

## MIDDLE TENNESSEE STATE UNIVERSITY

University Planning Committee  
Wednesday, September 24, 2014  
Walker Library, Room 475  
10:30 a.m.

Attending: Leigh Anne Clark, Elvira Casal, Anatoliy Volkov, Rebecca Fischer, Tracey Huddleston, Jan Quarles, Stephen Wright, Alan Thomas, Tom Wallace, Jack Ross, Danny Kelley, Ken Paulson, Andrew George, Deb Sells, Terry Whiteside, Chris Brewer, Laurie Witherow, Tina Johnson, Vincent Windrow, Patti Miller, Dianna Rust, Philip Phillips, Rick Sluder

Presiding Chair: Faye Johnson

- I. Welcome and Introductions
- II. Institutional Effectiveness – Lisa Bass, Data Management Specialist, IEPR  
Institutional Effectiveness Achievement Reports (IEARs) are part of our continuous improvement processes that we review annually. IEPRs are due on September 30 each year. IEARs are even more critical this year because this is our year of record for SACSCOC. We are closing loops and completing goals and objectives for 2013-14. Lisa Bass monitors all units in all divisions. At this point, we have about 50% entering data for 2014-15, but we have had internet issues in the past few weeks that have hampered progress. We have assessment coordinators that look at these for quality of what is inputted.
- III. SACSCOC Reaffirmation – Faye Johnson  
Timeline for Reaffirmation Track: Reaffirmation Year 2016 attachment  
Draft Institutional reports are due at the end of Spring 2015 semester. The three areas which most institutions struggle with are Faculty credentials, Learning Outcomes (IEARs), Finances. Faye will be meeting with all divisions to ask for completion of standards which fall in your area. Any questions, please ask Faye.
- IV. Quality Enhancement Plan (QEP) – Dianna Rust  
<http://www.mtsu.edu/QEP/>  
Working Concept Paper: *Engagement for Academic and Professional Success* attachment  
This is the quality piece of reaffirmation. Dr. Rust distributed concept paper. She has also presented to deans, chairs, president's cabinet, and faculty senate. QEP Committee met Spring 2014 is expanding the committee to develop the concept. Student Focus Groups/Surveys recurring themes: academic engagement and career readiness. We envision training faculty to use engagement strategies in the classroom. Students will document learning over the first two years in an e-portfolio which would be used to assess learning, but

also could be used as a recruitment tool. Also could be incorporated into a capstone course to articulate experiences to employer or graduate school. Final Quality Enhancement Plan due January 2016.

V. Academic Master Plan – Philip Phillips

<http://www.mtsu.edu/AMP/>

Subcommittees met over the summer and highlighted engagement, so that is in alignment with the QEP. Also aligning with our Quest for Student Success, Governor's Drive to 55, and Complete College Tennessee Act of 2010.

This semester subcommittees are prioritizing strategic directions and seeking input from faculty. Draft shared February 2015. All notes, timelines on website. Please read and comment.

VI. Facilities Master Plan - Patti Miller

Draft of existing conditions being prepared (all buildings on campus including housing). We are starting to look at older buildings and the opportunities they provide. Using enrollment trends and projections and aligning with Academic Master Plan, which is the starting point and guide for the Facilities Master Plan. Our consultants' evaluation of existing conditions is coming in November and our comments and needs will be put into a concept paper by the end of 2015. This is a great time for you all to be communicating major initiatives that could have facilities implications on a large scale, for successful delivery of programs. We are developing a website with diagrams. Three things relative to the Facilities Master Plan from the Academic Master Plan:

- 1) enrollment – basis is Fall 2014 enrollment for planning 10 years out
- 2) emphasis on changing pedagogies for all disciplines. What would be productive in your classrooms?
- 3) informal learning spaces – students want to learn anytime, any place. We are hearing from students and faculty.

Please communicate through your vice president to Patti Miller now. Share your creative thinking to ensure an effective direction for learning. What will be the instructional profile?

VII. Student Success – Rick Sluder

Gave update on Student Success initiatives and will provide weekly newsletter to deans and chairs to share with faculty.

VIII. Performance Funding – Chris Brewer

Briefed committee on program review schedule attached. Program Reviews are required by THEC as part of Performance Funding Cycle (Standard 1). We look in program review for inconsistencies to put into planning pieces.

