

# University Planning Committee Minutes

February 16, 2024

10:00 AM

Attended: Mark Byrnes, Ron Henderson, Liz Smith, Michael Erskine, Kimberly Evert, Francis Koti, Christina Cobb, Kari Neely, Zeny Panol, Mary Hoffschwelle, Ron Malone, Chad Mullis, David Foster, Maigan Wipfli, Mark Clark, Laurie Witherow, Becky Cole, Rick Sluder, Brian Hinote, Michael Hein, Joyce Heames, John Vile, Chris Brewer, Lisa Bass, Layne Bryant, Allison McGoffin

1. [Minutes of the September 1, 2023](#) meeting were reviewed and approved.

2. Mission and Mission Profile Approval (action item)

Mary Hoffschwelle presented the committee with [redline and clean versions](#) of the entire mission page (mission statement, purpose, outcomes, vision, standards/values) using the mission and vision statements that were sent out for final feedback.

A Mission Review Subcommittee [Michael Erskine, John Vile, Chad Mullis, Francis Koti, and Leah Lyons] undertook a full review of the MTSU Statement of Mission and Vision Statement in Fall 2023 and Spring 2024. The subcommittee's review process included a survey and two rounds of feedback from the University community. Dr. Hoffschwelle summarized final feedback gathered Feb 2-9, 2024, and asked for comments from the subcommittee and entire Planning Committee.

Additional revisions were made. The Committee approved unanimously. The [Planning Committee-approved version](#) will be forwarded to the Board of Trustees Executive and Governance Committee for review and approval leading to the Board's approval at the March 19, 2024 meeting.

Dr. Hoffschwelle then presented the [Institutional Mission Profile](#) which was approved by the MTSU Board of Trustees and submitted to THEC in 2023 and asked for comments from the Committee. After brief discussion, no changes were made, and the 2023 version was re-approved.

3. Peer Institutions (action item)

Chris Brewer convened a subcommittee [Christina Cobb, Rick Sluder, Joyce Heames, John Vile, and Liz Smith] last fall to select peer institutions for strategic planning by comparing data that closely match MTSU's makeup and mission. This list does not supersede department peers or the peer list used for salary studies. There is also a separate peer list of institutions administering the NSSE in the same years we do. There is no way to have one set of peers. We will be looking at aspirational peers with guidance from the strategic plan and mission statement.

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. Boise State University      | 6. UNC Charlotte                 |
| 2. Florida Atlantic University | 7. East Carolina University      |
| 3. Georgia Southern University | 8. Illinois State University     |
| 4. Kennesaw State University   | 9. Portland State University     |
| 5. Northern Arizona University | 10. Sam Houston State University |

After brief discussion, the proposed [peer institution list](#) was approved unanimously.

#### 4. Institutional Effectiveness, Planning and Research (IEPR) updates

##### [Quality Assurance Funding](#)

- 2022-23 Points Summary: <https://w1.mtsu.edu/iepr/docs/pfsummary23.pdf>  
MTSU earned 94/100, up from 89 in 2021-22
- New Points Allocation for Standards 5 and 7
  - [Standard 5, Student Equity: Target Population Selection](#)  
Based on guidance from the State of Tennessee, institutions that made race or ethnic minority selections must amend those selections for year four and year five of the 2020-2025 QAF cycle. **MTSU selected 'Any Pell Received' as the focus group.**
  - [Standard 7, Student Access and Success: Focus Population Selection](#)  
Normally four populations are selected for standard 7. However, with the standard change, THEC provided 2 options to select from for the remaining two years.  
Option 1 – replace current selection with an alternate population.  
Option 2 – reallocate standard point between the remaining population selections (First-Generation Students, High Needs Academic Programs, and Male Students)  
**MTSU chose option number 2.**

[2023 Fact Book](#) is complete and on our website. <https://w1.mtsu.edu/iepr/factbooks.php>

