coordinating and producing marketing materials; Centennial Committee is actively meeting.</p> <p>2009-2010 Planning is proceeding, under the leadership of the Centennial Planning Committee for the formal celebration events during the 2011-2012 year. The Publication committee is working with a vendor to produce an anniversary publication for release in mid-2011.</p> <p>2010-2011 Planning and activities are on schedule for a successful 2011-2012 Centennial celebration. The Centennial anniversary publication is proceeding per schedule.</p> <p>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.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	Middle Tennessee State University will promote the Honors College as a national model program.	Increase funding for student travel to major honors conferences; Increase travel funds for Honors faculty to present at honors conferences; Create a sense of shared purpose among the Honors 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	Dean, College of University Honors	Annual
STATUS UPDATE:				
2007-2008 Honors faculty and students made presentations at TCHC (30), SRHC (1), NCHC (3) and the college hosted the TCHC; Honors faculty and students participated in partnerships with Discovery School at Reeves-Rogers; Increased the number of Honors theses to 28, an increase of 3 over 2006-2007; launched Buchanan Scholars Program with 20 students				
2008-2009 Developed "A Vision for the Future: Master Plan for the Honors College, 2009-2019"; Honors faculty and students made presentations at TCHC, SRHC, and NCHC and the college established a MTSU Leaders Circle, hosted the National Society of Collegiate Scholars; Collage received Columbia Scholastic Press Association Awards: Gold Medalist Certificate and a Silver Crown Award; the <i>Honors Edition</i> received National Collegiate Honors Council Award (2nd place) and the TN College Public Relations Association Bronze Award for Design; Assoc. Dean appointed to <i>Honors in Practice</i> editorial board and two NCHC committees; developed extensive Undergraduate Research and Creative Journal web site ; awarded 12 Study Abroad scholarships; offered new Lee Martin class in Technomics.				
2009-2010 The Honors College's Undergraduate Fellowship Office (UFO) offered numerous seminars to inform students about available fellowships and their application processes; a record six applicants interviewed for Fulbright Fellowships, three of whom were approved by the U.S. Committee, one received a Fulbright to study in Germany, and another is awaiting final word on an application to teach in Portugal. Two honors students named as Emerging Scholars by Phi Kappa Phi Honor Society, and another received a \$5,000 award for graduate study. One student named a member of the USA Today All-Star Academic Team, an honor reserved for 20 students throughout the country. Publications: The Honors College's Newsletter, <i>The Honors Edition</i> , was reformatted into a magazine format and debuted its first color cover; <i>Collage</i> received record rating of 985 of 1000 points to win another Columbia Scholastic Press Association Gold Medalist Certificate. The Honors College accepted <i>Scientia: A Journal of Undergraduate Research</i> and renamed it, <i>Scientia et Humanities</i> , so that it will now include articles from the natural sciences, social sciences, and humanities. The <i>College</i> will publish its on-line inaugural issue in the fall.				
2010-2011 The Dean and Associate Dean made presentations at the national NCHC meeting; Associate Dean is serving on two national committees and one editorial board and has had two articles published in honors journals; Honors Dean published two scholarly books Student Scholarship: Twelve students received support for study abroad and another three are awaiting word on applications to study in China. Two students made research presentations at "Posters on the Capitol" in Nashville, TN and Washington D.C. Additionally, students made research presentations at the American Society for Microbiology and the Tennessee 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. Twenty-two students wrote and successfully defended honors theses, an increase of five over the previous year. The Honors College promoted a new scholarship for students who graduate from high school International Baccalaureate (IB) programs.				
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 theses this year, including its first honors associate (who completed the requirements without having completed freshman/sophomore-level class work). Scholarship outreach was expanded through an increased number of workshops/seminars. A record 10 undergraduates were nominated for Fulbright Awards, six for Fulbright Seminars, four for Goldwater Scholarships, two for Rotary Scholarships and numerous other students for other awards. As of 05/12/11, one student has received a Fulbright Scholarship to Spain and another to Tanzania, and a third is on the waiting list for one in Morocco. For the first time in MTSU history, two students received Goldwater Scholarships for research in the sciences (only 250 are awarded in the U.S. each year), and a third received honorable mention. Another student was one of 22 students chosen worldwide for a University of London program that will also involve foreign travel. A record 21 Honors students have been awarded money for study abroad. The College received its first pledge of \$100,000 to establish a Centennial Scholarship that will support an honors student, received a pledge for a new endowment to support a study-abroad scholarship, and recruited its fifth class of Buchanan students. It raised minimum ACT scores from 25 to 29, which reduced the overall number of applicants but increased the number of recipients who have scores of 33 or above. The honors newsletter was recognized as second best among honors submissions throughout the nation, and its literary magazine has received another Gold Medalist Certificate from the Columbia Scholastic Press Association. The Honors College will soon be publishing the first edition of <i>Scientia et Humanities</i> , and it played a vital part in the publication of a book of poetry entitled <i>Time and Tradition</i> that will mark MTSU's Centennial. The Dean and Associate Dean published scholarly articles over the past year, and they and the Honors Advisor all made scholarly presentations, with the Associate Dean receiving an American Council on Education Leadership Excellence Award for next year. The Honors College held its second open-house for high school students, sent representatives to numerous recruiting events, increased interactions with the McNair Program, and visited a community college campus.				
2011-2012 A record 48 students graduated with University Honors; a record 52 students successfully defended honors theses; and 53 students fulfilled the requirements for the 21-hour honors certificate. In order to meet the high demand for upper-division honors courses, more honors-contract courses were approved and successfully completed by 54 students. To prepare students well for applying for national/international prestigious scholarships/fellowships, graduate school admission, and professional school admission, the Honors College sponsored 43 workshops organized by the Honors Advisor/University Fellowship Office (UFO) with participation from invited guest speakers on topics including the Fulbright Fellowship, Writing the Honors Thesis, Applying to Graduate School, Taking the GRE, Undergraduate Fellowships, and Honors Orientation. The Honors College awarded 26 scholarships totaling \$24,400. A record 12 students applied for the Fulbright Fellowship; 6 students were named finalists with 2 named winners, one for research in Spain and another for teaching in Laos, and 2 were named alternates, one for teaching in Austria and another for teaching in Russia. One student received the Goldwater Scholarship out of four who were nominated. 23 other students applied for other scholarships and fellowships, including the DAAD, MTSU Fulbright, UK Fulbright, Marshall Scholarship, Mitchell Scholarship, Pickering Fellowship, Rangel Fellowship, Rotary Ambassadorial Scholarship, Phi Kappa Phi, Truman Scholarship, and USA Today. The University Honors College recruited its sixth class of 20 Buchanan Fellows selected from a highly competitive pool of 113 applicants with an average ACT score of 31. The Honors College created an Honors Transfer Fellowship, comparable to the Buchanan but intended for incoming transfers with junior status, to be implemented beginning in Fall 2013. The HTF will provide \$7000 per year (\$3500 per semester) for two years (four semesters) to a class of 15 students. A special junior interdisciplinary research seminar is in preparation for the Honors Transfer Fellows to take as a group as part of their required curriculum beginning in 2013-14. The Honors Edition newsletter was upgraded to an all-color Honors Magazine. <i>Collage</i> , the Honors College's magazine of creative expression, received the coveted Gold Crown Award in 2012 (one of only seven in the nation) from the Columbia Scholastic Press Association. The first issue of <i>Scientia et Humanitas</i> , the Honors College's research journal, was published. Following the precedent established by the publication of <i>Time and Tradition</i> , a collection of poems marking the centennial of MTSU, the interim associate dean is editing a multidisciplinary collection of essays, <i>Prison Writing</i> from Boethius to Mehdi Zana, based on the Spring 2012 Honors College Lecture Series on <i>Prison Writing</i> for publication by an academic press. Officers of the MTSU Circle of the Omicron Delta Kappa applied for and received a grant in the amount of \$500 from the Maurice A. Clay Leadership Development Initiative in support of the first "ODK True Blue Leadership Day," an event created to highlight the core values of the "True Blue Pledge." The dean published a revised edition of a book, continued editing an encyclopedia, authored several essays for peer-reviewed journals, wrote book reviews, and participated in an international workshop in Greece. In recognition of his many academic achievements, the dean was awarded the MTSU Foundation's Outstanding Career Achievement Award. The interim associate dean published a major book, submitted a book manuscript, published encyclopedia articles and book reviews, and delivered two invited lectures. The dean coached the MTSU Mock-Trial to a third-place finish at the top national mock trial tournament. The interim associate dean directed and served as a volunteer in the Great Books in Middle Tennessee Prisons program. The associate dean spent the academic year as an ACE Fellow at Kenyon College. He published the lead article in an issue of the <i>Journal of the National Collegiate Honors Council</i> . The University Honors College hosted its third open-house for high school students in Spring 2012 (with 318 visitors in attendance) on Presidents' Day as well 18 different recruiting events throughout the year.				
2012-2013 A record 54 students graduated with University Honors; a record 57 students completed honors theses, and 54 students fulfilled the requirements for the 21-hour honors certificate. Fifty six students enrolled in honors-contract courses, and 14 additional professors were approved to teach honors classes. To prepare students well for applying for national/international prestigious scholarships/fellowships, graduate school admission, and professional school admission, the Honors College sponsored a total of 53 workshops organized by the Honors Advisor/Undergraduate Fellowship Office (UFO) with participation from invited guest speakers on topics including the Fulbright Fellowship, Writing the Honors Thesis, Taking the GRE, Undergraduate Fellowships, and Honors Orientation. The Honors College awarded scholarships to 30 enrolled students and supported an additional 25 students studying abroad; the College also held its first passport day and helped 21 students with passport expenses. The University was the only college in Tennessee designated as being a high-producing institution for student Fulbrights. This year, ten students applied for the Fulbright Fellowship, and five were named finalists. One is currently designated as a Fulbright alternate, and two remain under consideration by their host countries. One student received the Goldwater Scholarship, and another received an honorable mention recognition. One student received a Rangel Award (the only such award given this year to a Tennessean) for graduate study to prepare him for work in the U.S. Foreign Service; another honors student was one of two at MTSU to receive a Benjamin A. Gillman Scholarship for study abroad. Two students have received DAAD awards in Germany, one for a summer internship and another for 10-months of study. Two others received Foundation Scholarships from Omicron Delta Kappa. Other students have applied through the Undergraduate Fellowship Office for UK Fulbright, Phi Kappa Phi, and other national awards. One student has just received word that she is one of three finalists for the Hurston/Wright Award for College Writers that will be presented in October. The University Honors College recruited its seventh class of 20 Buchanan Fellows selected from a highly competitive pool of 116 applicants with an average ACT score of 31.				

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>The Honors College recruited an additional 15 students, from among 38 applicants, for the newly-initiated Honors Transfer Fellowship, and has added a special class UH 3900 (Honors Research Seminar) for these incoming students this fall. At least two incoming National Merit Scholars have accepted newly-created supplemental scholarships of \$1000 a year that the Honors College has created (at least one other has accepted a Buchanan Fellowship), and fundraising for scholarships has increased again this year. The Honors College has hired its first full-time faculty member (Biology), who will devote himself exclusively to honors classes; the college also hired an additional half-time freshman advisor. The College is preparing for another Institute for Leadership Excellence, which will be held in the May session. The Honors Magazine, now a full-color publication published twice a year, was selected as one of the two best among all honors magazines in the nation. For the second year in a row, College, the Honors College's magazine of creative expression, which is also published semi-annually, received the coveted Gold Crown Award in 2013 (one of only three in the nation) from the Columbia Scholastic Press Association. The second issue of Scientia et Humanitas, the Honors College's research journal, was published, and a third, which has garnered the most submissions, is on the way to the publisher; the College established the Deans' Distinguished Research Award to recognize the top three essays in each issue. The MTSU Circle of the Omicron Delta Kappa sponsored a national drive-in conference for the region. The dean and the interim associate dean had highly productive years in terms of scholarship. The dean published a book entitled The Writing and Ratification of the U.S. Constitution, co-edited and contributed extensively to a two-volume Encyclopedia of the Fourth Amendment, published new editions of two existing books, two chapters in books, wrote several essays for on-line publications, presented a paper at a national conference to which he was invited, published a number of book reviews, and has had a new book accepted for publication and another that is currently under consideration for publication. The interim associate dean published A Companion to Boethius in the Middle Ages and has edited a multidisciplinary collection of essays, Prison Writing from Boethius to Zana, based on the Spring 2012 Honors College Lecture Series by MTSU faculty members, which he has submitted to an academic press for publication. He gave scholarly speeches in Denver, Boston, and Nashville; is completing an online exhibition on "Baudelaire's Poe" for the W.T. Bandy Center for Baudelaire and Modern French Studies at Vanderbilt; and published an article and a book review. In terms of service, the dean helped with this year's United Way campaign and continued to speak to local civics clubs and to coach the MTSU Mock-Trial teams, which sponsored a major national tournament and qualified again for national competition. The interim associate dean, who has been nominated for the MTSU Foundation Outstanding Public Service Award, directed and served as a volunteer in the Great Books in Middle Tennessee Prisons program and qualified for a seminar on leadership at Harvard University this summer. The University Honors College hosted its third open-house for high school students in the Spring of 2013 (with 375 visitors in attendance) on Presidents' Day as well 25 additional recruiting events throughout the year.</p>			
	<p>2013-2014 2013-2014 After a dip in university enrollments, the number of honors graduates dropped from a record high of 54 last year to 41 this year, the number of these dropped from a record 57 to 37, and the number of honors certificates from 54 to 40, but 53 students are currently in the thesis pipeline for the next two semesters, and enrollments for the fall are up again. The College provided financial support to 44 students (up from 25 last year) for study abroad, gave honors credit to 48 students who studied abroad, and helped 22 students who attended the second annual passport day that the College sponsored with passport expenses. The college sponsored its first study-abroad class (Dante and the Legacy of Ancient Rome) in which 16 students and four faculty, staff, and spouses participated. The College nominated nine students, for Fulbright Fellowships; three of these were finalists; and two were selected. Two other students received honorable mentions from the Goldwater Foundation. Two honors students won Gilman Awards, one a Boren Fellowship, one a DAAD award for research in Germany, one a place in a Public Policy and International Affairs summer program at Carnegie Mellon Institute, one an Omicron Delta Kappa Foundation Scholarship, and another a Phi Kappa Phi Scholarship. Honors students won the Provost, Community Service, and the Robert LaLance university awards and the state-wide Harold Love award. The College published two editions of its award-winning literary magazine, two of its news magazine, and the fourth successive edition of its journal of undergraduate research. The first class of 15 honors transfer fellows completed their first year, and the applicant pool grew from 38 last year to 58 this year. The applicant pool for the 20 Buchanan Fellowships also grew from 116 to 166. The Honors College awarded scholarships to 25 enrolled students. The College offered its first out-of-state tuition waivers to qualified students who did not otherwise qualify for Buchanan or Honors Transfer Fellowships. The College hired its first full-time faculty member, a biologist who succeeded in helping five students receive Research Experiences for Undergraduates (REUs) at institutions, or equivalent programs, throughout the U.S. He is working with 3 students on a project involving honey bees and bumble bees that was funded by URECA during the summer. The College hosted a special dinner for all Buchanan graduates and awarded medallions; it also commissioned a bronze bust of Dr. James M. Buchanan that will be displayed in the Walker Library. The MTSU Circle of the Omicron Delta Kappa, which the College sponsors, was named a Circle of Distinction by the national office, and Phi Kappa Phi, with which the College is also associated, received a Chapter of Merit Award. The associate dean, the previous interim, who was selected in mid-year after an extensive national search, has published a collection of essays Prison Narratives from Boethius to Zana that grew from an honors lecture series. He also contributed two chapters to books and two book reviews, was elected to serve a two-year term as President of the Poe Studies Association, and continues to direct the Great Books in Tennessee Prisons Program. The Dean has published a second edition of The United States: Questions and Answers, a 16th edition of Essential Supreme Court Decisions, a new book entitled The Re-Writers, and numerous chapters, articles, and book reviews. He continues to appear on local, state, and national media. The College received a \$25,000 donation to begin a new scholarship program to encourage students interested in Native-American studies. Honors student continue to earn 7.21 points above the general average of MTSU students on General Education Field Tests, and the average graduate has a 3.820 GPA.</p>			
	<p>2014-2015 The number of honors students in the fall of 2014 grew from 707 to 774 and the number of seats in honors courses from 1181 to 1218. The College hired an additional full-time advisor, and there was a 9% increase in the number of honors students approved for early registration, a growth in the number of honors contracts, and an increase from 37 to 62 completed theses. The college provided money for 14 students to get passports, for 29 students to study abroad, and for 7 students to receive URECA funding. Nineteen students received annual scholarships, 73 received Buchanan Fellowships, and 28 students received Transfer Fellowships, with the number of applications for the last of these rising 33% over the previous year. Students continued to win a variety of national and international awards. We had one Rhodes Finalist, one Honorable Mention Goldwater award, two Fulbright winners (our sixth consecutive year of two or more), one Critical Language Scholarship, one winner of an Research Experience for Undergraduates (REU) in Paris, France, one winner of a \$5,000 Phi Kappa Phi Fellowship, one winner of a foreign language area study award from Vanderbilt University, four students who received internships at the Oak Ridge National Laboratory, a number participated in internships at the nation's capital, and another who received Minority Health Disparities International Research Training (MHIRT) scholarship. An honors graduate received his Ph.D. from Cal Tech and received recognition the National Energy Research Scientific Computing Center (NERSC) for Innovative Use of High Performance Computing. Another student completed a year of study in Morocco with support from a Boren Scholarship. Honors students won the Presidential, Provost, Robert LaLance, and Howard Love Awards. The Dean has published several books over the past year, and the Associate Dean remains active in leadership roles in a number of professional associations. The College hosted outside speakers as well as sponsored two honors lectures series. The College received an additional \$1.2 million from the Buchanan estate and is planning an unveiling of a commissioned bust of Dr. Buchanan. The College held a special event to honor its founding director and has raised \$20 thousand for a scholarship name in her honor. The Honors News Magazine was named the best such honors publication; College, the literary magazine, was again given the highest award (the Gold Crown Award) by the Columbia Scholastic Press Association. The College continues its productive relationship with the Center for Accelerated Language Acquisition (CALA) and sponsored another visiting artist seminar and an Institute for leadership excellence. Numerous graduates have been accepted into graduation and professional schools.</p>			

GOAL 2: Foster Student-Centered Learning

<p>Middle Tennessee State University will develop and implement academic programs and initiatives that enrich student learning and success through experiential activities.</p>	<p>Middle Tennessee State University will implement the EXL Scholars Program.</p>	<p>Meet identified EXL Program 2007-2008 targets per the SACS QEP</p>	<p>EXL Scholars Program Coordinator</p>	<p>Annual</p>
	<p>STATUS UPDATE:</p>			
	<p>2007-2008 EXL Program yielded: 218 course sections; 3,126 students enrolled; 64 EXL faculty; 15 EXL Scholars; 2,545 students participated in projects with community impact; 2,094 projects with community impact; 136,904 hours of community impact; \$1.095 million dollar impact for community work; all EXL targets were met.</p>			
	<p>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.</p>			
	<p>2009-2010 EXL Program yielded: 247 course sections; 3,906 students enrolled; 93 EXL faculty; 126 EXL Scholars graduated (summer 2009, fall 2009, spring 2010); 3,245 students participated in projects with community impact; 2,971 community-based projects; 160,040 hours spent on community activities; over \$1,280,320 million impact for community work; all EXL targets exceeded.</p>			
	<p>2011-2012 EXL Program yielded: 196 approved courses; 173 approved instructors; 5,841 students enrolled in the program and 151 students who completed the EXL Scholars designation. The EXL QEP received commendation as a model program from the SACS Fifth-Year Review of the program.</p>			
	<p>2012-2013 EXL Program yielded: 237 approved courses; 192 approved instructors; 7,167 students enrolled in the program and 169 students who completed the EXL Scholars designation. The EXL program was reviewed in the SACS Fifth Year Review and received approval with commendation as a model for other QEPs. The EXL Scholars Program also received the Association for Continuing Higher Education (ACHE) South Outstanding Credit Program award.</p>			
	<p>2013-2014 Faculty reported 7,340 students participated in the EXL Program and 128 students received the EXL Scholars designation; 267 courses with 445 sections were conducted by 197 approved instructors; 5,632 students participated in projects with community impact; 4,680 community-based projects were completed with 340,016 hours of community impact; over \$2.7 million impact for community work at \$8 per hour; all EXL targets exceeded. Three workshops were held to assist faculty in adding service learning projects to academic courses. The EXL Program awarded \$6,858 in grants to support community service projects and \$3,500 to support student service with the American Democracy Project. The University College Public Service Committee funded 14 grant applications totaling 23,726 for public service projects.</p>			
<p>2014-2015 EXL Program yielded 9,394 students and 173 students received the EXL Scholars designation; 520 sections of EXL courses were conducted with 224 approved instructors; 45 new experiential learning courses were added; Five workshops were held to assist faculty in adding service learning projects to academic courses. All EXL targets were exceeded. The EXL Program awarded \$22,000 in course redesign grants in FY14-15 to assist faculty in developing curriculum that incorporates opportunities for experiential learning projects. An additional \$14,211 was awarded as grants to EXL faculty members to support course projects and travel. A total of 3 Outstanding EXL Student Awards were presented for a total of \$1,500 recognizing exceptional students for their service work. EXL partnered with Dr. Judith Iriarte-Gross and the MTSU living learning communities to secure a Distinguished Lecture Series grant to bring SENCER (Science Education for New Civic Engagements and Responsibilities) experts to MTSU's campus to conduct workshops with faculty and student groups demonstrating techniques for incorporating civic engagement into science courses. EXL students and faculty also presented their work at state and national conferences and participated in Scholars Day with research projects.</p>				

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	Middle Tennessee State University will enhance its focus on undergraduate and graduate scholarship.	Expand Scholars Week activities	Director, Undergraduate Research; VPR	Annual
STATUS UPDATE:				
2007-2008 2007 Scholars Week activities expanded to include 200 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 250; 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 250 total presentations and six college Scholars Days. The university-wide event again covered the entire Murphy Center track and included a performance tent. Keynote speaker Dr. Eugenie 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 and the judging procedure was successfully revamped to handle the increasing number and types of presentations.				
