

University Planning Committee Minutes
January 30, 2026
10:00 AM

Attended: Ron Henderson, Liz Smith, Lando Carter, Tricia Farwell, Francis Koti, Dianna Rust, Michael Federici, Mary Hoffschwelle, Chad Mullis, Teena Young, Todd Wyant, Mark Clark, Danny Kelley, Becky Cole, Neporcha Cone, Rick Sluder, Kathleen Schmand, Greg Van Patten, Chris Brewer, Nita Brooks, Jennifer Vannatta-Hall, Jeff Gibson, Justin Reed, Sam Zaza, Jeri Ann Clark, Alanna Diserens, Allison McGoffin

1. [Minutes of the October 3, 2025](#) meeting were reviewed and approved. [Motion made by Federici; seconded by Koti]
2. [Strategic Plan 2035 Mid-year Progress Reports](#) were reviewed and accepted. [Motion made by Federici; seconded by Rust] At the April meeting, annual reports for 2025-26 and proposed activity plans for 2026-27 will be presented for approval before being posted on the [Strategic Plan 2035](#) website. In the fall, we will host a university-wide forum to reflect on year one, provide information about year 2, and collect feedback.
3. SACSCOC Reaffirmation – Mary Hoffschwelle reported that the Focused Report is due February 9. Layne Bryant has created [Standards Showcase](#) and [FAQs](#) highlighted weekly in the Academic Affairs newsletter to brief everyone prior to the on-site review March 24-25. We will receive the reaffirmation committee's report later in the spring and respond as needed. The full commission will vote on our reaffirmation in December.
4. Mission and [Institutional Mission Profile](#) Review – Mary Hoffschwelle asked for volunteers to review the mission and institutional mission profile, which will be due to THEC in the fall. Last year, we made no changes to avoid inadvertently introducing inconsistencies with our compliance report for reaffirmation of accreditation. The mission profile serves a different purpose: information for THEC and state agency use. No revision is required, but we can consider factual changes and updates. Michael Federici, Neporcha Cone, and Dianna Rust volunteered. Mary will email the entire committee to recruit anyone not at the Zoom meeting.
5. IEPR updates—Chris Brewer
 - [Quality Assurance Funding](#) - Our final score was 91. For funding this year, THEC will average our last five years, dropping the lowest score. The new cycle brings significant changes and will be approved by the Commission by next month.
 - Program accreditation - 30 points
 - Program reviews - 30 points
 - Student Success measures (major field test, licensure) - 30 points
 - National Survey of Student Engagement ([NSSE](#)) - 10 points

- Program Reviews will be done every five years rather than every seven, so we will be doing about 20 per year. Rubrics for the reviews also changed and will be posted along with the schedule of reviews once THEC approves. We will meet with program coordinators and encourage splitting program reviews between fall and spring of every year.
 - [MTSU Fact Book 2025](#) is available on our website.
 - Student Achievement Metrics have been updated throughout the year. In 2025, we closed out the 2020-2025 Strategic Plan, so this is the first year for our revised student achievement metrics. We will email the results to the committee.
6. Student Success Metrics – Rick Sluder noted that the Provost had asked him for student success goals. He presented a spreadsheet with metrics and goals drawn from numerous reports which will be tracked daily, weekly monthly, and annually. He welcomes committee feedback.
 7. Next Meeting – Friday, April 17, 10:00 AM

MTSU Strategic Plan 2035

Mid-Year Progress Report

Due: 12/15/2025

The goal of these reports is to provide a summary of progress to the University Planning Committee, university administration, and the university community. A brief but clear narrative (one to three sentences in most cases) will usually suffice. Include KPIs when appropriate.

Priority	1: Increase the institution's creative and research profile and be a top choice for students
Strategy	1.1: Deliver impactful academic offerings and experiences
Subcommittee Chair	Amy Aldridge
Date of Report	

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
1.1.1	Grow the graduate degree inventory to be on par in scope and size with comparable universities.	August 2025	May 2035	<p>Metric 1: At least three Letters of Notification (LON) for graduate degrees in process at all times.</p> <ul style="list-style-type: none"> • Number of new graduate degrees in the pipeline: 12 • NAPP stage: 3 • LON stage: 6 • Pre-LON (conception): at least 3 <p>Metric 2: At least one curriculum cohort every 18 months, led by DCGS.</p> <p>Ongoing.</p> <ul style="list-style-type: none"> • Fall 2025: individual consultation meetings, a coordinated meeting with THEC, and a group meeting in November. • Spring 2026: continued individual consultations and a monthly check-in meeting with the group as a support structure. <p>Metric 3: Increase graduate student enrollment to 20% of total student population.</p> <ul style="list-style-type: none"> • Current status: Total census: ~21,074, Graduate enrollment: ~2,437 (11.6%) 	<p>Continue monitoring and executing the plan (we have already met the annual targets for metric 1, and work on metric 2 is ongoing).</p> <p>For metric 3, we will continue incremental efforts toward the 2035 goal. Reaching that goal will require adding a dedicated recruiting position for CGS, specifically one FTE in marketing and recruitment in summer 2026, to grow operations and meet enrollment targets. This position will build on ongoing efforts in recruitment and targeted digital marketing.</p>