Adjourned 11:26AM

# Timeline for Reaffirmation Track

## Reaffirmation Year 2016

<b>2014</b>	
<b>Orientation of Leadership Teams</b>	<b>June 2, 2014</b>
<b>2015</b>	
<b>Compliance Audit Consultation</b>	<b>April 30, 2015</b>
<b>Compliance Certification Due</b>	<b>September 10, 2015</b>
<b>Off-Site Peer Review Conducted</b>	<b>November 3-6 2015</b>
<b>Quality Enhancement Consultation</b>	<b>October 1, 2015</b>
<b>2016</b>	
<b>Quality Enhancement Plan Due (with Optional Focused Report)</b>	<b>4-6 Weeks in advance of On-Site review – 2016</b>
<b>On-Site Peer Review Conducted</b>	<b>March 29-31, 2016</b>
<b>Review by the SACSCOC Board of Trustees</b>	<b>December 2-6, 2016</b>

## **Working Concept Paper**

### **Engagement for Academic and Professional Success**

The Engagement for Academic and Professional Success QEP involves students in active learning and critical reflection. This is accomplished by creating a culture of engagement emphasizing within the classroom (WTC) and beyond the classroom (BTC) experiences and reflecting on these experiences within an ePortfolio which showcases the knowledge, skills and abilities achieved.

Freshman will be recruited during CUSTOMS to take part in an Academic Engagement Academy which will include registering for two to three Academic Engagement courses each semester in the freshman and sophomore year and constructing an ePortfolio. Students will receive assistance with their ePortfolios from the AE faculty and ePortfolio coaches (full-time Career Center staff and peer career advisors). At the end of the sophomore year, ePortfolios could be reviewed and awards given for the exemplary Academic Engagement Academy Scholar. These awards may include a scholarship for the Junior and Senior year.

The ePortfolio concept could be introduced in UNIV 1010 and/or a freshman-level introduction course in the major such as Introduction to Theatre Studies. A foundation course could 1) introduce the ePortfolio concept; 2) discuss skills needed for success in academics and profession; 3) help students plan for MTSU BTC opportunities to build these skills and require attendance in at least one BTC experience; and 4) require critical reflection ePortfolio assignments regarding career exploration and academic and career goals. Professional advisors can refer to the academic and career goals during regular advising sessions. Sections could be designed for majors/colleges as well as undeclared students.

Freshman and Sophomore-level courses will be enhanced through incorporating WTC and BTC engagement strategies and critical reflection products which will be completed within the ePortfolio. Faculty will receive incentives for participating in the enhancement of courses. Some examples of engagement (active learning) strategies would be problem-based learning, collaborative learning, project-based learning, simulations, etc. Beyond the classroom experiences could include service-learning, cocurricular activities, attending related campus events, etc. Select sections will include linked course learning communities.

Majors will be recruited to utilize the ePortfolio to help students reflect on their experiences, make connections, and think critically about their experiences in order to decide how to best present their knowledge, skills and abilities to others, including potential employers. In addition to faculty in the major, ePortfolio coaches (a full-time Career Center staff and peer career advisors) would also assist students in designing their final ePortfolio.

Students would be asked to complete an ePortfolio that could include the items below.

- About Me
- Academic and Career Objectives
  - Include academic commitments
  - Short-term and long-term career objectives
- Knowledge/Skills/Abilities
  - evidence required from within the classroom and beyond the classroom learning as well as reflection
- Resume

Faculty will be asked to

- Teach and assist in UNIV 1010 and/or freshman-level introduction course in major
- Participate in enhancement of General Education courses by incorporating **engagement (active learning) strategies and critical reflection** ePortfolio assignments
- Participate in Professional Development/Training on engagement (active learning) strategies and critical reflection using ePortfolios best practices
- Create faculty learning communities around critical reflection using ePortfolios and engagement (active learning) topics
- Utilize the ePortfolio for their major

#### **Student Touch Points for ePortfolio Development**

- Summer Reading/CUSTOMS
- Professional Advisors (ongoing)
- UNIV 1010
- General Education Instructors
- Major
- Career Center ePortfolio coaches (ongoing)

#### **Student Learning Outcomes**

This project enriches MTSU's commitment to engagement and enhancing students' abilities to communicate and think critically. The ePortfolio will encourage more attention to reflection, deeper thinking, and synthesis and assist students in understanding and communicating their experiences and knowledge to others. The following student learning outcome measures could be assessed:

- Existing General Education Student Learning Outcomes for Oral Communication, Mathematics, Writing and Critical Thinking.
- Critical Reflection Student Learning Outcome for ePortfolio: Students will engage in systematic reflection and demonstrate the ability to critically examine their experiences and to create connections between those experiences and disciplinary knowledge.