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 inaugural Summer Research Celebration 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 attendees 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.				
2014-2015 The second Summer Research Celebration on August 1 increased to 44 posters, due to 8 funded URECA research teams (3-7 paid members with a mentor working for 3-8 weeks), a new initiative of the Undergraduate Research Center. The 9th annual Scholars Week expanded due to an excellent CBAS poster session at the new Science Building and an increased number of classroom-based research projects. Keynote speaker Dr. James McClintock spoke about climate change in Antarctica to at least 100 attendees and earlier to ~25 students in a Q&A session. College Scholars Days were held in College of Basic and Applied Sciences, 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.	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; VPIA will be charged to review international education and to develop a comprehensive plan for international education.				
2010-2011 A Vice Provost for International Affairs was hired who will develop a strategic plan and set goals in collaboration with outside consultants to further engage the internationalization effort at MTSU.				
2011-2012 Completed. A MTSU International Affairs strategic plan, that includes recruitment and enrollment goals, was developed and implemented (Fall 2011) to "actualize MTSU's vision of global leadership in scholarship and international engagement". An International Affairs Advisory Committee was created in January 2012.				
2012-2013 The new ICON (International Collaborative Online Network) was piloted with Dr. John Lipinski in the Jennings A. Jones College. Five new active partnerships in strategically identified countries for complimentary academic programs/majors were established.				
2013-2014 Several pilot programs were introduced to align specific majors, specifically Global Studies, Management and Marketing and Political Science, with limited approved and strategically selected semester and summer education abroad programs to significantly increase the number of students going abroad as part of these degree programs and making the experience and course articulations a pre-approved part of the degree program and academic map.				
2014-2015 Working with several faculty, key majors were identified to create international tracks for each available academic map to create a global or international options for incoming first year students. Each major has a secondary global track with a defined and approved education abroad option that fits seamlessly with in the academic map. Options are full year, semester and summer. Approved courses for each identified program (no more than three per-major utilizing the following as criteria for selection; academic merit and course offerings, location and cost) were articulated and placed within separated academic maps to assist faculty and academic advisors. This will have a profound impact on increasing international program participation, retention and graduation rates.				
	Middle Tennessee State University will encourage student participation in co-curricular activities that enhance learning and will provide resources for these activities.	Revise Institute of Leadership Excellence; review Turn-It-In software for faculty use in instruction; renew SMART Thinking on-line tutoring program for student use.	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 and Leadership regularly sponsors an alternative break program during the Fall and Spring semesters. Student learning objectives are set prior to the trip and upon completion of the service experience group leaders facilitate sessions to process and assess student learning outcomes. The Lightning Leadership class participated in the recent Habitat build and processed this experience through in-class discussions. The Issues in Leadership class requires that students identify a problem that impacts their community, research that problem, and facilitate in-class discussion relative to the problem which culminates in a community wide presentation and forum.				
2010-2011 Due to a reduction in the number of on-campus bed spaces available for assignment but not a reduction in the number of participants, approximately 53% of on-campus bed spaces continue to be affiliated with various academically themed living-learning communities. Available communities include Aerospace, Deciding Students, Diverse World-Diverse Arts, First Year Experience, Recording Industry Management, Honors, Music, Nursing, Pre-professional Programs, Women in Science & Engineering and the 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, leadership 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 In software was purchased by IT for campus-wide use.				
2011-2012 696 students participated in paired classes through the Raider Learning Community program. The Raider Learning Community program was expanded to provide block scheduling of four additional paired classes or students beginning fall 2012. Approximately 50% of on-campus bed spaces continue to be affiliated with various residentially based, academically themed living-learning communities. Available communities include Aerospace, Deciding Students, Diverse World-Diverse Arts, First Year Experience, Recording Industry Management, Honors, Music, Nursing, Pre-professional Programs, Women in Science & Engineering and the Global Learning Community.				

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>2012-2013 In fall, 2012, 1481 students lived in various residentially-based, academically-themed living-learning communities which presents approximately 50% 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 & Engineering and the Global Learning Community.</p> <p>2013-2014 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, True Blue, Women in Science & Engineering and the Global Learning Community.</p> <p>2014-2015 In the fall of 2014, 1,953 students lived in various residentially-based, academically-themed living-learning communities which represents approximately 71% 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, True Blue, Women in Science & Engineering and the Global Learning Community. (Student Success) In fall 2014 free tutoring was offered for 165 courses, and for spring 2015, free tutoring was offered for 145 courses. Electronic data collection systems were put into place in spring 2015 showing the following total student usage: 2,416 tutoring sessions, accessed by 912 unique tutees, who were engaged in tutoring sessions for a total of 3,792 hours. In fall 2015, a total of 30 Raider Learning Communities (RLCs), consisting of paired courses, were scheduled for students.</p>			
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.	UP, Deans	2008-2009 Develop plans 2009-2010 Implement plans
	<p>STATUS UPDATE: 2007-2008 COB Executives-in-Residence program continued; COB Entrepreneurship Week initiated Fall, 2007</p> <p>2008-2009 Professional professionals/scholars programs: COB Entrepreneurship Week continued; Philosophy Lyceum continued, Honors Lecture Series continued, Seigenthaler hosted series of media professional forums.</p> <p>2009-2010 The Seigenthaler Chair hosted: Vanderbilt Professor/author Bruce Barry, who discussed "Free Speech on University Campuses: The State of Play,;" Gene Policinski, 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 panel on the Internet and the First Amendment featuring the National Bloggers Association President, attorneys Lew Conner and Steve Wagner, model Liskula Cohen, the Associated Press' general counsel Sri Kasi, and John Seigenthaler; a panel featuring John Seigenthaler, Elaine Jones, NAACP legal counsel, and Richard Land of the Southern Baptist Convention; journalist/author Mark Danner 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.</p> <p>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.</p> <p>The Honors College offered the Fall Lecture Series, the History of MTSU, and a spring series on the Middle East. It hosted: a lecture by Catalin Pavel on "The Secrets of the Lower City of 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 Martin Lecture by Knox County Mayor, Dr. Mike Ragsdale; a seminar by Heather Raffo, 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.</p> <p>COEBS hosted: Professional experts in CJA including among others: Criminal investigators, Dan Roysse, Daniel Porter, Gerrard Rudden, Dr. Vladimir Segevnin, Charlie Wilder, Captain Todd Spearman, and LT. Chris Haynes, Marie Crosson, and Judges Don Ash and David Bragg.</p> <p>In Health and Human Performance, visiting professionals included: Dr. Robert Pangrazi, Professor Emeritus, ASU; Dr. Gregory Heath, Head, Department of Health and Human Performance, UTC and former Lead Health Scientist, Division of Nutrition & Physical Activity, Centers for Disease Control and Prevention; Dr. Dan Gould, Professor of Kinesiology, MSU and Director, 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.</p> <p>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 AMI Design, Inc.; Amanda Guffey, Interior Designer, Collaborative Studios; Mary Pittard, Mohawk Group; Pete Barile, Daniel Paul Chairs; Kent Kyle, Porter Paints; and Holly Meadows, LEED, Powell Design Studio.</p> <p>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"; Tommy Axford, an Outstanding Actuarial Science Alumnus, spoke to students in actuarial-science classes (CBAS); Somaly Mam 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, violence against 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 campus-wide audience (JJCB); Dr. Gary Name, a national expert, spoke on "Take a Stand: Stop Bullying" (JJCB 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 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 (JJCB, Wright Travel Chair in Entrepreneurship and the Young America's Foundation); a Tennessee Sixth Congressional District Candidate Forum was held on campus (School of Agribusiness/Agriscience and Rutherford County Farm Bureau); Elizabeth Davidson, a national expert, lectured on "Harriet Beecher Stowe: A Literary Soldier" (Distinguished Lecture Committee); the fall Honors Lecture Series hosted Dr. Ronnie Littlejohn to discuss "New 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, JJCB, Honors College, CLA, ADP, WPLN); and Dr. Peter Balakian presented a distinguished lecture on "The Armenian Genocide and Modernity".</p> <p>2011-2012 Selected guest lectures include: ADP, the Honors and Liberal Arts Colleges brought Justice Sandra Day O'Connor for a campus-wide lecture; The FIRE sponsored a lecture by Dr. William Bass, world renowned forensic scientist; James Leach, Chairman of the National Endowment of the Humanities presented lectures sponsored by ADP, Walker Library and the Center for Historic Preservation among others;</p> <p>2012-2013 See selected guest lectures, guest lecturer biographies, and academic sponsorships at the following websites: http://mtnnews.com/schloss-lecture/, http://mtnnews.com/category/lectures/page/3/, http://mtnnews.com/category/lectures/page/, http://mtnnews.com/category/lectures/page/2/, http://www.mtsu.edu/honors/fall_lecture_series.php, http://www.mtsu.edu/wistem/, http://mtnnews.com/nutritionist-clark-to-lecture/, http://www.mtsu.edu/music/calendar.php, http://www.mtsu.edu/fire/, http://mtnnews.com/fortney-returns-lecture-s2013/, http://mtnnews.com/foreman-scholars-week/, http://mtnnews.com/bartel-visiting-artist-2013/, http://www.mtsu.edu/womenstu/conference/index.php, http://www.mtsu.edu/lists/index.php, http://mtnnews.com/islamic-scholar-yukleyen-lecture/, http://www.mtsu.edu/music/calendar.php, http://mtnnews.com/world-affairs-seminar-spring-2013/, http://mtnnews.com/world-affairs-seminar-spring-2013/, http://mtnnews.com/category/lectures/, http://mtnnews.com/category/lectures/page/2/, http://mtnnews.com/category/lectures/page/2/, and http://mtnnews.com/category/lectures/page/2/.</p> <p>2013-2014 See selected guest lectures, guest lecturer biographies, and academic sponsorships at the following websites: http://mtnnews.com/schloss-lecture/, http://mtnnews.com/category/lectures/page/3/, http://mtnnews.com/category/lectures/page/, http://mtnnews.com/category/lectures/page/2/, http://www.mtsu.edu/honors/fall_lecture_series.php, http://www.mtsu.edu/wistem/, http://mtnnews.com/nutritionist-clark-to-lecture/, http://www.mtsu.edu/music/calendar.php, http://www.mtsu.edu/fire/, http://mtnnews.com/fortney-returns-lecture-s2013/, http://mtnnews.com/foreman-scholars-week/, http://mtnnews.com/bartel-visiting-artist-2013/, http://www.mtsu.edu/womenstu/conference/index.php, http://www.mtsu.edu/lists/index.php, http://mtnnews.com/islamic-scholar-yukleyen-lecture/, http://www.mtsu.edu/music/calendar.php, http://mtnnews.com/world-affairs-seminar-spring-2013/, http://mtnnews.com/world-affairs-seminar-spring-2013/, http://mtnnews.com/category/lectures/, http://mtnnews.com/category/lectures/page/2/, http://mtnnews.com/category/lectures/page/2/, and http://mtnnews.com/category/lectures/page/2/.</p> <p>2014-2015 See selected guest lectures, guest lecturer biographies, and academic sponsorships at the following websites: http://mtnnews.com/schloss-lecture/, http://mtnnews.com/category/lectures/page/3/, http://mtnnews.com/category/lectures/page/, http://mtnnews.com/category/lectures/page/2/, http://www.mtsu.edu/honors/fall_lecture_series.php, http://www.mtsu.edu/wistem/, http://mtnnews.com/nutritionist-clark-to-lecture/, http://www.mtsu.edu/music/calendar.php, http://www.mtsu.edu/fire/, http://mtnnews.com/fortney-returns-lecture-s2013/, http://mtnnews.com/foreman-scholars-week/, http://mtnnews.com/bartel-visiting-artist-2013/, http://www.mtsu.edu/womenstu/conference/index.php, http://www.mtsu.edu/lists/index.php, http://mtnnews.com/islamic-scholar-yukleyen-lecture/, http://www.mtsu.edu/music/calendar.php, http://mtnnews.com/world-affairs-seminar-spring-2013/, http://mtnnews.com/world-affairs-seminar-spring-2013/, http://mtnnews.com/category/lectures/, http://mtnnews.com/category/lectures/page/2/, http://mtnnews.com/category/lectures/page/2/, and http://mtnnews.com/category/lectures/page/2/.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
Middle Tennessee State University will develop and implement programs and initiatives to assist faculty in developing and maintaining a student-centered learning focus.	MTSU will provide faculty opportunities to develop student-centered learning approaches and to use integrative technologies effectively to enhance student learning.	LT and ITC will implement the Center's faculty development plan.	Co-Directors LT&ITC	Annual
	STATUS UPDATE: 2007-2008 Hosted 20 FD workshops attended by 300+ faculty from 36 fields; hosted Learning Spaces one day workshop (40 faculty attended); 100+ faculty attended 3-part Visual Learning First Tuesday Series; sponsored faculty travel to national T&L conferences; began exploration of faculty learning communities; continued Faculty Mentoring Program; held working breakfast for adjunct faculty			
	2008-2009 Hosted FD workshops attended by 295 +faculty and graduate students from over 50 disciplines; hosted workshop on multicultural teaching issues led by Dr. Peggy McIntosh; piloted new Academy for Teaching Excellence (with added SOTL component) as outgrowth of Faculty Mentoring Program ; initiated first Faculty Learning Community (focus: Effective Teaching Strategies to increase Civic Engagement)			
	2009-2010 See http://www.mtsu.edu/ltanditc/ for listing of faculty development resources and activities.			