[Strategic Plan](#) has been updated with Fall 2023 data. [https://w1.mtsu.edu/iepr/strategic\\_plan.php](https://w1.mtsu.edu/iepr/strategic_plan.php)

#### 5. [SACSCOC Reaffirmation Update](#) —Mary Hoffschwelle

- a. MTSU approved for Differentiated Review: 40 standards + Quality Enhancement Plan
- b. Leadership Team attended orientation sessions at SACSCOC Annual Meeting 12/23
- c. Division leads organizing teams drafting narratives and collecting evidence
- d. Quality Enhancement Plan
  1. Topic must emerge from institutional planning and focus on improving student learning and/or student success
  2. Leadership Team established: Dr. Chandra Story, Director, Dr. Nita Brooks, Dr. Grant Gardner, Dr. Jenna Gray-Hildenbrand
  3. Topic Selection Committee appointed and work underway
  4. QEP leadership, Topic Selection Committee crossover with Strategic Planning Committee to identify emerging topics
- e. Timeline

May 14-15, 2025	SACSCOC Vice President Advisory Visit
September 8, 2025	MTSU Compliance Certification Report due
November 5-8, 2025	SACSCOC Off-Site Review
February 9, 2026	MTSU Focused Report and QEP due
March 23-26, 2026	SACSOC On-Site Review
September 2026	MTSU Response Report due
December 2026	SACSCOC Board Review

## 6. Planning Updates

### 2025-2035 Strategic Plan Development

Strategic Planning Committee <https://w1.mtsu.edu/strategicplan/>

1. Strategic Planning Leadership: Jeff Gibson, Chair; Layne Bryant, Co-Chair
2. Pillar Committee chairs, co-chairs, and members appointed (Academic Quality, Student Success, Engagement, Innovation) <https://w1.mtsu.edu/strategicplan/committee.php>
3. February constituent SWOT analysis sessions
4. Follow-up survey for session attendees and University community
5. Focus groups later in Spring 2024

### Quest 2025

Rick Sluder provided an [informational handout](#) highlighting Full-Time Freshmen Retention and Four and Six-year graduation rates and asked everyone to save the date: April 25, 2024 at 2:00 pm for the Quest 2025 campus-wide forum update.

Meeting adjourned at 10:55 AM.

## CURRENT Mission Purpose Outcomes Vision Standards

### Statement of Mission

Middle Tennessee State University takes pride in its role as a comprehensive, diverse, and innovative institution whose distinctive bachelor's, master's, specialist, and doctoral programs prepare graduates to thrive in their chosen professions and a changing global society. Students, faculty, and staff generate, preserve, and disseminate knowledge and collaboratively promote excellence through teaching and learning, research, creative activity, and public engagement.

*Approved April 4, 2023 by the MTSU Board of Trustees*

### Purpose

To fulfill its mission, Middle Tennessee State University

- educates and challenges students through a broad array of high-quality, affordable bachelor's, master's, specialist, and doctoral programs grounded in a common core of arts and sciences;
- collaboratively promotes excellence through innovative teaching and learning, research, creative activity, service, and engagement;
- fosters a student-centered environment conducive to lifelong learning, personal development, and success for all students, including first-generation, Pell-eligible, transfer, veteran, non-traditional, and international students;
- enhances access through unique programs, distance learning, and advising to meet the needs of a diverse student population;
- supports student learning through effective teaching and advising, experiential and integrative learning, emerging technologies, research, and co-curricular and extra-curricular activities;
- attracts and retains exceptional faculty and staff and develops resources to support excellence in instruction, research, creative activity, and public and professional service;
- develops and sustains academic partnerships, entrepreneurial activities, and public service to support instruction, research, and communities throughout the region;
- promotes ongoing engagement with its alumni, partners, and friends; and
- serves as an emerging center for international study, understanding, and exchange.

