

## University Planning Committee

Provost's Conference Room (Cope 112)

October 5, 2017

1:00 PM

Attending: Janis Brickey, Michael Fleming, Xiaowei Shi, Faye Johnson, Kathy Thurman, Tom Wallace, Joey Gray, John Vile, Mark Byrnes, Bonnie Allen, David Butler, Chris Brewer, Mary Hoffschwelle

- I. Welcome and Introductions – Mark Byrnes
- II. Review [Timeline](#) to Revisit Mission – Faye Johnson
- III. Mission Subcommittee Report – John Vile  
A subcommittee of the Planning Committee has met three times to review the current [Statement of Mission, Purpose, and Vision](#) and submitted a [working draft](#) to the Planning Committee.  
We have received feedback from three people. See attached for the combined revisions (red are original changes and orange and blue are recent suggestions), and send your thoughts and comments to John Vile by October 12 for further review by the subcommittee.
- IV. Substantive Change in Governance Visit, September 26-28 – Faye Johnson  
We will receive results from the Commission at their December 2017 meeting.
- V. Retention – Chris Brewer  
See [Retention Dashboard Gateway](#). Retention is up for First-time Freshman Fall 2016 to Fall 2017 (76.4%). We are at or above retention rates from last year.
- VI. Quality Assurance Funding Update – Chris Brewer  
Not official yet, but it looks like we will earn 89 points. Last year, we earned 91 points. Fluctuation is due mainly to Program Reviews and Major Field Tests. We would like to develop a snapshot of trends in Program Reviews. See [Quality Assurance Funding Standards 2015-2020](#). Our action plan for adult learner success earned us 4 of 4 points. The Tennessee Higher Education Committee (THEC) has made changes to the exemption criteria of the general education exam (Exit Exam) for MTSU effective spring 2018. It eliminated exemption for the students who took the general education courses at other institutions. Thus, the students who took the general education courses at other institutions need to take the exam and we can't give them exemption beginning spring 2018. We would like to try to separate the scores of students from others institutions of to review differences.
- VII. MT Engage Update – Mary Hoffschwelle

## Statement of Mission

Middle Tennessee State University is a comprehensive university that embraces its role as the destination of choice for Tennessee undergraduates while expanding its reach nationally and internationally through signature programs and select master's and doctoral programs. ~~The University~~ students and faculty learn, generates, preserves, and disseminates knowledge; and innovation innovate through teaching, research, creative activity, and public engagement, and uses scholarship to enhance teaching and public service. The University ~~educates~~ is committed to preparing students to thrive in their chosen professions ~~and~~ and become contribute as active citizens in a changing global society.

A major public institution of higher learning, MTSU is a member of the State University and Community College System of Tennessee.

Approved ~~March 25, 2011~~ September 12, 2017, by the ~~Tennessee Board of Regents~~ Middle Tennessee State University Board of Trustees

## Purpose

To fulfill its mission, Middle Tennessee State University

- fosters a student-centered environment conducive to lifelong learning, personal development, and success;
- offers a broad array of high quality, affordable academic programs grounded in a common core of arts and sciences;
- enhances access and academic opportunity for a diverse student population; including
- offers advising, distance learning, and other special services and programs for a variety of groups such as first generation, non-traditional, high-achieving, veteran, and transfer, (differently abled?), and international students;
- challenges students through diverse effective teaching methods and media including educational technology, experiential and integrative learning, undergraduate and graduate research, and co-curricular and extra-curricular activities;
- recruits 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, outreach and public service that support instruction and research and that meet the needs of communities throughout the region; and
- serves as an emerging center for international study, understanding, and exchange.

### Additional bullet

Middle Tennessee State University educates students to

- think logically, critically, and creatively;
- make sound judgments with an awareness of ethical, moral, and aesthetic values;
- acquire a working knowledge of a discipline or a group of related disciplines;
- examine, analyze, and shape the contemporary world through scientific knowledge, creative undertakings, and an understanding of culture and history;

**Commented [AM1]:** From Andri Friedli: Research is differentiated between ug and grad. How about research, research training, discovery-based learning, and other co-curricular/extracurricular activities

**Commented [AM2]:** From Andri Friedli: Resources may be too broad here. Who develops the resources (financial, course materials, intellectual property, research results?)

How about recruits exceptional faculty and staff and supports them with infrastructure, policies, and resources to develop and sustain excellence.....

**Commented [AM3]:** From Andri Friedli: Why limit to academic? What about "engages stakeholders" before "meets the needs of communities." Stakeholder could include alumni, who are not mentioned, but stay in the area and are important for employment of graduates, etc.

**Commented [AM4]:** From Brian Walsh: Under the Purpose statement, emphasis is placed on the student, the faculty, the methodology, the facilities, etc... All of these are integral to producing world class alumni. However, we all know that the relationship is only starting when they walk across the graduation stage. I would propose that we add a line under the Purpose statement that clearly articulates our desire to maintain a strong relationship with our alumni long after they have left the classroom. The University can serve a key role as an outlet for ongoing education, philanthropy, and community engagement.

- communicate clearly and precisely 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/or emerging evolving technologies.