	2010-2011 Hosted 26 FD workshops attended by 244 faculty and graduate students; 56 faculty attended 3-part Problem Based Learning First Tuesday Series; hosted a fall Open House attended by 22 faculty and ShareFair attended by 31 faculty; hosted a fall showcase event on "teaching students with disabilities" with 23 attendees; hosted a spring showcase event on "problem based learning" led by Dr. Michael C. Hosokawa with 25 attendees; sponsored 4, year-long faculty development communities, with 38 faculty members participating; and collected 170+ survey responses with faculty needs assessment. See http://www.mtsu.edu/ltanditc/ for complete listing of faculty development resources and activities.			
	2011-2012 Hosted 26 workshops and events that with 360 faculty members and graduate students participating. The Center's Instructional Design Specialist provided individual course consultation to over 40 faculty members. In addition, the Executive Board used the results of the spring 2011 needs assessment to develop new workshop topics that targeted faculty interests, such as the new E-Mobilization Series that focused on helping faculty members find innovative ways to use mobile devices in the classroom to facilitate student learning. The Academy of Teaching Excellence was launched to help new faculty members cultivate excellence in their personal teaching practices, develop professionally, and make connections with other faculty members in the MTSU community. Four first-year faculty were named "Fellows" for meeting or exceeding the Academy's criteria. The Center, in conjunction with Academic Affairs, 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.			
	2012-2013 Hosted 24 workshops and events to support teaching effectiveness at MTSU with a total of 463 participants ranging from faculty members, graduate students, and guests of the university. The Center's video archive of workshops continues to expand, with 21 past workshops now on file. The Center's Instructional Design Specialist provided individual course consultation to 51 faculty members. This consultation included courses that are offered through face-to-face, hybrid, or online delivery. The Faculty Fellows program resulted in approximately 15 faculty members who will have completed the program. The Faculty Fellows have a scholarly interest in teaching and learning and they share their insights by networking with peers, striving to maintain strong teaching standards on campus, and supporting the academic community. The LT&ITC offered a new workshop series entitled "Veteran Student Seminar Series" which brought 124 participants alone to the center to focus on veteran-student issues. The center held "Mobile Mondays" on the second Monday of each month due to faculty interests. Finally, year-long faculty writing groups were newly offered during the past year. Three different writing groups were facilitated, with approximately 20 participants.			
	2013-2014 Hosted 27 workshops and events to support teaching and learning at MTSU with a total of 375 participants ranging from faculty members, graduate students, and guests of the university. The Center's video archive of workshops has expanded to 40 workshops now on file. Faculty members have communicated to The Center's staff that they frequently access workshop archives when unable to attend events in person. The Center's Instructional Design Specialist provided individual course consultation to 51 faculty members. This consultation covered areas including D2L, course re-design, and the flipped classroom design. The Faculty Fellows program grew to 22 faculty participants. The LT&ITC offered a new "Faculty Wellness" workshop series which covers topics such as stress management, vocal coaching, and nutrition and physical activity for faculty members. Three year-long faculty writing groups continue to meet with 28 participants. Finally, the LT&ITC's website has been significantly re-designed to provide faculty members with easier access to information about the Center, including an integrated online calendar and brochure, and to pedagogical resources more generally. Working with FITC staff to coordinate workshops and establish a collaborative presence to faculty has been integral to the website re-design.			
	2014-2015 Hosted 22 workshops and events to support teaching and learning at MTSU with a total of 352 participants. Workshops supported faculty development in student-centered learning approaches such as "The Flipped Classroom," "Teaching without a Textbook," and "Role-Playing as a Pedagogical Tool." The Center's Director of Teaching Excellence provided individual course consultation to 50 faculty members. This consultation covered areas including D2L, course re-design, and the flipped classroom design. The Center's Director of Faculty Development provided approximately 60 individual faculty development consultation sessions. The Faculty Fellows program resulted in 13 faculty participants receiving the formal designation. Four yearlong faculty writing groups met with 18 participants. The Center's Director of Teaching Excellence attended the POD Conference where she presented a poster on the Center's Faculty Wellness Series.			
	MTSU will provide appropriate faculty office and instructional support staff spaces to enhance the student-centered learning environment.	Each full-time faculty member will be provided appropriately defined office space; instructional support staff will be provided appropriately defined space	VPAA	Annual
STATUS UPDATE: 2007-2008 Every full time faculty member will be assigned appropriately defined office space by Sept 1, 2008				
2008-2009 Completed. The University continues to provide full-time faculty and instructional support staff appropriately defined office space.				
2009-2010 Completed. The University continues to provide full-time faculty and instructional support staff appropriately defined office space.				
2010-2011 Although a few English faculty shared offices in 2010-2011 and the closing of the Vaughn House caused temporary relocation of Criminal Justice faculty into a shared space, the opening of the new education building in August 2011 will provide enough new office space to eliminate faculty sharing of offices in 2011-2012.				
2011-2012 The University continues to have a shortage of office spaces, but is using library research studies to meet the demand for office spaces. Some full-time temps have chosen to share office space in order to be close to their department; however, a library research study has been offered to these faculty. Offices are being created in three recently vacated spaces in the KUC for science program advisors, faculty, and graduate students and should be completed by the end of the fall semester 2012.				
2012-2013 The University continues to have a shortage of office spaces and uses the library research studies as offices. Additionally, the University is converting classroom space into additional offices this summer. The new science building will be completed in 2014 and will provide additional office spaces; planning has begun for allocation of the backfill of the old Davis and Wiser science building offices to those departments in most need. Additionally, a new building for the College of Behavioral and Health Sciences was proposed to the state and accepted. The dates for construction have not been determined at this time.				
2013-2014 The university continues to have a shortage of office spaces and uses the library research studies as offices. Although the move to the new science building will result in several vacated offices, these will be occupied by the new academic advisors hired summer 2014. This office shortage will be relieved when the Davis and Wiser-Patton renovation project and the Bell Street office project are both completed in 2016. A new building for Math and Computer Science is being proposed to provide additional office and classroom spaces for the future.				
2014-2015 Offices: The University continues to have a shortage of offices spaces and uses the library research studies as offices. The completion of the Wiser Patten and Davis Science renovation projects in 2017 will create additional offices spaces on the main campus and provide an opportunity to group departmental offices in the backfill of vacated buildings.				
Middle Tennessee State University will engage students in learning through the use of appropriate technologies.	Middle Tennessee State University will develop and implement initiatives to promote information literacy in a rapidly changing technological environment.	Increase library instruction offerings to more fully integrate information literacy into the University's curriculum; Develop a culture of information literacy on campus through increased outreach, networking, faculty development, and collaboration.	Dean of Library	2007-2012; 2008-09: Plan developed and implemented
	STATUS UPDATE: 2007-2008 Director of Information Literacy hired 05/08; Plan to be developed for implementation Fall 2008 that defines learning outcomes for general education courses, introductory major courses, and senior capstone courses; Conversations have begun with various group (MTSU Writing Center, Honors College, Scholars Week, and LT & ITC to promote extracurricular information literacy initiatives.			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>2008-2009 1) Library instruction increased 37% (219 to 300 classes); library faculty focused on increasing number of English 1020 & University 1010 classes seeking formalized instruction; library reached 83% of University 1010 classes in 2008-2009 (as opposed to 78% the previous year) and 41% of the English 1020 classes (as opposed to 24% the previous year); instructional offerings to upper level courses were expanded, including marketing, nutrition, agricultural science, and anthropology. 2) Library partnered with LT&ITC in SP '09 to offer "First Tuesdays" workshop series on Information Literacy to faculty; series consisted of three workshops: "Beyond the Research Paper: Alternative Assignments for Library Research" (by Pozzebon, Vance, and West), "When Wikipedia Fails: Teaching Students to Evaluate Information" (by Vance), and "Copy & Paste Plagiarism: Promoting the Ethical Use of Information" (by Vance); information literacy librarian served on the Scholars Week Committee, hosted a Faculty Publications display in the library, started an outreach program with local high school librarians to promote K-16 collaboration, and continued to do outreach with other on-campus constituents.</p> <p>2009-2010 Library faculty taught 309 classes in 2009-10 (+ 3% from previous year; +41% from 2007-08). The library administered the SAILS Information Literacy exam in Fall 2009 to assess the research skills of incoming freshmen and help target library teaching . The Information Literacy Librarian was also actively involved in the campus-wide Scholars Week Committee's planning and events. Library faculty continued to focus outreach efforts on Univ 1010/2020, Engl 1020, and Comm 2200 classes by offering training workshops for faculty in those departments. The library worked with the University Writing Center to coordinate support for student research and writing.</p> <p>2010-2011 Library faculty taught 467 classes during Fall and Spring semesters. The 51% increase from the previous year reflects the Library's agreement with the English Department that all sessions of English 1020 be required to have a library instruction class. The value to students of this approach is to assure that all incoming freshmen receive library instruction. The Library also developed an online training module to be used with all sessions of Comm 2200. 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 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.</p> <p>2011-2012 Library faculty taught 402 classes this academic year. The continued partnership with the English Department yielded a library instruction saturation rate of 85% for English 1020 course offerings. The Research Commons opened. The library hosted an in-house retreat for instruction librarians to focus on teaching, assessment, and learning outcomes. The library partnered with the LT&ITC to offer a faculty development workshop on information literacy and offered an undergraduate library workshop as part of the University College's Academic Success Series.</p> <p>2012-2013 The library faculty continued their partnerships with campus faculty to reach students at the point of need for library research skills. Walker Library hosts the Academic Student Success Series which provides seminars for undergraduates on a broad range of student focused topics.</p> <p>2013-2014 The delivery of information literacy instruction and the partnership with faculty in the classroom continued in a number of ways. Walker Library taught a total of 311 classes (200 general library instruction and 111 subject specific classes) in research methods and general use of information provided by the library. Librarians were embedded into 55 distant education classes to support students in class. Direct contact with students on a one to one basis was accomplished through 18,200 reference questions (15,000 at the desk and 3,200 via instant messaging) and through 37 research coach appointments that provide extended consultation on the development of significant research papers.</p> <p>2014-2015 Walker Library taught 215 general instruction classes, 111 subject specific classes in research methods to prepare students for college level use of information. In addition, librarians provided 50 in depth consultations in research and 16,452 individual interactions to assist students in their research.</p>			
	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	SrVP; UP; VPIT	2007-2008 Ad hoc committee established; New technologies: annual
	<p>STATUS UPDATE: 2007-2008 Ad hoc committees, consisting of a core of IT, Facilities Services and divisional representatives, and where appropriate, faculty, are established to program the space in all capital and renovation projects; they make recommendations related to incorporating emerging technologies into these spaces and communicate to faculty the opportunities for incorporating emerging technologies in the formal instructional and informal learning spaces (Large projects may also have an ad hoc committee that includes a college instructional technology committee).</p>			
	<p>2008-2009 Process continues.</p>			
	<p>2009-2010 Process continues. The College of Education Building, now under construction, is designed to incorporate emerging technologies in flexible collaborative classrooms, incorporate informal learning spaces, provide wireless access throughout, and contain approximately 1000 student stations total. The new Student Union, also under construction, contains flexible AV technologies and informal learning spaces throughout the building, wireless access throughout, and a computer lab that maximizes collaborative study and research.</p>			
	<p>2010-2011 Information Technology has collaborated with Academic Affairs, Campus Planning and Renovation, faculty and others to plan, design and implement 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 AV technologies and informal learning spaces throughout the building will be provided to maximize the opportunities for collaborative study and research.</p>			
	<p>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.</p>			
	<p>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.</p>			
	<p>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 KOM with the mobile furniture and technology identified as preferred by MTSU students in the latest SGA survey.</p>			
	<p>2014-2015 Classrooms: TAF funds continues to be allocated to update classrooms and instructional technology in older buildings such as Kirksey Old Main, Peck Hall, and Boutwell Dramatic Arts and to replace equipment in newer buildings such as Mass Communications Building and Business and Aerospace Building. Mobile carts are being replaced by fixed computers and flat panels in Peck Hall. The new science building has flat panels and ceiling mounted document cameras, plus it is the first building that is completely digital with inputs for all possible bring your own devices. One classroom in Science has 3D projectors to demonstrate molecules in 3D. The renovation of Wisner Patten and Davis Science will include similar AV equipment such as flat panels, ceiling mounted document cameras, and student computers. The University has created informal learning spaces in buildings such as Science, Wisner Patten, Davis Science, McFarland, and Jones.</p>			
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
	<p>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</p>			
	<p>2008-2009 468 freshmen enrolled in Raider Learning Communities exceeding the 2008-2009 goal of 435.</p>			
	<p>2009-2010 488 students, including Buchanan fellows, enrolled in Raider Learning Communities, exceeding the 2009-10 goal of 470 students.</p>			
	<p>2010-2011 663 students enrolled in Raider Learning Communities in the fall term; 25 enrolled for the spring term. In addition, 38 students were enrolled in the Buchanan Scholars cohort in the fall, with 37 continuing for the spring. The total number of participants for 2010-11 was 763 exceeding the number of participants in 2009-2010 by 275 students.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>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.</p> <p>2012-2013 To date 4700 students have participated in paired classes through the Raider Learning Community program. 516 students participated in the RLCs for fall 2012, 287 students in paired RLCs of those 56 were Honors, 25 Buchanan, 35 Scholars Academy, and 169 were in three or four block groups. The Raider Learning Community program is expanding to provide block scheduling of four classes in addition to paired classes for students beginning in Fall 2013.</p> <p>2013-2014 To date, 5112 students have participated in paired classes through the Raider Learning Community program. During the fall 2013 semester, 412 students participated in the RLCs program (243 students in four course blocks; 82 students in three course blocks; 27 students in two course pairs). In the participating group, 57 were Honors, 25 Buchanan, 35 Scholars Academy. The Raider Learning Community program will provide five course block scheduling in addition to paired classes for students beginning in Fall 2014.</p> <p>2014-2015 The paired RLC courses were the responsibility of the various individual colleges and supported majors and general education courses housed in their colleges. Two-block pairings will be implemented in fall 2015 based on scheduling difficulties making 5 course blocks. Renewed focus on academic retention.</p>			
	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
	<p>STATUS UPDATE:</p> <p>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.</p> <p>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.</p> <p>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 facility. Graduate students in school guidance and clinical programs and enrolled in the practicum class were trained to work with students who had taken the FOCUS II instrument. Along with the Academic Support Center staff, these graduate students delivered individual advising to students to interpret results of the inventory and prepare a career exploration action plan for each student.</p> <p>2010-2011 The University College was created in the President's Repositioning for the Future initiative to respond to the need for increased accountability and attention to the retention and academic success of MTSU students. The Academic Support Center was integrated into the college and re-named, the University College Advising Center. Two additional advising positions were added, and the new advisors followed the established advisor training and assessment program. All UCAC advisors receive on-going training through staff meetings and 1:1 meetings with their direct supervisors. They are expected to set professional development goals, and participate in professional development and training programs, and are evaluated accordingly. Much of the 2010-2011 year was spent in preparation for the planned pilot of the new intake model which will change the way students are advised on the campus. UCAC advisors will provide initial advising and career/major exploration counseling for the following pilot colleges beginning Fall, 2011: Education, Behavioral & Health Sciences, and Mass Communication. 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.</p> <p>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.</p> <p>2012-2013 University College Advising Center advisors, functioning as Academic Counselors made more than 6,500 phone calls to newly admitted students congratulating them on being admitted to MTSU. They followed up with a post card and subsequent emails. By spring, 2013, more than 500 students had responded with emails back to the advisors asking questions or reporting what they are most 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.</p> <p>2013-2014 Beginning fall of 2013, the University College Advising Center ceased to exist. All but four UCAC advisors were moved into the MOneStop or into various colleges. The remaining four advisors of undeclared students continued working with those students through the spring 2014 semester. The TBR has mandated that all incoming students declare either a major or a Meta-Major (a broad interest area connecting career with major). Beginning summer, 2014, the undeclared advisors will function as Meta-Major advisors through the fall of 2014. They have received training in the concept of the Meta-Major, and in the process of helping undeclared students identify in one of those Meta-Majors. A student who declares a Meta-Major upon entering MTSU will work with a Meta-Major advisor to declare a major based on several predictive elements. The goal is to have a Meta-Major student declare a major by the end of the Freshman year.</p> <p>2014-2015 A new Vice Provost for Student Success began work in the fall of 2014. The various college advisors, led by their college advising managers, utilized the new EAB software to track their advisees. Because of the Tennessee Board of Regents mandate to no longer have undeclared students, and the implementation of the Meta-Major concept, the number of incoming students who were classified as undeclared dropped significantly. New incoming freshmen who had not yet decided on a major and who could not identify a Meta-Major, were admitted in the General Studies Meta-Major. In advising these students, University College advisors worked with them first to help them identify a career field. This was accomplished in collaboration with the Career Development Center. Once a career field was identified, UC advisors worked with advisees to determine an appropriate major (or Meta-Major) based on that career field. A significant number of General Studies Meta-Major students were able to identify a major within a semester and were transferred to the appropriate college advisor.</p>			
	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
	<p>STATUS UPDATE:</p> <p>2007-2008 An alumni "community of learning" program implemented beginning Summer 2008. Completed.</p> <p>2008-2009 Completed. Alumni "community of learning" program continued for Summer 2009.</p> <p>2009-2010 Completed. Alumni "Summer College" program continued for Summer 2010 and served 64 participants in an intensive on-campus program. Reviews of previous programs by participants have been outstanding.</p> <p>2010-2011 Completed. Alumni "Summer College" program continued for Summer 2011.</p> <p>2011-2012 Completed. Alumni "Summer College" program continued for Summer 2012.</p> <p>2012-2013 Completed. Alumni "Summer College" program continued for Summer 2013. Alumni Summer College has become a centerpiece of our efforts to reengage alumni in the lifelong learning process and annually fills all available openings. Efforts are underway to evaluate the potential of a second annual session.</p>			
	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