Middle Tennessee State University educates students to

- think logically, critically, and creatively;
- make sound judgments informed by ethical, moral, and aesthetic values;
- acquire a working knowledge of a discipline or a group of related disciplines;

- examine, analyze, and shape the rapidly changing world through scientific knowledge, creative undertakings, and an understanding of culture and history;
- communicate clearly and precisely and understand the proper role of free expression and civic engagement in our society; and
- demonstrate the effective and adaptive use of current and evolving technologies.

## Vision

Faculty, staff, and students of Middle Tennessee State University will work together as a community of scholars to create and share knowledge. Our efforts will result in the highest quality education and student experience in the state, preparing citizens who thrive as professionals and engage with and contribute to their communities.

## Community Standards

MTSU is committed to developing and nurturing a community devoted to learning, growth, and service. Each person who joins or affiliates with the community does so freely and accepts and practices the following core values and expectations:

**Honesty and Integrity.** The notions of personal and academic honesty and integrity are central to the existence of the MTSU community. All members of the community will strive to achieve and maintain the highest standards of academic achievement in the classroom and personal and social responsibility on and off campus.

**Respect for Diversity.** The MTSU community is composed of individuals of different races, ethnicities, sexual orientations, religions, cultures, and ways of thinking. We respect individual differences and unique perspectives as we acknowledge our commonalities.

**Engagement in the Community.** All members of the community are encouraged to participate in educationally purposeful activities that support and enhance the MTSU experience. Active involvement and personal investment in academic and student life are hallmarks of an engaged citizen.

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## REDLINE Mission Purpose Outcomes Vision Standards

### Statement of Mission

Middle Tennessee State University offers exceptional academic programs at the undergraduate and graduate levels and prioritizes student success. takes pride in its role as a comprehensive, diverse, and innovative institution whose distinctive bachelor's, master's, specialist, and doctoral programs prepare graduates to thrive in their chosen professions and a changing global society. Students, faculty, and staff generate, preserve, and disseminate knowledge and collaboratively promote excellence through As one of Tennessee's largest comprehensive research universities, MTSU places high value on outstanding teaching and learning, research, creative activity, and public engagement service that support the emerging needs and challenges of our state, nation, and global societies.

*Approved April 4, 2023 \_\_\_\_\_ by the MTSU Board of Trustees*

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To fulfill its mission as a comprehensive, public institution of higher education, Middle Tennessee State University the University's diverse community of students, faculty, and staff

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Middle Tennessee State University is a selective, comprehensive institution located in the geographic center of the State. The University embraces its role as the destination of choice for Tennessee undergraduates and the top choice for Tennessee transfer students. Innovative degree programs and research and public service centers attract, welcome, and support a diverse, largely full-time student population with significant numbers of Pell-eligible, first-generation, non-traditional, and underrepresented students. The University uses advanced research-based practices to help students recognize their academic promise and achieve success, conferring approximately 5,000 degrees annually. Dedicated faculty and staff prepare students for lifelong learning with global perspectives through an understanding of culture and history, scholarship, and creative undertakings to adapt to and shape a rapidly changing world. MTSU's signature experiential and integrative learning, international, cross-disciplinary, and co-curricular programs, **and Tennessee's first public Honors College** deliver a value-added education rich in research, service learning, and civic engagement. Academic offerings foster the pursuit of scholarly research, creative endeavors, and professional advancement through programs spanning the arts and humanities, education, business, STEM, the social, behavioral, and health sciences, and media and entertainment. MTSU houses centers of excellence in historic preservation and popular music and notable chairs of excellence. MTSU has earned the Carnegie Doctoral University: High Research Activity and elective Community Engagement Carnegie Classifications.