**Commented [AM5]:** From Andri Friedli: current, cutting-edge and/or evolving technologies (esp important for graduate students)

## Vision

Middle Tennessee State University will be a vibrant hub for educating accomplished students who are accomplished, civically engaged, and globally responsible citizens; a seedbed for research, innovation, and entrepreneurship; and an engine of cultural, social, and economic development.

**Commented [AM6]:** From Andri Friedli : word choice issues in this section – environment instead of hub??

**Commented [AM7]:** From Andri Friedli : word choice - an engine for research, innovation, entrepreneurship and economic development – these go together.

**Commented [AM8]:** From Andri Friedli: engine is too strong for cultural and social  
How about “a hub for cultural and social activity.”

## 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.

**Commented [DF9]:** While one can be honest without integrity, it is not possible to have integrity without honesty. The concept of ‘integrity’ encompasses the virtue of honesty. It simplifies the statement.

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

**Commented [DF10]:** Repetitive ‘and’

**Commented [DF11]:** Adds an active sense.

**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 the classroom and throughout the community are hallmarks of an engaged citizen.

**Commitment to Non-Violence.** MTSU is committed to the principles of nonviolence and peaceful conflict resolution. Community members will freely express their ideas and resolve differences using reason and persuasion.

## Update on MT ENGAGE to University Planning Committee 10/5/2017

The MT Engage QEP seeks to create

- a culture of engaged learning that encourages students to build connections across their learning experiences
- an academic culture supported by faculty who
  - use high-impact teaching practices
  - have students create signature work that builds their skills in integrative thinking and reflection
  - have students use the ePortfolio to document and showcase their integrative learning.

### Year One 2016-2017

- Rapid expansion of our course offerings, faculty, and students across colleges
- Faculty development with LTITC, guest speaker Melissa Peet
- Positive faculty feedback on Summer Institutes that demonstrates support for cross-disciplinary discussions about teaching and learning
- Productive partnerships with LTITC, ITD, IEPR, Student Success, Walker Library, University Writing Center, Center for Career Development
- Launch of MT Engage Week, Annual Student Reception
- Implementation of MTE assessment plan
- Achieved breadth...but identified issues of depth: limited utilization of ePortfolio presentations; rubric use weak (though data suggests we are generally at or close to desired student results)

### Year Two 2017-2018

- Continuing lower-division faculty and course recruitment with University Studies, General Education
- Initiating Major Pathways through PLCs and departmental initiatives (see page 2)
- Initiating discussions with College of Graduate Studies
- Building capacity for ePortfolio across MT Engage program and campus with expanded training for students and faculty at Walker Library and UWC
- Launching scholarship and priority registration Spring 2018 (see page 2)
- Launching MT Engage Experiences Database of student engagement opportunities
- Increasing faculty use of our rubric to strengthen student understanding of integrative thinking and reflection and for more robust program assessment

|                       | Fall 2016 | Spring 2017 | Fall 2017 |
|-----------------------|-----------|-------------|-----------|
| # MTE course sections | 97        | 112         | 188       |

For more information, see our ePortfolio at

[https://elearn.mtsu.edu/d2l/eP/presentations/presentation\\_preview\\_popup.d2l?presId=109964](https://elearn.mtsu.edu/d2l/eP/presentations/presentation_preview_popup.d2l?presId=109964)

## MT Engage Major Pathways

MT Engage Major Pathways provide students with opportunities to practice and apply integrative thinking and reflection skills across multiple courses in their major. A department can use the MT Engage Major Pathway to advance its own goals for its curriculum, pedagogy, student learning goals and objectives, and assessment.

MT Engage has funding for up to four Professional Learning Communities (PLCs) annually to support departments and faculty in creating a Major Pathway. Our staff also assists departments and faculty that wish to work on a Major Pathway outside of our PLC framework. Five departments are working on Major Pathways in AY 2017-2018.

The expected components of a Major Pathway include:

- a minimum of two lower-division MT Engage courses that support the Major Pathway;
- a minimum of two upper-division courses in the major certified as MT Engage courses;
- a minimum of one signature assignment from each MT Engage upper-division course in the major that faculty assess using the MT Engage Integrative Thinking and Reflection rubric and students save in the D2L ePortfolio;
- adaptation of the MT Engage ePortfolio presentation template to the needs and goals of the major;
- using MT Engage concepts as appropriate for departmental assessment or accreditation needs.

## Scholarship Awards

MT Engage will award up to 15 scholarships valued at \$6000 (not to exceed COA) each year. Two scholarships will be awarded in each academic college and one overall winner will be chosen. All students who complete the scholarship application will earn priority (one day) registration.

## Scholarship Requirements

A student must:

- have successfully completed 2 or more MT Engage course sections
- have attended one approved ePortfolio training or workshop
- have a minimum GPA of 2.75
- have completed her/his 60th hour in Fall 2017 or complete her/his 60th hour in Spring 2018
- be currently enrolled as a student at MTSU with good academic standing
- create and submit an ePortfolio using the MT Engage template along with a completed application.

Full instructions are posted at <http://mtsu.edu/mtengage/Scholarship.php>.