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>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</p> <p>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.</p> <p>2009-2010 Public Safety received federal earmarked funds to build a new University radio system and to add additional tornado siren towers . Public Safety also proposed the development of an Emergency Preparedness Office to better work towards preparing the campus community for campus emergencies. Public Safety also applied for a federal grant to assist with financial support to create this new office.</p> <p>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. Offerings included an alcohol and other drugs social norming campaign; free rapid HIV testing; wellness programming targeting UNIV 1010 classes; medical nutrition counseling for students; distribution of tobacco quit kits; monthly late night grant-funded programming sponsored during peak drinking time periods (i.e. Thursday-Saturday from 10pm-2am); multiple theme week/month programming (i.e. Sexual Responsibility, Nutrition, NIRSA Sports and Fitness Day, Breast Cancer, Diabetes Awareness, etc.) <u>The Adaptive Recreation and Exercise program provided students with disabilities and special needs the opportunity to participate in both fitness and recreational programs;</u> three pieces of exercise equipment were purchased to assist wheelchair students with their exercise prescriptions. The Sport Club program introduced the Triathlon Club, Women's Basketball Club and a new Running Club. The Master Swim Club, Men's Lacrosse and Ultimate Frisbee Club hosted their first competitions on campus. The Outdoor Area introduced four Tuesday Night Mountain Bike Rides during the month of April 2011.</p> <p>2011-2012 The University is submitting an RFP for a new proposal for an emergency message system vendor since the former contract with Rave Mobile Safety is expiring. <u>Timely warning policies revised</u> to assign the Office of the University Counsel as the department to authorize the issuance of emergency notification messages other than messages needed to immediately alert the community to tornado warnings, on-campus shootings and on-campus armed robberies. <u>Implemented Tobacco Free Campus Policy</u>, which received a "Social Media Success" award from the Tennessee College Public Relations Association. <u>Coordinated with Student Government Association to offer award-winning Fit'N MT program (Outstanding Program award from Bacchus Network Area B).</u> 11% increase in participation in health promotion programs like blood pressure screenings, healthy relationships, nutrition, and stress management. Assessed student drug and alcohol usage through CORE Drug & Alcohol Survey, increasing sample size by 185%. Administered 1184 flu shots to students/faculty/staff. Conducted 138 travel consultations to support faculty/student/staff study abroad programs. <u>Expanded women's health services to include colposcopy screening.</u> Campus Recreation fielded 605 intramural teams with approximately 10,000 total participants.</p> <p>2012-2013 MTSU Public Safety will issue immediate notifications to the campus community through the University's Critical Notification System for specific violent incidents in which an imminent threat is believed to be in existence. MTSU Public Safety is developing and hiring an Emergency Operations Captain that will work with groups and individuals on campus to enhance overall safety and preparedness in the face of emergency situations. This position will also provide advanced training and emergency planning and coordination for Public Safety and its emergency response plans and activities. MTSU Public Safety is also designing and implementing a Workplace Watch program that will provide crime and safety prevention, education, communication, and assistance to community employees on a regular basis.</p> <p>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 Lieutenant (instead of a Captain) that will work with groups and individuals on campus to enhance overall safety and preparedness in the face of emergency situations. This position will also provide advanced training and emergency planning and coordination for Public Safety and its emergency response plan and activities. Public Safety is also expanding its Rape Aggression Defense (RAD) program by supporting additional instructors and adding additional classes.</p> <p>2014-2015 University Police (previously known as MTSU Public Safety) created and filled an Emergency Operations Lieutenant position. This position helped develop and monitor the University's first Emergency Drill in which the University's Policy Group (formerly known as the Crisis Council) and an Operational Group participated together in a formalized Tabletop Exercise. Additional Rape Aggression Defense (RAD) Instructors were trained and certified. Also, coordination plans were begun between MTSU and the City of Murfreesboro so that Murfreesboro Police Department and University Police could teach RAD together. University Police was awarded a STOP grant to create a position and hire a Sexual Assault Intervention Liaison who will help coordinate and integrate sexual assault services and resources offered across campus.</p>			
	Middle Tennessee State University will enhance student learning through financial support of students.	Increase financial support for students; Increase the number of student scholarships annually	Associate Vice Provost for Admissions and Enrollment Services	Annual
	<p>STATUS UPDATE: 2007-2008 Total student financial aid (latest available data is for 2006-2007) increased from \$124,244,523 in 2005-06 to \$141,327,141 in 2006-07 (includes increase in lottery scholarships)</p> <p>2008-2009 Total student financial aid for 2007-2008 (latest data available) totaled \$155,595,000, a 10.35% increase over FY 2006/2007 , increases were mostly in federal Pell grants, loans, state lottery scholarships and institutional scholarships.</p> <p>2009-2010 Financial aid disbursed increased by over 21 million dollars to \$177,246,449 . Significant increases occurred in the federal grant and loan programs as well as the Hope Scholarship program.</p> <p>2010-2011 Total financial aid to undergraduate & graduate students for 2009-10 (latest full year data available) was \$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 \$177,246,449 awarded =during the 2008-09 award year r, assuming that the 2008-09 information represented both undergraduate and graduate students. The increase was partly due to year-round-Pell support.</p> <p>2011-2012 Total financial aid to undergraduate & graduate students during 2010-11 (latest full year data available) was \$216,683,313 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 Diversity Scholarships and Honors Transfer Fellowships. These new award programs will nearly triple the number of incoming transfer students receiving institutional scholarship assistance.</p> <p>2012-2013 Total financial aid disbursed to undergraduate & graduate students during 2011-12 (latest full year data available) was \$236,119,319 to 22,598 unduplicated students. The amount disbursed during the 2011-12 award year yielded a 9% increase in aid disbursed as compared to \$216,683,313 disbursed during the 2010-11 award year . Additionally, funding was approved for new transfer scholarships to begin during 2012-13 (including Transfer Raider and Spring Transfer Academic Service Scholarships) and 2013-14 (including Transfer Diversity Scholarships and Honors Transfer Fellowships). These new award programs will nearly triple the number of incoming transfer students receiving institutional scholarship assistance, from 2011-12 to 2014-15.</p> <p>2013-2014 Total financial aid disbursed by the Financial Aid Office to undergraduate & graduate students during the 2012-13 award year (latest full award year data available) was \$227,497,699 to 21,617 unduplicated students. The number of students served during the 2012-13 award year was four percent less than the 2011-12 award year. This decrease is relational to a decrease in enrollment. Additionally, a new Micro-Grant was established during the 2013-14 award year to help students with emergency needs that may impact their ability to continue their education. The maximum award is \$250. Through April 18, 2014, \$3,856.50 has been disbursed to 16 students.</p> <p>2014-2015 Total financial aid disbursed by the Financial Aid Office to undergraduate & graduate students during the 2013-14 award year (latest full award year data available) was \$216,582,574 to 20,456 unduplicated students. Refer to the attachment for details. The number of students served during the 2013-14 award year was five percent (rounded down) less than the 2012-13 award year. This decrease is relational to a decrease in enrollment. A new Micro-Grant was established during the 2013-14 award year to help students with emergency needs that may impact their ability to continue their education. The maximum award is \$250. \$5956.50 was disbursed to 25 students.</p>			
GOAL 3: Leverage Resources Thru Partnerships				
Middle Tennessee State University will create a campus culture that values partnerships and public service.	Middle Tennessee State University will achieve the Carnegie Foundation for the Advancement of Teaching Community Engagement Elective Classification.	Prepare application for Carnegie Foundation for the Advancement of Teaching Community Engagement Elective Classification; Prepare Foundation report; Prepare for Foundation evaluation	UP; OCES	2007-2009
	<p>STATUS UPDATE: 2007-2008 Application submitted March, 2008; Report prepared, Summer, 2008 for September, 2008 submission</p> <p>2008-2009 MTSU received Carnegie Community Engagement Classification Dec 18, 2008.</p> <p>2009-2010 Completed.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	2010-2011 Completed. MTSU was also named to the 2010 President's Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service.			
	2011-2012 Completed. MTSU was also named to the 2011 President's Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service.			
	2012-2013 Completed. MTSU was named to the 2012 President's Higher Education Community Service Honor Roll with Distinction by the Corporation for National and Community Service. Permission to apply has been submitted for recertification of the MTSU's Carnegie Community Engagement classification and permission was granted. Completion of the recertification application has begun and is scheduled to be submitted in April, 2014.			
	2013-2014 Completed. MTSU submitted application report for recertification of its Carnegie Community Engagement Classification (April 2014). The University will be notified of its status in spring 2015.			
	2014-2015 Completed. MTSU received recertification of its Carnegie Community Engagement Classification (January, 2015).			
	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	UP	2007-2012
	STATUS UPDATE: 2007-2008 Completed: MTSU becomes TN Campus Compact charter member; spearheads middle TN P-16 Council, Receives 3 Teacher Quality Initiative grants (\$269,620) for professional development in math and science and gifted education			
	2008-2009 Continued TN Campus Compact membership; MTSU Service-learning programs collaborated with TN Campus Compact initiative; P-16 Council , chaired by Dr. Linda Gilbert, organized professional activities for teachers, principals, superintendents, etc., See activities at http://mtsu32.mtsu.edu:11457/Newsletter.htm			
	2009-2010 Continued TN Campus Compact membership; continued MTSU service-learning program collaborations with TN Campus Compact initiative; P-16 Council conducted professional activities for teachers, principals, superintendents, etc. See activities at http://mtsu32.mtsu.edu:11458/Newsletter.htm . Quality initiative grants totaled \$2.5M+ for professional development in math and science education.			
	2010-2011 Continued TN Campus Compact membership; continued MTSU service-learning program collaborations with TN Campus Compact initiative. P-16 Council professional activities for include: Partnered with TASSA and Mind2Marketplace to hold Tennessee Association for School Supervision and Administration (TASSA) Summer Conference (2010); participated in Positive Behavior Support and Inclusion Conference (4/29/10) featuring Dr. Harry Wong with sessions for K-12 teachers and administrators; worked with Tennessee Early Childhood Training Alliance to offer a summer institute that provided professional development leading to Pre-K licensure for 37 teachers currently licensed in K-8; worked with Middle Tennessee Education Center, a partnership between MTSU, MSCC, and Bedford County (serving 52 education students); provided continuing support for MTSU M.Ed. and Ed. S. cohorts in middle Tennessee via P-16 council contacts (24 cohorts serving 282 students); supported Master clinicians engaged in collaboration with local school districts regarding revisions and enhancement of the field experience placement process; broadcasted, through MTSU's Instructional Technology Support Center, student enrichment and professional development programming to 13 K-12 satellite downlink sites across Tennessee and, with funding from TDOE and in collaboration with the Tennessee Electronic Learning Center, produced over 20 "effective practice" programs, accessible online to teachers across the state; conducted regular training sessions (led by Dr. Bob Eaker) on Professional Learning Communities with faculty in seven school districts; conducted regular training sessions on Problem Based Learning (led by Dr. Terry Goodin) with P-16 educators in middle Tennessee, other TBR schools, and MTSU's Learning, Teaching, and Innovative Technologies Center; offered STEM education professional development to 5-8 teachers in seven school districts funded through DOE grant (Dr. Kyle Butler, PI); held monthly meetings with P-16 council representatives and regularly scheduled meetings with directors of schools; P-16 teachers were offered STEM seminars (SP 2010) and, as part of the Math Science Education Research Conference, STEM sessions.			
	2011-2012 Continued TN Campus Compact membership; See PK-16 activities below.			
	2012-2013 Continued TN Campus Compact membership. See PK-16 activities below.			
	2013-2014 Continued TN Campus Compact membership. See PK-16 activities below.			
	2014-2015 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.	Expand partnership base for student, faculty and community partnerships within and between the colleges to promote interdisciplinary learning.	UP	Annual
	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/M2M 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 science projects for interactive learning.			
	2008-2009 See OCES Partnerships website http://frank.mtsu.edu/~partner/			
	2009-2010 See OCES Partnership website http://frank.mtsu.edu/~partner			
	2010-2011 See OCES Partnership website http://www.mtsu.edu/oces/index.shtml			
	2011-2012 See Community & University Partnerships Website (Mozilla Firefox Browser) http://www.mtsu.edu/partner			
	2012-2013 Comprehensive documentation and reporting of partnership, outreach and experiential learning activities engaged in by faculty, students and staff 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 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 Team (FASR Team), an all-volunteer student team that assists in processing outdoor crime scenes and in the analysis and identification of skeletal remains. The students analyze real criminal cases at the request of local and state law enforcement agencies. FASR Team members conduct research and present their findings to professional meetings. FIRE also offers a four-day summer camp, CSI: MTSU, for middle and high school students who investigate a very realistic crime scene, collect evidence and compete in teams to solve the crime. MTSU Campus police, the Rutherford County Sheriff's Department and the Tennessee Bureau of Investigation frequently assists the students. See FIRE and FASR Team at: mtsu.edu/fire/Community.php and mtsu.edu/fire/ForensicScienceSymposium.php . Some departments and colleges included in just this one example include: Biology, Chemistry, Physics, and Math in Basic and Applied Sciences; Criminal Justice in Behavioral and Health Sciences; Forensics and Sociology in Liberal Arts; and General Studies. Operationally, the University has established a central partnership reporting database (See: cbisaonline.com/mtsu_6032), organized advisory boards at the institutional, college and department levels (See selected advisory board at: mtsu.edu/business/prof_advisory.php and mtsu.edu/et/adv_board.php), implemented a campus-wide Events Calendar to inform the University's various constituencies (See: mtsu.edu/calendar/), and created channels to generate applied learning opportunities for students aligned with economic and workforce needs, i.e., designated a half-time corporate partnerships position to support partnership development.			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>2014-2015 Also see attached Selected Innovative Partnerships/Service/Experiential Learning and the Partnerships Website: www.mtsu.edu/partner. (CBISA database)</p> <p>Selected Examples:</p> <p>Adams Place Residents, Lyons. Student assist the residents at the retirement residence who might have issues with Apple computers, laptops, iPhones and iPads, plus Kindles, Nooks and more. The students enjoy solving technical issues and spending time with the older generation — and the feeling is mutual. The technology collaboration has been a hit and success since 2014. The director at Adams Place has no trouble finding seniors needing assistance with their phones, computers and other technology. "The students love the residents and the residents love the students."</p> <p>Emergency Communication Center, Huddleston, Nokes, Pittard. MTSU provided expertise and resources to aid the creation of this center that the state of Tennessee can use to inform the public and media during a state or local disaster or crisis. The Tennessee Emergency Management Agency unveiled the Multi Agency Joint Information Center, or MAJIC, during the kickoff National Preparedness Month at the Tennessee Department of Military TEMA headquarters.</p> <p>MT Sampler Camp, Stubblefield. Camp helps middle and high school youth learn about various career areas before they enter high school and college. It encourages youth to explore career areas early. It offers lecture series with speakers from different career areas to assist participants in major exploration. It also allows students to see "Majors" at MTSU.</p> <p>Bradley and Williamson County Dual Enrollment, McPhee. An expanded dual enrollment program at MTSU is set to bring a wider range of college level courses to high school campuses around Middle Tennessee at little to no cost to high school students. MTSU partners with seven Rutherford County high schools along with schools in Williamson and Bradley counties to offer dual enrollment courses at high schools, on the Murfreesboro campus or online at schools across the state. Students who pass receive high school and college credits.</p> <p>Blackman High School Collegiate Academy, McPhee. MTSU becomes a partner in Blackman High School's new Collegiate Academy, offering college-level courses on the high school campus and assisting in the development of its academic enrichment programs. The agreement will allow Blackman juniors and seniors who meet eligibility standards to take up to six hours of university courses at no cost to students. Credits will count on high school and college transcripts. The partners will develop and offer select post-secondary courses at Blackman with an eye toward building curriculum options for the Collegiate Academy, a competitive college-preparatory program at the school that begins this fall. MTSU will also make certain programs, activities and resources available to academy students, such as access to its new state-of-the-art, \$147 million Science Building, education-abroad programs and participation in campus events and lectures.</p>			
	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.	Establish a partnership incentive and reward program.	UP; OCES	2009-2010
	<p>STATUS UPDATE:</p> <p>2009-2010 The Partnerships and OCES website will feature highlights of partnerships beginning spring 2010. New and expanded partnerships for 2009-10 will be highlighted in the President's Annual Report to TBR. The University's financial situation prohibited the request to fund additional monetary awards this year. Future requests will be made through the MTSU Office of Development and University Relations.</p>			
	<p>2010-2011 The Partnerships website features highlights of partnerships. New and updated partnerships will be highlighted in the President's Annual Report to TBR. The University's financial situation prohibited the request to fund additional monetary awards this year. Future requests may be made through the MTSU Office of Development and University Relations.</p>			
	<p>2011-2012 The annual report of "Selected New and Updated Partnerships" that includes public service, outreach and campus events was submitted to the Provost Office. Detailed information about MTSU partnerships can be found on the Partnerships home page (http://www.mtsu.edu/partner/). This data may be used in making future requests for incentive funding. The new "branding" of MTSU ARTS will allow more obvious recognition of faculty activity in the College of Liberal Arts.</p>			
	<p>2012-2013 Spring 2013, MTSU will implement Lyon Software Community Benefit Inventory of Social Accountability (CBISA) which will allow us to more accurately collect, track and report community engagement efforts. The data collection system also permits greater acknowledgement of outreach efforts more broadly across the campus and community. Three faculty received the annual MTSU Public Service Award. EXL announced its 2013 EXL Outstanding Faculty Award Recipient, Lori Kissinger - Speech and Hearing Department.</p>			
	<p>2013-2014 Current MTSU policies specifically reward community engaged approaches and methods for scholarly work. See Tennessee Board of Regents policy links here: https://policies.tbr.edu/policies/academic-tenure-universities and here: https://policies.tbr.edu/policies/faculty-promotion-universities. See MTSU College and Department/School policies here: http://www.mtsu.edu/provost/tenpro_policies.php. The MTSU standard hiring advertisement template for all faculty positions includes the following statement: "Excellence in teaching, research/creative activity and service is expected for all positions." See sample hiring template here: http://www.mtsu.edu/provost/forms/draftad.pdf. The community engagement requirement is further specified for some positions. Examples: Aerospace-Maintenance Management, "The department is particularly interested in appointing an individual who will enhance our efforts to build collaborative relationships with industry". In the remaining years of this AMP, the goal will be to petition for rewards for Community Engagement, specifically partnership development and sustenance, similar to those that already exist in areas like teaching, use of technology, etc. MTSU "Public Service" and "Special Project" Grants exist for faculty, although the amounts are relatively small. Outstanding Public Service Awards are available for both faculty and staff. Two awards in the amount of one thousand (\$1000) are made each year for these awards. While community engagement is a major category for faculty promotion and tenure and the obvious reward is successful fulfillment of requirements in that category, MTSU does not currently provide additional incentives. <u>There is not a specific reference to 'partnerships', but most engaged work requires partnerships.</u></p>			
	<p>2014-2015 The Partnerships website details and highlights new and updated partnerships, outreach, service and experiential learning and identifies community partners. The MTSU Public Service Grant continues support of competitive proposals from across the campus. Approval has been given to develop and publish a new "Partnerships Magazine beginning late fall 2015. Two (2) Faculty, each received \$3000 Public Service Awards (service is most often inclusive of work done by faculty in conjunction with community partnerships). Fifteen (15) Public Service grants were awarded to faculty (service is inclusive of work done by faculty and staff in conjunction with community partnerships).</p>			
	Middle Tennessee State University will create a program to recognize exemplary university and community partners and partnerships.	Develop community partnership recognition program.	UP; OCES	2009-2010
	<p>STATUS UPDATE:</p> <p>2009-2010 The Partnerships and OCES website will feature highlights of partnerships beginning spring 2010. New and expanded partnerships for 2009-10 will be highlighted in the President's Annual Report to TBR. The University's financial situation prohibited the request to fund additional monetary awards this year. Future requests will be made through the MTSU Office of Development and University Relations.</p>			
	<p>2010-2011 The Partnerships website features highlights of partnerships. New and updated partnerships will be highlighted in the President's Annual Report to TBR. The University's financial situation prohibited the request to fund additional monetary awards this year.</p>			
	<p>2011-2012 The partnership website was established to feature highlights of selected previous partnerships (See http://www.mtsu.edu/partner/).</p>			