*Approved by MTSU Board of Trustees, April 4, 2023*

REDLINE Approved by the Planning Committee 2/16/24 for submittal to the Board of Trustees

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CLEAN Approved by the Planning Committee 2/16/24 for submittal to the Board of Trustees

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**Proposed Peer Institutions**  
for internal benchmarking purposes

1. Boise State University
2. Florida Atlantic University
3. Georgia Southern University
4. Kennesaw State University
5. Northern Arizona University
6. UNC Charlotte
7. East Carolina University
8. Illinois State University
9. Portland State University
10. Sam Houston State University

**Student Equity: Target Population Selection Form UPDATED \*\*\***

The Student Equity standard is designed to incentivize institutions to qualitatively and quantitatively improve outcomes for populations historically underserved in higher education in alignment with the Tennessee Higher Education Master Plan and the institution’s mission. Based on guidance from the State of Tennessee, institutions who made race or ethnic minority selections amend those selections for year four and year five of the 2020-2025 QAF cycle. As a result, impacted institutions must select a different population for QAF Year 4 and 5.

**Updated population selections are due: Friday, February 2.**

Student Equity: Standard Schedule UPDATED				
Year	Qualitative Indicators		Quantitative Indicators	
2020-21	Self-Assessment	4 points	Full-time, fall to fall Retention	6 points
2021-22	Action Plan	4 points	Full-time, fall to fall Retention	6 points
2022-23	Status Report	4 points	Full-time, fall to fall Retention	6 points
2023-24	<i>Action Plan</i>	<i>4 points</i>	<i>Full-time, fall to fall Retention</i>	<i>6 points</i>
2024-25	<i>Status Report</i>	<i>4 points</i>	<i>Full-time, fall to fall Retention</i>	<i>6 points</i>

**Institution:** Middle Tennessee State University

**Original Target Population Selection:** Black Students

**UPDATED Target Population Selection:** Any Pell Received

**UPDATED Target Population Selection Justification:** Please provide a brief explanation for why your institution has selected the target population. If data will be self-reported, please include a population definition and data source.

Middle Tennessee State University's goal is increase persistence, retention and graduation rates for all students with which includes our target population of Any Pell Received.

Population definition is, Any Student who has received Pell Grant Funding. Our data source will be Middle Tennessee States Unviersity's Student Data Systems.

\*\*\*THEC’s Mandated Changes for Years 4 and 5 of Quality Assurance Funding  
 Based on guidance from the State of Tennessee, institutions who made race or ethnic minority selections amend those selections for year four and year five of the 2020-2025 QAF cycle.

**MTSU selected ‘Any Pell Received’ as the focus group**



**Student Access and Success: Focus Population Selection Form UPDATED \*\*\***

The Student Access and Success standard is designed to provide incentives for institutions to increase the percentage or number of graduates from select focus populations. Institutions select focus populations important to the institution’s mission and will measure the graduation outcomes for those students. Based on guidance from the State of Tennessee, institutions who made race or ethnic minority selections should amend those selections for year four and year five of the 2020-2025 QAF cycle. Unless a self-reported population is approved, analysis will include data from the THEC Student Information System (SIS) of undergraduate technical certificates, associate degrees, and bachelor’s degrees only, unless otherwise noted as including graduate level degrees.

**UPDATED population selections Due: Friday, February 2.**

**Institution:** Middle Tennessee State University

**Indicate which option your institution requests to address the necessary focus population shifts.**

     **Option 1, Population Replacement:** My institution requests to replace the racial or ethnic minority population with an approved alternate. The updated population is worth 5 points. Whenever possible, calculations will be based on awards per 100 FTE.

- If you believe your updated population should not be calculated based on Awards per 100 FTE, please indicate in the population justification. *(See Calculation Methodology below for more information.)*
- If the updated population is based on geographic high need, list all counties/areas to be included.
- If the updated population is self-reported, please provide a definition of the population and data source.

Current Population	UPDATED Population	Brief Justification
Hispanic Students		

  X   **Option 2, Point Reallocation:** My institution requests to distribute points associated with racial or ethnic minority populations equally across the remaining populations in whole number increments.

Current Populations	Original Points	Reallocated Points <i>(whole numbers only)</i>
First-Generation Students	5	7
High Need Academic Programs	5	7
Hispanic Students	5	0
Male Students	5	6
<b>Total</b>	<b>20</b>	<b>20</b>

**Calculation Methodology:** The calculation methodology is listed for each focus population. Whenever possible, an analysis of Awards per 100 FTE will be used to further emphasize the quality of support provided by institutions rather than the number of students enrolled.