## 2014 – 15 Program Review Schedule

### Graduate reviews

1. MS Mathematics – traditional review
2. PhD Mathematics and Science Education – traditional review
3. PhD Molecular Biosciences – traditional review
4. PhD Computational Sciences – traditional review
5. **MPS Professional Studies – academic Audit**

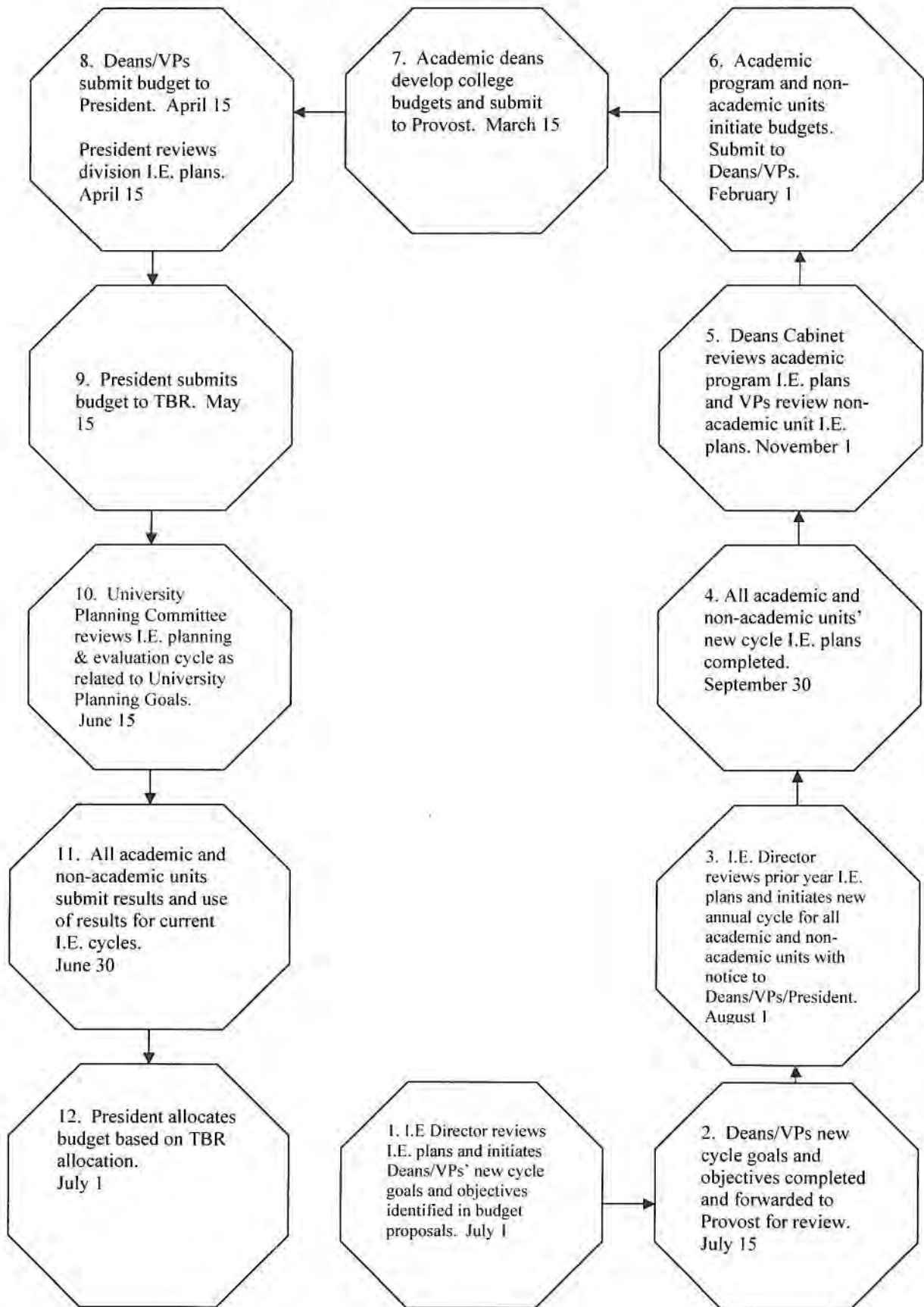
### Undergraduate reviews

1. BS Biochemistry
2. BS Forensic Science
3. BA Global Studies
4. BS Mathematics
5. BS Physics

### Kick-Off meeting

1. Graduate – initially scheduled for 9/12. Reschedule for end of this week or early next week.
2. Undergraduate – will schedule for next week.