	<p>2012-2013 The partnership website was established to feature highlights of selected previous partnerships (See http://www.mtsu.edu/partner/). The EXL Scholars Program received the Association for Continuing Higher Education (ACHE) South Outstanding Credit Program Award.</p>			
	<p>2013-2014 The partnership website highlights selected partnerships (See http://www.mtsu.edu/partner/). The EXL Scholars Program website highlights EXL partnership activities (See http://www.mtsu.edu/exl/). The University Calendar of events/partnership related events is posted on the MTSU home page (See http://www.mtsu.edu/).</p>			
	<p>2014-2015 The Partnerships website details new partnerships, outreach, service and experiential learning courses as well as identifies off-campus partners. The new "Partnerships Magazine will recognize the off-campus partners.</p>			
	Middle Tennessee State University will expand its public service infrastructure to increase the effectiveness of outreach activities.	Implement public service/outreach plan.	Dean of University College	2007-2012
	<p>STATUS UPDATE:</p> <p>2007-2008 Developed and implemented dual enrollment, dual credit and completter degree programs.</p>			
	<p>2008-2009 Established Middle Tennessee Education Center in Shelbyville, TN; developed Veterans' Center proposal; established English Language School; developed Dual Admissions program with NSCC.</p>			
	<p>2009-2010 Developed the Degree Advancement Program which presents paths from the A.A.S. into one of two baccalaureate programs. Fliers showing paths from a variety of A.A.S. programs were created and approved by individual community colleges. A DAP web page was created and PDF versions of those fliers were placed on that site. Each participating community college has a link from the DAP home page to their own DAP page. A plan creating Strategic Partnerships with Middle Tennessee county governments and civic agencies was developed and implemented. Strategic partnerships have been implemented with Lincoln and Bedford Counties. In Fall 2009 and Spring 2010, 14 new Masters of Education and Educational Specialist cohorts were established at off-campus locations including Franklin County, McMinnville, and Bedford County (at the Middle Tennessee Education Center). The Middle Tennessee Education Center facilities were completed in time for the Spring 2010 semester.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>2010-2011 A 2+2 program with Motlow State Community College leading to the Bachelor of Science In Interdisciplinary Studies K-6 Licensure was initiated with MTSU classes being offered at the Middle Tennessee Education Center in Shelbyville. The Middle Tennessee Education Center gained recognition as an official Center. A Dual Admission Memorandum of Understanding with Chattanooga State Community College was signed providing MTSU advising and other resources to CSCC students. Additionally, new paths from CSCC A.A.S. programs to MTSU baccalaureate programs were identified and added to the DAP web page. MTSU received a \$220,000 Lumina Foundation Grant to create a Middle Tennessee Consortium which includes the Tennessee Technology Center at Murfreesboro and Motlow State Community College. This Consortium will develop a pilot program aimed at making the transition into the various education programs at the three institutions smoother. MTSU was named a Military Friendly Institution. Nine new Masters of Education and Educational Specialist cohorts were established at off-campus locations including Lawrenceburg, Clifton, Columbia, Siegel Middle School (Murfreesboro), Rockville Elementary (2 groups; in Murfreesboro), Winchester, and Smyrna.</p>			
	<p>2011-2012 In fall 2011 a 2+2 program with Motlow State Community College leading to the Bachelor of Business Administration was initiated with MTSU upper division classes being offered at the Middle Tennessee Education Center in Shelbyville or through distance learning. A new connection with Motlow State Community College, Fayetteville leading to the matriculation of AST students into the 2+2 B.S. in Interdisciplinary Studies K-6 Licensure at Middle Tennessee Education Center was initiated. The MSCC students will begin MTSU coursework at MTEC fall 2012. The Productivity Grant Initiative (funded by Lumina Foundation) developed a middle Tennessee consortium with MTSU, MSCC, and the TTC at Murfreesboro and launched "Graduate Tennessee" to attract adult learners back to school, relay information about all opportunities available to them, identify issues and roadblocks adult learners face as they come back to school, and develop programs that help three Consortium schools to address those issues. A full-time coordinator was hired for the Middle Tennessee Education Center in Shelbyville. A hybrid section of PRST 3010 was offered for the first time on the campus of Nashville State Community College in the spring, 2012 term. Twenty-two new Masters of Education and Educational Specialist cohorts were established at off-campus locations including Winchester, Fayetteville (four groups), Smyrna, John Coleman (Murfreesboro), Huntsville, AL (two groups), Centerville, Hohenwald, Pulaski, Rockvale (two groups), John Pittard (Murfreesboro), Cheatham Co., Lynchburg, McMinnville, Siegel (two groups; Murfreesboro), and Wilson County.</p>			
	<p>2012-2013 In fall of 2013, a 2+2 program with Motlow State Community College/Smyrna leading to the Bachelor of Science in Interdisciplinary Studies K-6 Licensure will begin. This program, being offered on MSCC's new facility in Smyrna, is at the invitation of MSCC. Another agreement with Motlow State Community College has allowed the offering of two lower division agriculture courses at the Middle Tennessee Education Center (MTEC) in Shelbyville. These two courses, along with upper division Ag courses, are being made available through video conference technology, to Motlow's main campus as well as their Fayetteville campus. Beginning in the fall of 2013, the Ag courses offered at MTEC will also be offered through video conference to the Lewisburg campus of Columbia State Community College. A full Agribusiness major is planned to be offered at MTEC connecting with both Motlow and Columbia State Community Colleges for the spring, 2014 term. In the fall of 2013, a 2+2 program with Nashville State Community College in Criminal Justice Administration is planned to be implemented at their Southeast campus. Through advising and a limited number of on-site course offerings, the Bachelor of Science in Professional Studies is also planned for NSCC's Southeast campus. Both programs are planned to be offered in a cohort format. The PRST 3010 course (Prior Learning Assessment) is being offered in a hybrid format on the campuses of Nashville State Community College/Southeast; Columbia State Community College/Franklin; and, at the Middle Tennessee Education Center. The Productivity Grant Initiative completed its second year working with MTSU, MSCC and the TTC Murfreesboro to bring adult learners to the education table. Ten new Masters of Education and Educational 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.</p>			
	<p>2013-2014 A new 2+2 program with Motlow State Community College/Smyrna leading to the Bachelor of Science in Interdisciplinary Studies K-6 Licensure began in the fall of 2013. This program connects MTSU baccalaureate program with Motlow's Associates of Science in Teaching (AST), and has begun at the invitation of Motlow. A new articulation agreement was developed with Motlow State Community College connecting the Associates in General Studies with MTSU's Bachelor of Science in Agribusiness. To make this articulation agreement work, 19 MTSU Agribusiness credits will be reversed transferred to Motlow to allow students to complete the A.S. degree while still fulfilling lower division requirements for the B.S. degree. A new 2+2 agreement has been signed with Columbia State Community College connecting the Associates of Science in Agricultural Business to MTSU's Bachelor of Science in Agribusiness. Ag courses for this 2+2 will be taught via videoconference from MTSU (or MTEC) to the Columbia State campus in Lewisburg. A new 2+2 program with Nashville State Community College in Criminal Justice Administration began on the NSCC Southeast campus in the fall of 2013. New articulation agreements were also established with Columbia State Community College connecting the A.A.S. in Medical Informatics to the Bachelor of Science in Professional Studies (Information Technology); with Chattanooga State Community College establishing a 3+1 leading to the Bachelor of Science Nuclear Medicine Certificate Program; With Albany Technical College (Albany, GA) in Electromechanical Engineering Technology; and, with Nashville State Community College connecting the A.A.S. Architectural, Civil and Construction Engineering Technology; Civil and Construction Engineering Technology concentration to the Bachelor of Science in Construction Management; Commercial Construction Management concentration. The PRST 3010 course (Prior Learning Assessment) is being offered in hybrid format on the campus of Nashville State Community College/Southeast and at the Middle Tennessee Education Center in Shelbyville. The Productivity Grant Initiative completes its third and final year in May, 2014. It has worked with MTSU, Motlow State Community College and the Tennessee College of Applied Technology/Murfreesboro. Nine new Masters of Education and Educational 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/Tulahoma, and Coffee County Central High School in Manchester.</p>			
	<p>2014-2015 A new strategy for partnering with area employers and attracting adult learners was developed and implemented in the fall of 2014. Two agreements were signed which (1) identified knowledge and skills needed by the particular employer, and, (2) identified an existing major and/or created a Liberal Studies Area of Emphasis, which provides that knowledge and skills. An agreement was signed with the Tennessee Department of Environment and Conservation which identifies a traditional course of study along with internship possibilities, for a new pool of employees. It also provides a customized course of study through the Bachelor of Science in Liberal Studies for current employees who want to advance into middle management. This customized course of study utilizes training current employees have successfully completed which, through the Prior Learning Assessment process, is equated to college level learning and plugged into the student's degree plan. Another agreement has been signed with the Metro Police Department's Training Academy. This agreement provides for the utilization of Academy training in a customized course of study leading to the Bachelor of Science in Liberal Studies. Additional discussions are ongoing with other employers in the area.</p>			
	Middle Tennessee State University will pursue P-16 Council initiatives.	Implement P-16 goals and objectives per annual initiatives.	Dean of COE	2007-2012
	<p>STATUS UPDATE: 2007-2008 TN Regional P-16 Advisory Board established; Four workshops for teachers/administrators were held based on suggestions from school districts; two Advisory Board meetings were held: "Addressing the Gathering Storm: Science Education in TN" and "The Business of Education"; participated in TQI and TQR! TBR initiatives</p>			
	<p>2008-2009 TN Regional p-16 Advisory Board: Nancy Duggin conducted two workshops on literacy and professional development: "Fluency" and "Oral Language"; Kim Day and Lisa Kegler conducted a workshop on "Singapore Math"; and Jacque Johnson, Early Childhood Specialist at MSCC, presented "Understanding the Culture of Poverty" to educators in the region; participated in the TBR TQI initiative.</p>			
	<p>2009-2010 See TN Regional P-16 activities at http://mtsu32.mtsu.edu:11457/Newsletter.htm</p>			
	<p>2010-2011 Selected activities: Partnered with TASSA and Mind2Marketplace to hold Tennessee Association for School Supervision and Administration (TASSA) Summer Conference (2010); participated in Positive Behavior Support and Inclusion Conference (4/29/10) featuring Dr. Harry Wong with sessions for K-12 teachers and administrators; worked with Tennessee Early Childhood Training Alliance to offer a summer institute that provided professional development leading to Pre-K licensure for 37 teachers currently licensed in K-8; worked with Middle Tennessee Education Center, a partnership between MTSU, MSCC, and Bedford County (serving 52 education students); provided continuing support for MTSU M.Ed. and Ed. S. cohorts in middle Tennessee via P-16 council contacts (24 cohorts serving 282 students); supported Master clinicians engaged in collaboration with local school districts regarding revisions and enhancement of the field experience placement process; broadcasted, through MTSU's Instructional Technology Support Center, student enrichment and professional development programming to 13 K-12 satellite downlink sites across Tennessee and, with funding from TDOE and in collaboration with the Tennessee Electronic Learning Center, produced over 20 "effective practice" programs, accessible online to teachers across the state; conducted regular training sessions (led by Dr. Bob Eaker) on Professional Learning Communities with faculty in seven school districts; conducted regular training sessions on Problem Based Learning (led by Dr. Terry Goodin) with P-16 educators in middle Tennessee, other TBR schools, and MTSU's Learning, Teaching, and Innovative Technologies Center; offered STEM education professional development to 5-8 teachers in seven school districts funded through DOE grant (Dr. Kyle Butler, PI); held monthly meetings with P-16 council representatives and regularly scheduled meetings with directors of schools; P-16 teachers were offered STEM seminars (SP 2010) and, as part of the Math Science Education Research Conference, STEM sessions.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>2011-2012 P-16 initiatives were initiated and/or enhanced as a result of meetings and ongoing communication with State agencies, school districts, and community organizations. Activities included: Co-sponsored the first annual CREATE Arts in Education Conference with the Tennessee Arts Commission attended by 425 P-16 teachers; Convened meeting of 32 Directors of Schools for MTSU's first TN Superintendents' Colloquium; Received a THEC Improving Teacher Quality grant to assist 42 teachers and administrators from Bedford, Moore, and Marshall county school systems in implementing Common Core State Standards in English/Language Arts-Literacy in History/Social Studies; Offered 32 MTSU M.Ed. and Ed. S. cohorts for 32 K-12 educators in middle Tennessee via P-16 Council contacts; Partnered with SDOE and THEC to host training for K-12 in TVAAS and the TEAM teacher evaluation model; Held a Positive Behavior Support and Inclusion Conference (May, 2012) featuring Dr. Tim Lewis with sessions for K-12 teachers and administrators; Provided center-based inclusion programs at Project HELP for 66 young children (with disabilities and typically developing); Received TDOE funding to provide home-based services in 16 counties to 185 families of children with disabilities; Supported Ready2Teach teacher preparation initiative through collaboration with K-12 teachers and schools in planning coursework, field experiences, and residency requirements for Early Childhood Education and Secondary Education programs; Provided five area school districts with consultation and professional development on Professional Learning Communities, led by Dr. Bob Eaker and resulting in improved student achievement in all districts; Provided Problem Based Learning professional development activities to P-16 educators in middle Tennessee and other TBR institutions; Offered STEM education professional development to K-12 teachers in are school district; Participated in Metro Schools STEM initiative; Provided an after-school institute and professional development for Cannon County Schools students and teachers in math education and technology; Partnered with Middle Tennessee Education Center, 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.</p>			
	<p>2012-2013 P-16 initiatives were initiated and/or enhanced as a result of meetings and ongoing communication with State agencies, school districts, and community organizations. P-16 Council Network Update (selected activities): Approval of MTSU Ed.D in Assessment, Learning, and School Improvement was culmination of University and P-16 partner efforts; Council continued work with the MTEC, a partnership between MTSU, MSCC, and Bedford County; faculty and master clinicians, in collaboration with P-12 educators, developed the process and student outcomes for field experience placement and the proposed residency program that form the basis of Ready2Teach; Center for Educational Media (CEM) broadcast student enrichment and professional development programming to 20 K-12 satellite downlink sites across the state, as well as via a live webcast to all K-12 schools in Tennessee; through a TDOE grant and in collaboration with the Tennessee Electronic Learning Center, the CEM produced over 196 professional development (with video segments demonstrating innovative teaching techniques in real classrooms with faculty presenters from P-12, community colleges, and universities) and student enrichment programs (presented by specialists in specific fields as well as faculty from P-12, community colleges and universities) aired live and were made 24 hour online accessible to teachers throughout the state; the CEM conducted 85 workshops for educators in 20 school districts and broadcast two events for the State Department of Education; COE co-sponsored NAGB/NAEP session with the College of Business; partnered with the National Institute for Excellence in Teaching to provide training (completed by 66 university supervisors and college faculty) on the State teacher evaluation model Tennessee Educator Acceleration Model (TEAM) / TAP (Teacher Advancement Program); Battelle for Kids, a major participant in First to the Top, partnered with MTSU to present formative assessment workshops for 35 teachers from 16 school districts; COE partnered with the Tennessee Arts Commission and TDOE to host "Create2011," the first annual Creativity in Education Academy; PLC trainings were conducted in 6 county school districts; PBL trainings were held throughout the state; a Superintendents' Colloquium was held and attended by 38 Directors of schools; grants were awarded for Project Engage, Project RISE, Club Cub, Master Teacher Fellow (NSF funded for \$2.3M); TMSTEC hosted annual Math Science Education Research Conference with P-16 teacher sessions; relationships with school districts were fostered and strengthened as a result of meetings between Directors of schools and the COE Dean and faculty.</p>			
	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.	Establish and implement an alumni EXL participation program.	Director of EXL Program; VPDUR	2009-2010
	<p>STATUS UPDATE: 2009-2010 Per SACS QEP Plan, EXL alumni participation program developed 2009-2010 for implementation as beginning EXL cohorts graduate. 2010-2011 Completed. Per SACS QEP Plan, EXL alumni participation program implemented. 2011-2012 Plan continues to be implemented to include the 151 students who graduated (2011-2012) with the EXL Scholar designation. 2012-2013 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. Graduates are being contacted with opportunities to continue to participate in experiential learning opportunities. Community partnerships and speaking engagements have been formed with EXL graduates. See EXL website: http://www.mtsu.edu/exl/. 2013-2014 EXL Alumni Plan continues to be implemented to include the 128 recent EXL Program graduates for the 2013-2014 AY. Alumni were contacted with opportunities to participate in experiential learning opportunities. Recent graduates partnered with MTSU to offer service learning opportunities to current students as well as returning to campus to speak to groups regarding their own transformative learning experiences with the EXL Program. Two events were offered in the LT & ITC which included alumni and community partners. 2014-2015 EXL continues to partner with alumni to offer opportunities for graduates to participate in experiential learning activities both on-campus and throughout the community. Alumni served as mentors and leaders for the EYH (Expanding Your Horizons) Conference held on MTSU's campus, participated in speaking engagements promoting service learning, served as supervisors for community service projects and offered internships and volunteer opportunities to our students.</p>			
Middle Tennessee State University will generate and allocate new resources to enhance the organizational structure to strengthen partnerships and public service programs.	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.	Establish an Office for Community Engagement; Establish infrastructure to support state, regional, national and global partnerships.	President	2007-2008 Establish OCES
	<p>STATUS UPDATE: 2007-2008 Office of Community Engagement and Support established; Director, Community Engagement hired. 2008-2009 Advisory Council established. 2009-2010 The office of Community Engagement and Support will be restructured in accord with the President's Positioning for the Future initiative effective July 1, 2010. Vice Provost for International Affairs search initiated; search failed; position will be readvertised fall 2010. 2010-2011 The Office of Community Engagement and Support was restructured and its functions disbursed in accord with the President's Positioning for the Future initiative. Search for Vice Provost for International Affairs completed. Half-time Academic Affairs partnerships position established. 2011-2012 The MTSU Strategic Partnerships Coordinator continues to extend the partnerships infrastructure, provides support in maintaining current partnerships, and provides strategic connections between MTSU's colleges, departments, faculty and students and external constituencies in both the public and private sectors. See Partnerships website: http://www.mtsu.edu/partner 2012-2013 The MTSU Strategic Partnerships Coordinator continues to expand the partnerships infrastructure mainly electronically through the Partnerships Database and now the CBISA; provides support in maintaining current partnerships; and provides strategic connections between MTSU's colleges, departments, faculty and students and external constituencies in both the public and private sectors. See Partnerships website: http://www.mtsu.edu/partner 2013-2014 MTSU underwent a major campus-wide Positioning for the Future reorganization to address external economic realities with these results: The College of Continuing Education and Distance Learning was reorganized into the University College (2011). Public service functions remained in the University College. See: http://www.mtsu.edu/universitycollege. The Office of Community Engagement and Partnerships was reorganized to improve efficiencies and effectiveness. Its functions were reassigned to the Office of the President, the University Provost, and the Vice President for Development and University Relations. The Division of Student Affairs was reorganized and the Office of Student Involvement & Leadership was established. This office houses the Center for Student Involvement & Leadership (CSIL), Intercultural & Diversity Affairs, the June Anderson Center for Women & Nontraditional Students, Leadership & Service, and the Student Government Association. See: http://www.mtsu.edu/involve/. The Office for the Experiential Learning Scholars Program (EXL) was formally established (2012) and located in the University College. See: http://www.mtsu.edu/exl/. The MTSU American Democracy Project was formally housed (2013) with the Center of Excellence in Historic Preservation. See: http://capone.mtsu.edu/amerdem/. A True Blue Community Initiative was created (2013), led by established community leadership, to enhance community-university relationships/partnerships. See True Blue Initiative: http://wgnsradio.com/community-to-boost-mtsu-support-with-true-blue-community-initiative--cms-15012. 2014-2015 The Office of Community Engagement and Support was reorganized in 2011 and the functions were placed in the Provost's Office; University Development. The Special Assistant to the President remained on the President's Cabinet.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	Middle Tennessee State University will establish a University Partnership Council. Membership of the Council will include representatives from both the University and constituencies beyond the University.	Establish University Partnership Council.	OCES	2009-2010
	STATUS UPDATE: 2008-2009 Community Engagement Advisory Council established.			