Example Populations by Calculation Method*	
Percent Awards per 100 FTE	Total Awards
Academically Underprepared	Associate degree Graduates enrolled at Public Universities
First Generation*	Baccalaureate degree Graduates with Previously Earned Associate Degree
Geographic High Need Area	High-Need Programs - Graduate Degrees*
Low-Income	High-Need Programs - Undergraduate Degrees*
Males	
SPARC Counties*	
Veterans (self-reported) *	

\* Notes

- Table is not meant to be exhaustive of all possible institutional selections.
- **First-Generation:** Graduates that report known parent(s) as not completing college. Data is from Institutional Student Information Record (ISIR) and includes only FASFA filing Tennesseans.
- **SPARC Counties:** Counties deemed [economically distressed or at risk](#) by Department of Economic and Community Development for the 2020 fiscal year. These 39 counties will not be updated during the 2020-25 cycle. Institutions may select individual counties from those listed below or SPARC counties as a group.
  - **Distressed Counties:** Bledsoe, Clay, Cocke, Fentress, Grundy, Hancock, Hardeman, Jackson, Lake, Lauderdale, McNairy, Morgan, Perry, Scott, and Wayne.
  - **At-Risk Counties:** Benton, Campbell, Carroll, Carter, Claiborne, Decatur, Grainger, Hardin, Hawkins, Haywood, Henderson, Houston, Johnson, Lewis, Meigs, Monroe, Obion, Overton, Rhea, Unicoi, Union, Van Buren, Warren, and Weakley.
- **Veterans:** Institutions will include only service members. Dependents and survivors are excluded.
- **High Need Programs:** STEM and Health Professions graduates, as defined by federal 2020 CIP, along with highly STEM specialized multidisciplinary programs, with THEC CAO approval. (STEM CIPs: 01, 03, 11, 14, 15, 26, 27, and 40; Health Professions CIP: 31)

\*\*\* Standard 7 -Student Access and Success

Normally four populations are selected for standard 7. However, with the standard change, THEC provided 2 options to select from for the remaining two years.

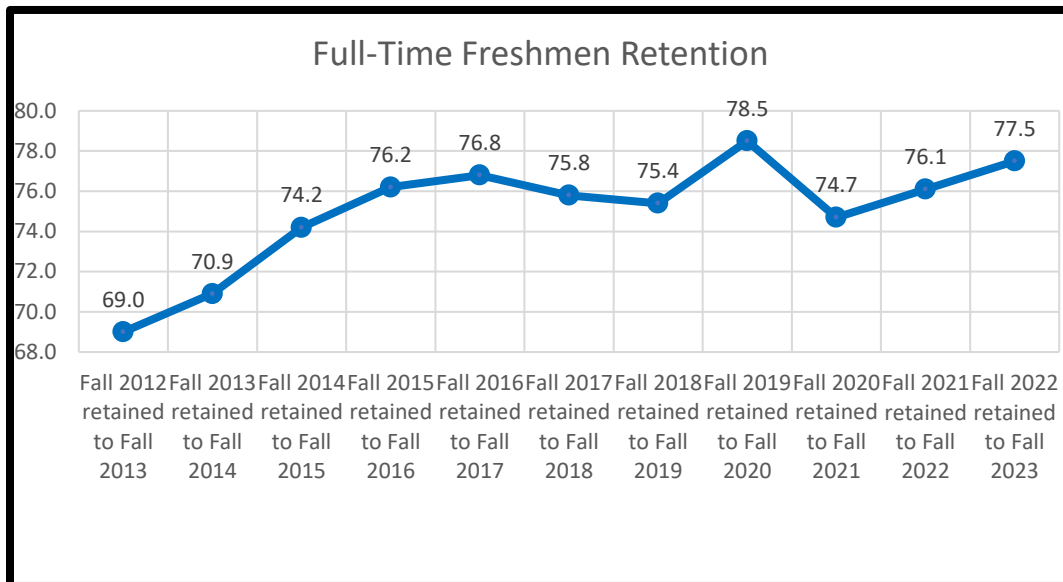
Option 1 – replace current selection with an alternate population.