# I.E. Planning Cycle Linked to Budget



## MTSU University Planning and Report Timelines

### System Strategic Planning

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#### Tennessee Board of Regents (TBR) Planning Cycles

	2010-2015
	2016-2020
	2021-2025
Revisit Mission	Fall 2015
Revisit Mission	Fall 2020
Complete College Act of Tennessee (CCAT) Objectives	Annual

#### Tennessee Higher Education Commission (THEC) Planning Cycles

	2010-2015
	2016-2020
	2021-2025
Performance Funding	Annual
Complete College Act of Tennessee (CCAT) Objectives	Annual

### University Strategic Planning

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#### Academic Master Plan 2015-2025 calendar (proposed)

Revisit plan (preliminary planning and organization)	AY 2013-2014
Revise/rewrite plan	AY 2014-2015
Revised plan implemented	Fall, 2015

#### Master Plan (Facilities) 2015-2025 calendar (proposed)

SBC Approval and RFP/Contract award	2013
Define Mission/Preliminary Planning Assumptions based on revised Academic Plan	AY 2013-2014
Assessment and Analysis	AY 2013-2014
Develop Revised Master Plan	AY 2014-2015

#### Carnegie Engagement and Outreach reclassification calendar

Year of record for data reporting	AY 2012-2013
Letter of application to seek re-classification filed	May 1 – July 1, 2013
Report writing	AY 2013-2014
Re-classification report due to Carnegie Foundation	April 15, 2014
Re-classification awarded	2015



## MTSU Strategic Planning Resources

MTSU IEPR Strategic Planning

[http://www.mtsu.edu/iepr/strategic\\_plan.php](http://www.mtsu.edu/iepr/strategic_plan.php)

MTSU Academic Master Plan 2007-2017, "Building on the Blueprint for Excellence"

<http://www.mtsu.edu/provost/masterplan/amp.pdf>

Academic Master Plan Update

<http://www.mtsu.edu/provost/AMP12-13.pdf>

Tennessee Board of Regents Strategic Planning

<http://www.tbr.edu/offices/academicaffairs.aspx?id=3850>

[http://www.tbr.edu/offices/academicaffairs.aspx?id=494&ekmense1=e2f22c9a\\_608\\_694\\_btnlink](http://www.tbr.edu/offices/academicaffairs.aspx?id=494&ekmense1=e2f22c9a_608_694_btnlink)

TBR Research and Assessment

<http://www.tbr.edu/offices/academicaffairs.aspx?id=496>

TBR University Profiles: Middle Tennessee State University

<http://www.tbr.edu/offices/academicaffairs.aspx?id=3398>

Tennessee Higher Education Commission

<http://www.state.tn.us/thec/Legislative/Reports/2011/2011%20Master%20Plan%20Progress%20Report.PDF>

THEC 2013-2014 Funding Formula Data Universities

[http://www.state.tn.us/thec/Divisions/Fiscal/funding\\_formula/dynamic\\_model/2013-14%20Formula%20Data%20Public%20Display-FINAL.pdf](http://www.state.tn.us/thec/Divisions/Fiscal/funding_formula/dynamic_model/2013-14%20Formula%20Data%20Public%20Display-FINAL.pdf)

SACS COC Principles of Accreditation

<http://www.sacscoc.org/pdf/2012PrinciplesOfAcrcditation.pdf>

SACS COC Institutional Resources home page

[http://www.sacscoc.org/inst\\_forms\\_and\\_info1.asp](http://www.sacscoc.org/inst_forms_and_info1.asp)

Compliance Certification Document

<http://www.sacscoc.org/forms/principle/Compliance%20Certification.doc>



Undergraduate  
Graduate

Undergraduate  
Graduate

MTSU

MTSU



## Faculty Handbook

### Academic Program Coordinators

The primary responsibility for program integrity and coordination falls to the chair of the academic department in which the degree and/or concentration and/or minor and/or certificate is offered. The department chair appoints academically qualified coordinators for undergraduate programs in consultation with the academic dean. Faculty who coordinate baccalaureate degrees must minimally hold a master's degree in the discipline. Graduate program directors are appointed by the department or college offering the graduate degree/certificate in consultation with the graduate dean and must hold the appropriate graduate faculty status. Where degrees have identified concentrations, the academic department chair appoints a designated coordinator for the concentration. Designated coordinators are also appointed to online and off-campus site programs. Directors are appointed for interdisciplinary programs (Women's Studies, African American Studies, and Aging Studies) by the dean of the college in which the interdisciplinary minor is located. Program coordinators and directors have the responsibility for developing, reviewing and updating curriculum, identifying program and student learning outcomes, assessment, program management, student recruitment, and advising. Other responsibilities are determined by program and operational complexities.

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