	2009-2010 Completed.			
	2010-2011 Completed.			
	2011-2012 Completed.			
	2012-2013 Completed.			
	2013-2014 Completed.			
	2014-2015 Completed			
	Middle Tennessee State University will develop a comprehensive data base to include all community engagement and partnership activities.	Establish a comprehensive data base for community engagement and partnerships.	OCES; UP; University Advancement; University College	2007-2010
	STATUS UPDATE: 2007-2008 Partnership data base has been established and updated; public service and outreach data base under development.			
	2008-2009 Public service and outreach data base under development.			
	2009-2010 The process of integrating public service data without making changes to the Partnership Database continues.			
	2010-2011 The Partnerships database was revised during spring 2010, partially as a result of the new MTSU Website. For the first time, public service projects that were supported by MTSU funds are documented in the Partnerships database.			
	2011-2012 The database now includes selected partnerships, public service, outreach, internships, service and experiential learning(See http://www.mtsu.edu/partner/). A separate database is being developed to catalog event participation.			
	2012-2013 MTSU now has the campus Events Database. In addition to the MTSU Partnerships Database which has data through spring 2012, the Lyon Software (CBISA) is currently being implemented.			
	2013-2014 In fall, 2013, the University formally transitioned to the Lyon Software's Community Benefit Inventory for Social Accountability (CBISA) to allow for the collecting, tracking and reporting of community-based research in a central cloud-based software so that impact can be more easily measured.			
	2014-2015 Completed – continued to update and refine database in order to mind the large amount of data.			
	Middle Tennessee State University will develop a campus-wide assessment program to measure the impact of institutional engagement on students, faculty members, and communities.	Conduct a campus-wide assessment program to measure impact of institutional engagement on students, faculty and communities.	UP; OCES	2007-2010
	STATUS UPDATE: 2007-2008 Campus-wide identification of engagement activities begun; EXL program assessment on target; EXL program impact on community \$1.095M in 2,045 projects			
	2008-2009 Campus-wide identification of engagement activities related to EXL conducted annually; identification of other engagement activities on-going; EXL program assessment on target; EXL program impact on community over \$1.16M in 2,185 projects. NSSE results are forthcoming in August.			
	2009-2010 Until funds can be made available to acquire a comprehensive assessment package, EXL and other areas of outreach continue to report on the impact of programs. The Partnerships Database now emphasizes the completion of a section related to partnership assessment. These are documented on the Partnerships website (www.mtsu.edu/~partner).			
	2010-2011 An assessment data base management system has been purchased and campus-wide system implementation is scheduled to begin summer 2011. The system provides the infrastructure to gather and report engagement impact data.			
	2011-2012 The Strategic Planning (assessment) component of the TK20 system have been implemented. Further implementation of TK20 will include a management 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 The University has identified metrics to determine impact on students, faculty, communities. Below is a description of what is currently in place and a suggested path for the FOR University planning as it relates to assessment of institutional engagement. Partnerships are assessed via the planning processes of the University. The annual updates provide an implementation mapping of successes and assure that partnership development remains a primary focus. Partnership assessment is also central to continuous improvement processes for academic departments and colleges. Continuous improvement reports are reviewed annually via the University's institutional effectiveness processes. (See institutional effectiveness achievement reports (IEARs) in Tk20: cw.mtsu.tk20.com/campusoolshighered/klogin_body.do and MTSU IE Timeline: mtsu.edu/iepr/docs/IEA_Timeline.pdf and IE Review and Budget Cycle: mtsu.edu/sacs/ieoop.pdf). Advisory councils/boards also provide on-going assessment related to partnerships, providing feedback, guidance and support for mutually defined goals and projects. Department of Accounting - IEAR: Advisory Board: mtsu.edu/accounting/advboard.php Department of Concrete Industry Management - IEAR: Executive Advisory Council: mtsucim.com/sponsors/executive-advisory-council/ . Sponsors: mtsucim.com/sponsors/ . College of Mass Communication - IEAR: Board of Professional Advisors: mtsu.edu/masscomm/visboard/index.php . College of Liberal Arts - IEAR: Board Members: mtsu.edu/liberalarts/boardmembers.php . Concurrently, the University is revisiting its Academic Master Plan (2013-2014) in the context of the University's commitment to the QSS, the economic realities of increasing funding challenges, and Tennessee's Drive to 55 initiative (55% of Tennesseans will have a post-secondary credential by 2025). MTSU remains committed to the three goals of the current academic master plan: quality, student-centeredness, and outreach/partnerships and is in the early stage of anticipating next steps to extend and deepen the impact of the QSS on its students and the campus culture while enhancing quality and deepening outreach and partnership efforts. Continued strengthening of outreach/partnership infrastructure to sustain and develop outreach/partnerships and the refinement of processes to assess impact of outreach/partnerships on multiple communities will remain focused strategies. The QSS now primarily focuses on student success during and through matriculation. Academic master planning conversations have begun about how can the institution build a foundation for student success strong enough that a student's matriculation becomes a student's pivot to create heightened self-directed learning for a life-time? What ways can the role of faculty be enriched and deepened to help accomplish that? What ways can our outreach/partnerships efforts be enhanced to better support learning to the benefit of the student and the communities they will learn in, work in, and eventually shape? Can we deepen the role of our alumni in doing that? Can we deepen the role of the larger community in doing that? As the Academic Master Plan is revisited, can the University use its current successes of extending learning and service across communities and building productive partnerships as an axis to spin an even more integrative learning and partnering culture of community between the University and the region it serves? What strategies can it use to do that?			
	2014-2015 The CBISA Database has been used since 2013-2014 to compile and help integrate data on partnerships/service/experiential learning. Planning is being done to determine ways to more effectively assess external relationships. MTSU was accepted on the US President's National Community Service Honor Roll for 2014 and an application was submitted this spring for 2015. MTSU was awarded the Carnegie Engagement Classification in Spring 2015. Institutions must meet engagement criteria in order to receive this classification.			
	Middle Tennessee State University will pursue private giving and extramural funding to advance the university's margin of excellence.	Increase extramural funding by 5% each year. Increase number of alumni that give to the University; increase the total dollar amount of alumni giving.	VPUA; VPR	Annual

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>STATUS UPDATE:</p> <p>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 (\$177,321) for alternative fuels research; NSF International Conference on Math Education grant (\$99,990)</p> <p>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.)</p> <p>2008-2009 MTSU awarded \$38,066,652 in extramural funds. Projects funded include: Lead Based Paint Hazard Control (HUD - \$1,971,892); Center for Physical Activity and Health in Youth (\$335,043); Center for Historical Preservation – Teaching with Primary Sources (\$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.</p> <p>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.</p> <p>2009-2010 MTSU was awarded \$38.1M in extramural funds that included a large increase (\$6.M for FY 2009) in NSF funding. Projects funded: Noyce Scholarships for Math and Physics teachers (\$899,972), Noyce Scholarships for Master Teachers (\$1,496,716); Center for Physical Activity and Health in Youth (\$295); Center for Historical Preservation – Teaching with Primary Sources (\$600,000); MRI grant for genetic sequencer (\$271,392), PFI in Information Technology (\$599K), MRI for Diffractometer (\$2,216K), Social Networking (\$149,745K), 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 SERRI and \$120K of funded projects through TVA.</p> <p>Alumni who gave to their alma mater continues to approximate last year's record number of donors. Giving is about 10-15% above 208-2009, 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.</p> <p>2010-2011 MTSU was awarded \$33.4M in extramural funds. Selected projects funded: MTSU Center for Research on Aviation Training (\$700K NASA); Computational Modeling of Drug-Resistant Bacteria (\$889K Department of Energy); Computational Sciences PhD Program (\$408K sub award with University of Minnesota); Center for Physical Activity and health in Youth (\$400K CDC); Tennessee Collegiate Financial Planning Project (\$1.7MTennessee Department of Education); \$796,000 Early Intervention Services for Infants and Toddlers with Disabilities (\$796K Tennessee Department of Education); Expanding Forensic Education (\$625K Department of Justice); Professional Development of Vocational Teachers (\$1.96M Tennessee Department of Education)</p> <p>2010-2011 Giving for the current year is tracking at 5-8% above previous year totals with donor numbers remaining relatively stable. The primary variable in annual totals remains realized deferred gifts. We are beginning to see the results of our campaign planning with a significant increase in long term commitments and testamentary gifts. The most immediate challenge is the loss of non-competitive federal funding, due to changes in Congressional leadership and policy. The result of these changes for the 2010-2011 year is that more than \$12 million in appropriated support, already included in appropriations bills, were eliminated in the final federal budget.</p> <p>2011-2012 Extramural funding totaled \$26.5 M, a decrease of \$6.9M from 2010-2011, primarily due to loss of earmarks. Selected projects funded: TRIAD; Reforming Graduate Education by Integrating Teaching, Research, and Industry Applications to Deepen Scientific Understanding (\$1M NSF); Integrating Gene and Individual Level Selection to Understand the Evolution of Self-fertilization in Flowering Plants (\$338K NSF); Professional Development for Science and Math Teachers (\$633K Tennessee Dept. of Education); Middle Tennessee Talent Search (METS) Program (\$230K Department of Education); Provision of Services to Enhance the State's Regulation of Comprehensive Major Medical Health Insurance and the Transparency Thereof (\$440K TN Dept. of Commerce and Insurance); Providing Professional Development to K-12 Teachers in Science, Technology, Engineering, and Math through the EMPOWER: Enhancing Mathematical Proficiency through Opportunities Project (\$200K TN Higher Education Commission); Management for TN Civil War National Heritage (\$436K Department of the Interior).</p> <p>2011-2012 Giving to the University continues to exceed the national average for public Masters granting institutions by more than 20% and is expected to continue this level for the foreseeable future. The development of a planned giving program is beginning to show significant results and, should in the near term, begin to provide a more predictable base for annual efforts. The one area of support that has not changed significantly and is not expected to for the next few years is the area of Congressionally delegated support. As a result of the elimination of most earmarked programs, the University has seen federal support decrease by \$2-4 million annually.</p> <p>2012-2013 The MTSU Centennial Campaign has secured more than \$62 million in gifts and commitments for the University. Coupled with increased annual support and donor participation, the University has seen private support grow by more than 25% over the past four years. Continued success of the campaign should provide the institution with a significantly increased, sustainable level of annual support for the future.</p> <p>2012-2013 In FY12 the University had \$30.6 million in grant expenditures. To-date for FY13, MTSU has received 10.2 million in awards. Proposals pending: CAREER proposal for \$941,638 (NSF); Informal Science for \$2,732,291 (NSF); Curriculum Design for \$7,992,797 (NSF); and Center for Botanical Medicine for \$10 million (private funding). Selected projects funded: Dimensions US-Bota_Sao Paulo - \$211,044 (NSF); Characterizing the Distribution and Concentrations of Ambient Air Toxics - \$255,936 (Shelby County Health Department); The Implementing Mathematical Practices and Content into Teach Project - \$242,036 (TN Dept. of Education); and GAANN Fellows for Foreign Languages and Literatures - \$133,266 (Dept. of Education).</p> <p>2013-2014 Giving to MTSU continues to exceed national norms. Analysis by the Council for Aid to Education show that MTSU is in the top 10-25% among reporting universities in annual support in both one and three-year averages. The 2012-13 VSE report ranked MTSU 15th out of a total of 269 Public (Masters) Universities. Deans and development staff are provide monthly updates measuring performance against defined goals. The MTSU Centennial Campaign has now exceeded its \$80 million revised goal and evaluations are underway to determine if another adjustment is warranted. Giving has continued to increase, as evidenced by the 2012-13 year being the second largest in school history (\$14+ million) and donor participation remains consistent. A regional evaluation is underway to determine the value of establishing a formal corporate partnership program to better link the University with the needs of the business and industry community in Middle Tennessee.</p> <p>2013-2014 To-date for FY13, MTSU has received \$10.2 in awards. Selected projects funded: Dimensions US-Bota_Sao Paulo - \$211,044 (NSF); Characterizing the Distribution and Concentrations of Ambient Air Toxics - \$255,936 (Shelby County Health Department); The Implementing Mathematical Practices and Content into Teach Project - \$242,036 (TN Dept. of Education); and GAANN Fellows for Foreign Languages and Literatures - \$133,266 (Dept. of Education).</p> <p>2014-2015 MTSU's Centennial Campaign continues to transform the University's philanthropic culture, with approximately \$95 million in gifts/commitments received to date. VSE analysis continues to show MTSU among the top quartile among reporting peers, and top decile among all peers in both annual and three-year giving totals. Current focus of the Centennial Campaign is to strengthen directed giving to the academic colleges through focused strategies, targeting unique priorities within each academic unit.</p> <p>The unit has identified two immediate staffing needs, a centralized development officer focusing on centralized university programs and scholarships, and a dedicated corporate partnership staff member. These positions have been requested and are subject to available funds.</p>			
<p>Middle Tennessee State University will pursue innovative and creative partnerships that enhance learning, scholarship, and engagement and further social, cultural, and economic development.</p>	<p>Middle Tennessee State University will pursue partnerships between and among public and private institutions, agencies, businesses, and industries to address regional issues.</p>	<p>Provide leadership to Mind2Marketplace regional initiative to increase education and technology and economic development in the region; Hire a Director of Regional Initiatives.</p>	<p>Coordinator of P-16; UP; OCES</p>	<p>Annual</p>
	<p>STATUS UPDATE:</p> <p>2007-2008 Hosted quarterly M2M quarterly meeting. Director of Regional Initiatives position advertised</p> <p>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</p> <p>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.</p> <p>2010-2011 Mind2Marketplace hosted three regional meetings that convened 50-75 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 Rural Entrepreneurship System in Tennessee- CREST); developed a best practices resource list for S.T.E.M education for the website and continued to create, support and connect S.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.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>2011-2012 Mind2Marketplace hosted a regional meeting that convened over 40 business, education and non-profit leaders to discuss strategic direction for innovation within the region, 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.</p>			
	<p>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 M2M's new focus on conducting technology-centered meetings from the private sector, academic institutional and government organizations.</p>			
	<p>2013-2014 Mind2Marketplace continued quarterly meetings targeting technological/economic sectors in the region. M2M partnered with the MTSTEM Center to host a state-wide conference for STEM educators showcasing the latest research in STEM and STEM education and contracted with the MTSU Business and Economic Research Center to produce a STEM Industry/Education analysis for publication and distribution state-wide (Publication expected January, 2015). M2M received independent 501c3 status.</p>			
	<p>2014-2015 Mind2Marketplace continued quarterly meetings targeting technological/economic sectors in the region. M2M held a regional conference for industry and educational representatives on unmanned aerial systems and contracted with the MTSU Business and Economic Research Center to produce a STEM Industry/Education analysis for publication and distribution state-wide (Publication expected January, 2015). M2M received independent 501c3 status.</p>			
	<p>Middle Tennessee State University will develop innovative partnerships to enhance the University's historic and emerging program strengths.</p>	<p>Develop innovative partnerships in MTSU's historical and emerging program strengths.</p>	<p>Deans of Colleges</p>	<p>Annual</p>
	<p>STATUS UPDATE:</p>			
	<p>2007-2008 Innovative partnerships: ET Department and Lee Adcock Construction, City of Murfreesboro, Messer Company, The Building Group, RG Anderson Company, TDK Construction, Bradfield and Gorrie/Turner Universal, and architect, Michael Steward, to advise and support the Commercial Construction Management Program; HHP Dept. and Riverdale, Brentwood, Oakland, Primary and Urgent Care, Woods Physical Therapy, Star Therapy, NHC Oak Park, and the Renkens Center for athletic training sites for clinical instruction; Center for Historic Preservation partnered with Ph.D. Program in History and the Mississippi Blues Commission to conduct research and implement a statewide Blues Heritage Trail for the use of blues culture within Mississippi Delta tourism.</p>			