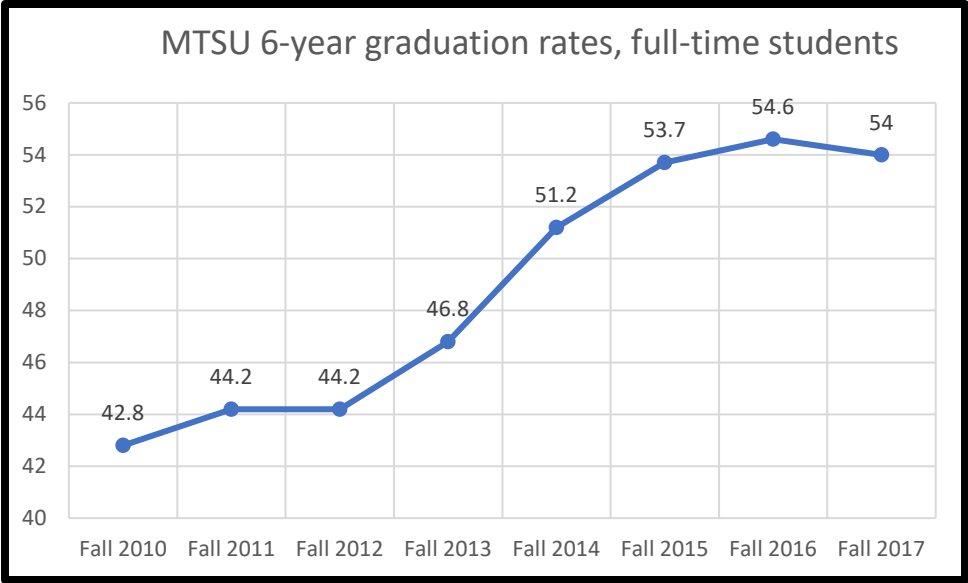
Option 2 – reallocate standard point between the remaining population selections (First-Generation Students, High Needs Academic Programs, and Male Students)

MTSU chose option number 2.

**Quest 2025  
Information Update for Planning Committee  
2-14-24**

1. Save the date: Thursday 4-25-24 at 2:00 pm for Quest 2025 campus-wide forum update.
  - a. Meetings have been held with co-chairs of each of the [Quest 2025 work groups](#)
  - b. Work Groups will highlight 2-3 major accomplishments or ongoing initiatives
2. New staff: Office of Student Success
  - a. Kathy Hill, Administrative Coordinator
  - b. Dr. Michelle Arnold, Interim Associate Vice Provost for Student Success
    - i. Monique Ward, Assistant Director of Scholars Academy
  - c. Dr. Jonell Hinsey, Interim Associate Vice Provost for Student Success
    - i. Bionca Washington, Director of Upward Bound
    - ii. Kindred Locke, Upward Bound Academic Coordinator
3. Using grant and institutional funds, seven advising staff attended the NACADA Academic Advising Assessment Institute, and four staff attended the NACADA Administrators' Institute.
  - a. Goals include articulating learning outcomes as a part of the advising experience, to ensure alignment with the strategic plan, and create consistency in advising across all colleges.
4. The goal of Quest 2025 is to improve student outcomes. Retention rates for first-time freshmen have grown from 69 percent in Fall 2012, to 77.5 percent in Fall 2023—a significant increase. Six-year graduation rates have increased from 42.8 percent to 54 percent.





Although the six-year graduation rate is the primary outcome measure at MTSU, it is worth noting that four-year graduation rates continue to increase significantly. More students are completing their degrees in a shorter amount of time.