	<p>2008-2009 Innovative partnerships: Partnered with the City of Shelbyville, TN and MSCC to establish the Middle Tennessee Education Center in Shelbyville (College of CEDL); collaborated with UTSI to establish a 3 + 2 program (B.S. in Aerospace & M.S. in Flight Test Engineering (Aerospace Department); assumed Mind2Marketplace leadership role in regional initiative to move innovation to marketplace/planned (Nov '09) major regional conference in collaboration with TVC; partnered with Township of Smyrna to establish the CLEAR Water Institute (Chemistry Department); Center for Historic Preservation, in partnership with the National Park Service, established the Tennessee Civil War National Heritage (\$465K grant); co-hosted NSF funded international workshop on mathematics and science education with Northeast Normal University (China); completed the Volunteer Voices project in partnership with UTK (Library); MTSU Public History Program partnered with Shacklett's Photography (Murfreesboro) to preserve/digitize historic photograph collection for exhibition; continued TN Department of Children Services grant, lead institution for 13 member consortium to provide child welfare worker training; continued partnerships with UTK and ORNL to support faculty and student research; MTSU (Journalism) partnered with Chevrolet/EdVenture Partners in The New Shade of Chevy Campaign (student project)/--tied for 1st place in national competition; MTSU (Chemistry) collaborated with City of Smyrna to establish CLEAR Water Institute.</p>			
	<p>2009-2010 Selected innovative and expanded partnerships: Information Technology Partnership between National Science Foundation, Nashville State Community College, Alabama A & M University, Mind2Marketplace is intended to recruit and retain computing students to IT; National Science Foundation High School Summer Bridge Program, a MTSU TLSAMP partnership with Vanderbilt, UM, UTK, TSU, and Lemoyne-Owen College aims to increase retention and graduation rates for underrepresented students who are STEM; Lead Outreach Program is a partnership with the U.S. Department of Housing and Urban Development and Tennessee Alliance for Lead-safe Kids to raise public awareness and knowledge about lead poisoning and to develop a coalition across Tennessee that provides lead-hazard control training, outreach and education to families; Plug-In Hybrid Project with the Tennessee Technology Development Corporation, Palmer Labs, and UTSI created a team to commercialize (Palmer Labs) the invention of a plug-in hybrid vehicle, identify a subcontractor (UTSI) to build a prototype device, and build a facility that would create 2,000 jobs (Palmer Labs), an automotive engineering technology expert is part of the team; Tennessee Mathematics, Science and Technology Center enhances the quality of STEM education at all levels in Tennessee, Center partnerships include TN Department of Education, ARES Corp., State Farm Insurance, Marshall Space Flight Center, TBR, National Institute of Health, Teacher Space, Saturn, Annenberg Public Television, the Primary Care and Hope Clinic, City of Tullahoma, Dyer, Lake, Obion, Maury Counties, United Southern and Eastern Tribes, Middle Tennessee Industrial Association, Professional Projects Services, Inc., Center for Disease Control; Middle TN P-16 Council produced PSA announcements on educational initiatives; COHRE partnered with TTU, TTDC and Palmer Labs on a land map of the Blackman area project; Tennessee Farmland Legacy Partnership includes the MTSU Center for Historic Preservation, Tennessee Departments of Agriculture, ECD, Environment and Conservation, and Tourist Development, along with the Tennessee Wildlife Resources Agency, Tennessee Farm Bureau Federation, the UT Institute of Agriculture, the Land Trust for Tennessee, Cumberland Region Tomorrow, USDA National Resources Conservation Service and USDA Rural Development and leverages resources to inform farmers and help them stay on the farm and keep the land in agricultural production; MTSU partners with Nashville State Community College in a Dual Admission Program which permits NSCC students to work toward a bachelor's degree at MTSU while earning their associate's degrees. Advancement Via Individual Determination (AVID) is a partnership between MTSU and Metro Davidson County Schools in a college-readiness mentoring program designed to increase the number of students who enroll in four-year colleges. AVID focuses on underserved students who fall into the academic middle range. The Confucius Institute is a partnership between MTSU and Hangzhou Normal University. The Institute focuses on the development of Chinese language classes, student and faculty exchanges, cultural exchanges, outreach programs to area kindergarten- through 12th-grade schools, training educators to teach Chinese as a foreign language, and research about contemporary China, among other mutual interests. MTSU and STCC developed a joint student transfer agreement to assist students in transferring from STCC to MTSU.</p>			
	<p>2010-2011 Selected Innovative Partnerships: Partnered with the NSF, ORNL, North Carolina State University, and the Hauptman-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 will be the home to The Academy of Aviation and Transportation (Aero 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 (500 plus miles). The car was fueled by the sun and hydrogen from water (Agribus/Agrisci Dept.). Partnered with the ISR Group (Intelligence, Surveillance, and Reconnaissance) a Savannah, 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 (Aero Dept.). Partnered with the TN Department of Agriculture to support the development of two geothermal, air conditioned walk-in packing sheds to hold fresh produce until time for sale (Agribus/Agrisci Dept.). 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 (Schl of Journ). Partnered with Telefutura television (America's #2 Spanish-Language Network in prime time) to broadcast public service announcements to reach out to students and families of 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- CHP). Partnered with The Land Trust of Tennessee to host a field expedition for LEAD Academy (a coeducational public charter school that serves 5th – 9th grade students) 7th graders at historic Glen Leven in Nashville, Tennessee.</p>			
	<p>2011-2012 Selected innovative partnerships: Dr. Jennifer Vanatta-Hall from the School of Music partnered with Bellwood-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 Banks of Red Boiling Springs Adaptive Reuse. Dr. Dale Cockrell from the Center for Popular Music partnered with Santa Fe Productions and Pa's Fiddle Recordings, LLC on a documentary for Pa's Fiddle: The Music of America and The Making of Pa's Fiddle. Dr. Tricia Farwell from the Department of Journalism partnered with Lotus Energy Drink in order to create ad campaigns to reach college students. Dr. Rosemary Owens from Academic Affairs partnered with Murfreesboro City Schools on Club MARVEL to generate excitement about college among 4-6 grade students. President Sidney McPhee collaborated with Guangxi Botanical Garden of Medicinal Plants on the project Flora to Pharma which provides for the creation of the Tennessee Center for Botanical Medicine Research at MTSU. Jackie Victory of Student Affairs partnered with Habitat for Humanity in raising funds to build a Habitat home. Dr. Gloria Bonner from University and Community Relations partnered with the Rutherford County Sheriff's Department, Tennessee Department of Agriculture, and UT Extension - Rutherford County on The Garden of Hope to promote education, nutrition, and wellness to help incarcerated individuals.</p>			
	<p>2012-2013 Selected innovative partnerships: Dr. Andy Brower led a Construct Pleistocene History of Amazon Basin collaboration with the eNational Science Foundation; American Museum of Natural History; New York Botanical Garden; Field Museum of Chicago; and the National History Museum of Los Angeles County to look at genetic patterns of variation in a variety of model organisms including birds, monkeys, trees, and then butterflies to attempt next-generation sequencing. Browe also added his expertise to the Tree of Life Project, a web-based "family tree" charting genetic interconnections among all living things. Ginny Bogle led a public service Nutrition Education Seminar Event in partnership with the Murfreesboro City Schools – Mitchell Neilson Elementary to provide education sessions re Healthy Eating, Eating for Optimal Health; Organic, Natural and Local Foods; Reading Food Labels; Healthy Eating in Restaurants; Smart Shopping, and Individual Nutrition Coaching Sessions. Dr. Sandra Poirier partnered with Murfreesboro Parks and Recreation in the Patterson Community Center Right Choices Teen Program in which pre-service family and consumer sciences teachers planned and delivered structured one hour lessons to two groups of teens during the fall and spring semesters (topics included healthy snacks, Black History month, Earth Day, bullying, and interpersonal communications.). Dr. Murat Arık (BERC) conducted a 2013 Non-Profit Impact Study for the Center for Nonprofit Management – Nashville, TN which produced the first assessment of the nonprofit sector's contribution to the economy of the Nashville Metropolitan Statistical Area. Faculty: Dr. Tracey Huddleston in partnership with Stage Farm Insurance offered the 21st Invention Convention (2013) highlighting 220 one-of-a-kind inventions from 431 young geniuses in the fourth, fifth and sixth grades across the Mid-state. Dr. Hugh Berryman led FIRE in partnership with TN Dept of Safety and Homeland Security, the U.S. Dept of Justice--Office of Justice Programs, MTSU ITD, and Enterasys Inc., Mandiant to present the Cyber-Threats Summit organized around the theme: "Building Partnerships and Understanding the Threat" to address how a company or agency's assets and reputation can be threatened by electronically breaching its security, confidentiality, data or other facets of its operations via external or internal unauthorized access. The Center for Popular Music partnered with the TN Historical Records Advisory Bd for a research grant to fund an Online Music of Tennessee project to identify and preserve a unique collection of songs about Tennessee held in the Center's archives and make them accessible online. Staff: Dr. Sidney McPhee established a "Training on Beechcraft King" program in partnership with the China Civil Aviation Authority; Flying Dragon General Aviation- China; and Corporate Flight Management- Smyrna, TN.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>2013-2014 See (http://www.mtsu.edu/partner/)</p>			
	<p>2014-2015 Highlights of Selected Innovative and Expanded partnerships and Public Service In Science 1131 students completed projects designed to help young children understand the science behind science. MTSU students are enrolled in an experimental learning physical science class in the university's Honors College. Students led fifth graders at Murfreesboro City's Discovery School through a rotation of seven science experiments. African American Heritage Society Maury County, Norkunas. This is original research on topics related to the African American past in Maury County in cooperation with the African American Heritage Society. Materials were developed for twelve online exhibits for AAHSMC. AAHSMC used the students' research to successfully apply for historic markers for several local sites and it is being used to create an entirely new archive in Maury County that scholars and local historians will use into the future. Dr. Cliff Ricketts discovered how to drive 2,600 miles without using any gasoline. And then the "Discovery Channel Canada" discovered him. Dr. Jackie Gilbert joined forces with people across the state and nation to help craft legislation and guidelines that will help to promote civility within government agencies. The legislation grants legal protection to those government agencies that adopt a model policy to combat abusive behavior in the workplace or craft comparable guidelines of their own. The College of Mass Communication teamed up with Bonnaroo leaders in an ongoing partnership that brought festival officials to MTSU for question and answer sessions with students and then put students behind the scenes at Bonnaroo for multimedia news coverage. Camp PRISM, Science & Math Summer Camp (Practice in Science and Math) includes lectures, field trips to various classrooms on the MTSU campus and local businesses, including Nissan. Paid for by federal funds Murfreesboro City Schools receives, the camp began more than a decade ago. Dr. Charles C. Chusuei and his student researchers have been developing a technology that could transform patient care in emergency rooms and health centers throughout the world. It involves the detection of something one can find in a bottle in almost every home—hydrogen peroxide. Middle Tennessee State University's Forensic Anthropology Search and Recovery Team helps with the work of removing and examining human remains. MTSU's Jones College entered an exclusive partnership with Dale Carnegie Training to embed "soft skills" training within the university's curriculum. The result - All Jones College graduate and undergraduate students will have taken such a course for credit before obtaining their degree. Exploring Life (EXL) students have been involved in an ecological restoration project at two sites in collaboration with two partners: the National Park Service at Stones River National Battlefield and Murfreesboro City Parks & Recreation. Health and Gerontology students interact with a "well" elderly persons who live in a community setting. The objective is to obtain a health assessment that encompasses the bio psychological spiritual person, identify risk behaviors or need for health information, and conduct a health teaching project with clients that promotes wellness and reduces risk/risk factors. Faculty and students provide health literacy training and education to Burmese refugees who seek citizenship in the United States. Culturally relevant training is provided for the refugees and for MTSU faculty and students MTSU's Mechatronics Engineering degree program is on the cutting edge of a fast growing industry. Jobs are waiting for engineers to design and enhance robotics and automated systems. Bridgestone, with a mechatronics facility at its LaVergne education center, and Nissan are among worldwide and local partners in the program. Archaeologists exhumed the bodies from near the entrance, took samples to study and reburied the skeletons. Scientists determined the remains are likely those of slaves working at Grassmere who died between 1830 and 1860. Nashville International Center for Empowerment graduate students volunteer with immigrants and/or refugees associated with the Center in order to build a relationship with MTSU's Public History Program. Several students taught English to immigrants and one student taught driver's education. Two students continued to teach after the semester ended and wrote that the relationship they developed with the family they were tutoring was enormously meaningful. Six students co created oral histories with immigrants.</p>			
	<p>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.</p>	<p>Increase distance learning opportunities, i.e., sites, courses and programs.</p>	<p>Dean of University College</p>	<p>2007-2012</p>
	<p>STATUS UPDATE:</p>			
	<p>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.. approved by TBR</p>			
	<p>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.</p>			
	<p>2009-2010 Online and hybrid courses taught increased with 10,231 enrollments (U/F2009 & 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 to the BS in Professional Studies and Master of Professional Studies; first accelerated online courses will be held Fall 2010.</p>			
	<p>2010-2011 The number of online and hybrid offerings increased by 218 courses or 34% from previous AY. Enrollments also increased by 4,067 students or 34%. New programs approved by TBR for full online delivery: Master of Business Education; M.Ed. in ESL; M.Ed. in Library Sciences; Ed. S. in Culture, Cognition and the Learning Process; Ed. S. in ESL; Ed. L in Technology and Curriculum Design. First accelerated online courses delivered Fall 2010 (14 total developed). Synchronous online courses offered Fall 2010. Five (5) new general education courses developed for online delivery. Fourteen (14) graduate and 43 undergraduate courses developed for online/hybrid delivery for last AY. Twenty-five (25) new courses currently in development.</p>			
	<p>2011-2012 The number of online and hybrid offerings increased by 128 courses or 15% from previous AY. Enrollments also increased by 2,186 or 27%. New online programs approved by TBR: B.S. Business Education; MBA-CIM; M.Ed. Curriculum and Instruction (majors in Elem. Childhood Ed., Elem. School Ed., Middle School Ed). In AY, 43 new online courses were developed (including two general education courses); Twenty-two new Masters of Education and Educational Specialist cohorts were established at off-campus locations including Winchester, Fayetteville (four groups), Smyrna, John Coleman (Murfreesboro), Huntsville, AL (two groups), Centerville, Hohenwald, Pulaski, Rockvale (two groups), John Pittard (Murfreesboro), Cheatham Co., Lynchburg, McMinnville, Siegel (two groups; Murfreesboro), and Wilson County.</p>			
	<p>2012-2013 Ten new Masters of Education and Education Specialist cohorts were established at off-campus locations during the 2012-2013 academic year. These locations include Columbia (two groups); Shelbyville (two groups); 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 Communication) have been submitted to TBR for conversion to full online delivery. Three courses developed for accelerated online delivery. The number of online and hybrid course offerings increased by four (4) courses or a .4% increase over previous AY. Enrollments increased by 618 students or 3%.</p>			
	<p>2013-2014 Nine new Masters of Education and Education Specialist cohorts were established at off-campus locations during the 2013-2014 academic year. These locations include Columbia State Community College/Lawrenceburg, Southside Elementary (Lebanon), Nissan in Smyrna, Blackman Middle School, Volunteer State Community College (Livingston), Tennessee Vocational Education Building in Waynesboro, Motlow State Community College/Fayetteville, Motlow State Community College/Tullahoma, and Coffee County Central High School in Manchester. The Masters of Science in Aviation Administration was approved for delivery online. During the 2013-2014 academic year, two new programs were approved for online delivery. They were the Master of Science in Aviation Administration (concentration in Aerospace Education), and the Bachelor of Science in Organizational Communication. The number of online and hybrid course offerings increased over the 2012-2013 academic year by 53 courses (5%). While 2014 spring enrollment numbers are not available at this writing, comparing summer and fall of 2012 to summer and fall of 2013, online enrollments increased by 254 students (a 2% increase).</p>			
	<p>2014-2015 Six new Masters of Education and Education Specialist cohorts were established at off-campus locations during the 2014-2015 academic year. These locations include Collinwood Elementary School in Collinwood, TN; two cohorts at Columbia State Community College in Columbia, TN; Volunteer State Community College in Gallatin, TN; Columbia State Community College in Lewisburg, TN; and Hillsboro Elementary School in Coffee County, TN. The Master of Science in Aviation Administration and the Bachelor of Science in Organizational Communication were both approved for full online delivery by TBR.</p>			
	<p>Middle Tennessee State University will identify, pursue, and sustain state, regional and national research, public service, and creative activity partnerships.</p>	<p>Each college will develop a new research/creative activity partnership and a new public service partnership</p>	<p>OCES; Deans of Colleges</p>	<p>2008-2009</p>
	<p>STATUS UPDATE:</p>			
	<p>2007-2008 ET partnered with Lee Adcock Construction, City of M'boro; Messer Company; The Building Group; RG Anderson Company, TDK Construction; Bradfield and Gorrie; Turner Universal; and architect, Michael Stewart to advise and support the Commercial Construction Management Program; HHP established new partnerships with Riverdale, Brentwood, and Oakland high schools, Primary and Urgent Care, Woods Physical Therapy, Star Physical Therapy, NHC Oak Park, and the Renkens Center as athletic training clinical instruction sites; HS partnered with Rutherford County Read to Succeed Project on the "Families that Read Succeed" program to provide an early literacy program for families that addresses adult literacy, early, and family literacy. HC partnered with The Discovery School in SL projects with gifted and talented children. MC: public relations campaigns class worked on two projects: campaign to promote and maintain public awareness of new MTMC center/facility and campaign with First Baptist Church, East Castle St to increase church membership. LA partnered with Great Books Foundation to provide training in the Shared Inquiry method of instruction and to provide books for non-credit courses offered by MTSU faculty in middle Tennessee prisons.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>2008-2009 Honors College initiated partnership with Hobgood School, a NASA Explorer School and received \$20,000 grant from AT&T to promote science education; College of LA: Erin Anfinson (Art) completed Entering the Modern Era: Murfreesboro Jazz Age mural for permanent exhibit as the Heritage Center of M'boro/Rutherford City; College of Mass Comm partnered with Sony Corporation to produce an international webinar to an audience in 34 countries showcasing the upgrade to high definition TV studio; Journalism partnered in The New Shade of Chevy Campaign—Chevrolet through EdVenture Partners to create, implement and evaluate an advertising campaign for Chevrolet's green products; ABAS has helped develop a Master of Science program for the Mongolian Agriculture University in Ulaanbaatar, Mongolia. Working with Virginia Tech, Mississippi State and Mongolia V.E.T. Net, a development organization in Mongolia; MTSU has entered into an educational cooperation agreement to enhance the educational opportunities and experiences for students and faculty; TMSTEC Partnership to Improve Biology Education funded by NSF, TRIAD PK-12, partners included: Business Education Partnership Committee of the Rutherford Cnty C of C; BioTn ; PK-12; Metro-Nashville Public School District; NSF; Pope John Paul II High School, Nashville; Rutherford County School District; MTSU-TSU PK-12 Program; TSU. Center for Health and Human Sciences worked with the Tennessee Department of Health to compile and distribute the state's first colorectal cancer control plan through the Tennessee Comprehensive Cancer Control Coalition.</p>			
	<p>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. CLA applied for TBR Access and Diversity Grant to fund faculty travel for scholarly purposes; working with Center for the Arts to get students involved in local theatrical productions (tentative). COE partnered with MT p-16 Council, MTeach, Stanford University/Council of Chief State School Officers (CCSSO), American Association of Colleges of Teacher Education (AACTE), TBR Teacher Performance Assessment Consortium, TBR Teacher Education Redesign initiative, TBR Teacher Performance Assessment Task Force, TBR Teacher Education Redesign Research and Evaluation Task Force, TBR Teacher Education Redesign Problem-Based Learning Task Force, TBR Teacher Education Redesign Directors' Board, TBR Teacher Education Redesign Technology Task Force, TBR Teacher Education Redesign Curriculum Task Force, and Middle Tennessee Teacher Quality Consortium. 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 for CJA. HHP has active partners with local high schools, health care service providers and regional hospitals, i.e., Maury Regional Hospital. Human Sciences partnered with Penny's Closet of Murfreesboro, the Buckle Corporation, Rutherford County Chamber of Commerce, and other organizations on joint community service projects, i.e., cancer research, St. Jude's</p>			
	<p>2010-2011 See innovative partnerships in MTSU's historical and emerging program strengths above.</p>			
	<p>2011-2012 See selected partnership, public service, outreach in MTSU's historical and emerging program strengths above.</p>			
	<p>2012-2013 Selected activities: Dr. Mark Blanks initiated a partnership with the U.S. Army and U.S. Marine Corps to conduct robotics research on how to add low-cost hardware and software to existing small robots to use Raven aircraft as an eye-in-the-sky relay. The new pact studies ways robots on the ground can be used in concert with unmanned vehicles in the air. The partnership also allows the Army and Marines to help develop courses and materials for MTSU and involve faculty and students in defense-laboratory research projects. Dr. Stephanie Bush collaborated with the Stones River Manor Assisted Living and Community Care of Rutherford County on a public service project: Aging Health and Development--an intergenerational service-learning course, consisting of structured, planned activities which involve meaningful interaction between students and older adults. Dr. Jeff Clark coordinated the Southern Girls Rock and Roll Camp in partnership with the Youth Empowerment through Arts and Humanities (YEAH). SGRRC is a week long day camp for girls aged 10 to 17 which includes instrument instruction, workshops, panels, guest performances, and band practice. Dr. Kathleen Burris offered a Play Symposium in collaboration with the Association for Childhood Education International and the Tennessee Association for the Education of Young Children to provide content knowledge, skill implementation, and assessment strategies targeting children's health and wellness through play and physical activity for educational professionals. Dr. Brenden Martin partnered with 41 Museums in Middle Tennessee to establish the John Early Museum Magnet School, Nashville's newest museum and only museum in a school in Tennessee. The innovative, interactive museum gained recognition from the American Alliance of Museums (AAM), the Tennessee Association of Museums (TAM), and the Inter-Museum Council of Nashville (ICON). Faculty: Robert Gordon and 53 students from MTSU's College of Mass Communication assumed key production roles for the 2012 Capitol Street Party in Nashville where an estimated 14,000 fans on Lower Broadway enjoyed the free music event with Capitol Records performing artists Luke Bryan, Jon Pardi and Kelleigh Bannen. MTSU's 40-foot, \$1.7 million HD mobile production laboratory was used for the event. The MTSU Student Food Pantry, a partnership between MTSU's Student Government Association and Greenhouse Ministries; Murfreesboro Housing Authority, was established to provide food to homeless students and students who have just emerged from foster care, especially those who lack the necessary support to make it on their own. The American Democracy Project, led by Dr. Mary Evin, partnered with the U.S. District Court, Middle District of Tennessee to hold a Naturalization Ceremony on MTSU's campus during Constitution Week to celebrate the 225th anniversary of the signing of the U.S. Constitution with 288 new fellow citizens and a global audience that tuned in via the Internet to view the ceremony. Jackie Victory coordinated the MTSU "The BIG Event" in collaboration with the United Way of Rutherford and Cannon Counties. The BIG Event is the largest MTSU one-day student-run service project held in conjunction with the United Ways Days of Action.</p>			
	<p>2013-2014 See (http://www.mtsu.edu/partner/).</p>			
	<p>2014-2015 See (http://www.mtsu.edu/partner/).</p>			
	<p>Middle Tennessee State University will continue to pursue partnerships with higher-education institutions.</p>	<p>Continue MTSU/Motlow CC general education/study abroad program; continue P-16 initiative with community colleges and technology schools</p>	<p>UP</p>	<p>2008-2009</p>
	<p>STATUS UPDATE:</p>			
	<p>2007-2008 MTSU/MSCC general education/study abroad program continued implemented summer 2007 and continued summer 2008; P-16 initiative continued</p>			
	<p>2008-2009 MTSU /MSCC continued general education/study abroad program; P-16 Initiative continued (http://mts32.mtsu.edu:1457/ for listing of activities); Dual Admissions program developed with NSCC.</p>			
	<p>2009-2010 MSCC withdrew from general education/study abroad program; MTSU Genial Education Study Abroad at Cherbourg, France on hiatus for Summer 2010 because of too few students; GE Study Abroad will resume Summer 2011; MTSU negotiated with Nashville Metropolitan Schools System to establish an Aerospace Academy for Fall 2010. MTSU. MSCC collaborated in organizing a University Learning Community focusing on retention; dual admissions program with NSCC implemented. P-16 initiatives continued.</p>			
	<p>2010-2011 The new VPIA is in the process of re-evaluating all exchange partnerships and study abroad programs to optimize the curricular, geographical and fiscal components of increasing MTSU study abroad participation. P-16 Council activities: Partnered with TASSA and Mind2Marketplace to hold Tennessee Association for School Supervision and Administration (TASSA) Summer Conference (2010); worked with Middle Tennessee Education Center, a partnership between MTSU, MSCC, and Bedford County (serving 52 education students); provided continuing support for MTSU M.Ed. and Ed. S. cohorts in middle Tennessee via P-16 council contacts (24 cohorts serving 282 students); conducted regular training sessions (led by Dr. Bob Eaker) on Professional Learning Communities with faculty in seven school districts; conducted regular training sessions on Problem Based Learning (led by Dr. Terry Goodin) with P-16 educators in middle Tennessee, other TBR schools, and MTSU's Learning, Teaching, and Innovative Technologies Center; P-16 teachers were offered STEM seminars (SP 2010) and, as part of the Math Science Education Research Conference.</p>			
	<p>2011-2012 VPIA has evaluated all exchange partnerships and study abroad programs and implemented a plan to optimize the curricular, geographical and fiscal components of increasing MTSU study abroad participation. See P-16 Initiative activities listed above. MTSU participated in developing the TBR Universal Transfer Pathway initiative and has implemented approved pathways.</p>			
	<p>2012-2013 See P-16 initiative activities listed above. MTSU signed agreements with MSCC 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.</p>			
	<p>2013-2014 See P-16 innovative activities listed above. See community and off-campus site partnerships above.</p>			
	<p>2014-2015 See P-16 innovative activities listed above. See community/off-campus site partnerships above.</p>			
<p>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.</p>	<p>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.</p>	<p>Continue to integrate service learning into the curriculum and incorporate service learning projects.</p>	<p>Director of EXL; Director of ADP</p>	<p>Annual</p>
	<p>STATUS UPDATE:</p>			
	<p>2007-2008 Service learning integrated into EXL program for coordination/implementation. See EXL program results above.</p>			
	<p>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.</p>			
	<p>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.</p>			
	<p>2010-2011 See EXL and ADP activities above.</p>			

Strategic Direction	Strategies 2007-17	Objectives	Responsible	Time
	<p>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/</p> <p>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.</p> <p>2013-2014 In 2013-2014 faculty reported 7,340 students participated in the EXL Program and 128 students received the EXL Scholars designation; 267 courses with 445 sections were conducted by 197 approved instructors; 5,632 students participated in projects with community impact; 4,680 community-based projects were completed with 340,016 hours of community impact; over \$2.7 million impact for community work at \$8 per hour; all EXL targets exceeded. Three workshops were held to assist faculty in adding service learning projects to academic courses. The EXL Program awarded \$6,858 in grants to support community service projects and \$3,500 to support student service with the American Democracy Project. The University College Public Service Committee funded 14 grant applications totaling 23,726 for public service projects.</p> <p>2014-2015 In 2014-2015 faculty reported 9,394 students were involved in experiential learning and 5,860 of those students participated in community projects; 3,436 service projects were completed with 363,147 hours of community impact; over \$2.9 million impact for community work at \$8 per hour; the comparable worth based on the National Value of Volunteer Time is \$8.4 million; all EXL targets exceeded. The EXL program awarded \$11,024 in grants to support community service projects. The University College Public Service Committee funded 15 grant applications totaling \$25,407 for public service projects.</p>			
	<p>2014-2015 ADP determined this year, building on its now-embedded institutionalization within the MTSU Center for Historic Preservation, to take concrete steps to expand its civic learning and democratic engagement (CLDE) initiatives beyond MTSU, across the state, to the wider Tennessee Board of Regents (TBR) institutions. ADP MTSU applied to the National Endowment for the Humanities, for a Bridging Cultures at Community Colleges grant to do just that, and was awarded it. Faculty from Tennessee community colleges Jackson State, Cleveland State, Nashville State at Cookeville, and Dyersburg State at Covington signed on to develop ADP/The Democracy Commitment programs at their own schools. ADP MTSU helped fund some of these national memberships for Tennessee colleges to kick-start wider TBR civic learning efforts. The TBR chancellor and vice chancellor for academic affairs endorsed the application to NEH and is supporting the program going forward. The Tenn. Secretary of State convened the state's coordinators of civic learning and community engagement programs to his office this year, to further a vigorous statewide effort. In higher ed, other TBR universities were approached by ADP MTSU toward our effort as well, and ADP MTSU was recognized nationally by ADP AACU for the ongoing, productive work at MTSU. That work on our campus included this year a new faculty learning community (FLC) on CLDE, made up of faculty from eight departments from three MTSU colleges, bringing new CLDE course improvements into their own classrooms, to their own students. ADP faculty partner with the MTSU EXL, Raider Learning Community, Reacting to the Past programs, SENCER, and other engagement programs to further student civic engagement. Activities through the year included holding Constitution Day (CD) commemorations 9/17/14 in all eight MTSU colleges, each producing programming unique to its school, students, and faculty, with MTSU coaches and sports teams participating as well as Student Government Association, over 800 students turning out to read the Constitution across campus; and distributing c. 3,000 Constitutions for use in classrooms' Constitutional studies. Voter registration drives across campus on CD and National Voter Registration Day 9/23/14, and throughout year, in partnership with the Tennessee Secretary of State's office, Tennessee Citizen Action, and the Rutherford County League of Women Voters (LWV), generated the largest number of student registrations of any college or university in Tennessee for the fall 2014 elections, as reported by the Tennessee Secretary of State's office. Thorough MTSU student voting data were accessed this year through Tufts University's National Study on Learning, Voting and Engagement (NSLVE) conducted by the Tisch College of Citizenship and Public Service and the Center for Information and Research on Civic Learning and Engagement (CIRCLE), which further supported ADP student engagement. MTSU is modeling NSLVE involvement in Tennessee, hoping all our state's universities will sign up for the study's data analysis. Our local LWV and the wider Tennessee League engaged with and sponsored the work of ADP MTSU again this year, and we in turn provided the League with moderators for candidate forums for public office. ADP MTSU partnered with a huge range of community and state organizations to grow CLDE on campus and across the state, including (in addition to the ones already mentioned) American Muslim Advisory Council/AMAC, Tennessee Immigrant and Refugees Rights Coalition/TIRRC, American Assn of Univ Women/AAUW, Faith and Culture Center/FCC, Family of Abraham, Atlantic Institute, Conexon Americas; and nationally, Campus Vote Project, Fair Elections Legal Network, Religions for Peace, among others. ADP MTSU again took students and faculty to national AACU ADP meeting in New Orleans, LA, 6/4-6/15, along with some of our new community college partners. With the MT Engage program and other initiatives campus wide, civic learning and democratic engagement are emerging organically across the university such that MTSU is becoming a nationally recognized community of practice, which was discussed nationally for the first time AY14-15. ADP MTSU's online presence was upgraded this year to provide easier access electronically to our many programs.</p>			
	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
	<p>STATUS UPDATE:</p>			
	<p>2007-2008 Established dual enrollment, dual credit and completer degree programs ; M.S.W collaborative with APSU and TSU approved by TBR.</p>			
	<p>2008-2009 M.S.W. collaborative with APSU and TSU implemented fall '08; established Dual Admissions partnership with Nashville State Community College.</p>			
	<p>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.</p>			
	<p>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.</p>			
	<p>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.</p>			
	<p>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.</p>			
	<p>2014-2015 In the fall of 2014, primary responsibility for Dual Enrollment was transferred to University College with the mandate to enroll 500 students. Discussions began with high schools in Rutherford County, Bedford County and Williamson County, along with the Catholic Diocese. Warren County Schools and Bradley County Schools contacted MTSU. For the fall, 2014 term, 31 courses at 13 high schools in Rutherford, Williamson and Warren Counties are scheduled. To date (7/28/2014), 602 students have been admitted to MTSU as Dual Enrollment Students and 390 of those have been successfully enrolled.</p>			