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	Add strategic, targeted online programs and courses to be comparable in scope and size to peer universities.	August 2025	May 2027	<p>As of August 2025, we have 83 fully online degrees and certificates.</p> <p>As of August 2025, we have 101 online courses that are within the True Blue Core.</p>	<p>MTSU Online has targeted specific degree programs to develop as fully online. By May 2027 we plan to have at least 87 fully online degrees and certificates. We work with departments to ensure the new online programs are positioned strategically to be competitive.</p> <p>By May 2027 we plan to have at least 105 True Blue Core online courses. We will pursue development of online courses in areas (particularly basic sciences) that are demonstrated to be in demand by online students, so that students are able to move toward degree completion in a timely manner.</p>
1.1.2	Enhance faculty professional development opportunities in high-impact practices for teaching and learning.	August 2025	May 2027	<p>The Center for Teaching and Mentoring offered several workshops and events in fall 2025 that provided professional development opportunities in high-impact practices for teaching and learning. The Large Class Playbook series offered three workshops, with a total attendance of 43. This workshop series will continue in spring 2026. CTM partnered with the provost's office and Grad-AI in the College of Graduate Studies to host four workshops on artificial intelligence. Attendance at AI workshops for fall 2025 was 123. This workshop series will continue in spring 2026. Canvas trainings began in October 2025, and these workshops not only guide faculty on how to use the LMS, they also center on high-impact practices for teaching and learning. We had nine Canvas training sessions in October and November, which served 230 faculty. Canvas trainings will continue in December 2025 and throughout spring 2026.</p>	<p>The CTM will continue to host professional development opportunities in high-impact practices for teaching and learning throughout spring 2026. We will monitor and track attendance. In addition to tracking attendance, we will also survey attendees' perceptions of the professional development's effectiveness or usefulness to their teaching.</p>

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	Strengthen professional development and mentoring opportunities for department chairs and school directors throughout the academic year.	August 2025	May 2035	Former chair of chairs, Eric Oslund, facilitated new chairs training during the 2024-2025 academic year. Although these sessions were targeted to “new chairs,” all department chairs and school directors were invited to attend. Eric collected data in May 2025 on the effectiveness of the year-long professional development sessions. The Center for Teaching and Mentoring is using that data to inform a series of professional development sessions for chairs and directors in spring 2026.	In addition to hosting some professional development sessions for department chairs and school directors in spring 2026, Jennifer Vannatta-Hall, in consultation with Brian Hinote and the members of the 2025-2026 Chairs Council, will develop a brief survey that will be administered to all chairs and directors in May 2026 that not only captures feedback on professional development needs, but also collects responses on mentoring perceptions/needs.
1.1.3	Create a clear and transparent systematic computer replacement process for academic and administrative employees, ensuring communication with respective personnel	May 2025	May 2026	<p>Documented Computer Replacement Program (KB0010968). Computer replacement for academic departments occurs in the Spring semester, and administrative departments over the summer. The program details replacement costs. A minimum of two communications are issued: (1) providing departmental cost estimates, (2) a detailed breakdown of replacement-eligible devices, with ITD collaborating with departments on accurate and timely replacement.</p> <p>Collaboration with Faculty Senate subcommittee on improving efficacy of communications to departments and faculty.</p>	Develop metrics to show the effectiveness of communication as evidenced by improved delivery times.

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
	<p>Work with Instructional Technology Committee (ITC) to review the TAF proposal process to ensure equitable funding for all colleges and maximize the number of students impacted.</p>	<p>July 2025</p>	<p>June 2026</p>	<p>In October 2025, the Instructional Technology Committee (ITC) convened to examine the Technology Access Fee (TAF) proposal process. The committee approved a motion to establish an ITC subcommittee charged with reviewing, assessing, and recommending changes to the application process and adjacent definitions.</p> <p>The scope for the subcommittee includes: (1) a comprehensive update to the ITC charter to modernize governance and decision criteria; (2) a reassessment of TAF allocation categories to better reflect current instructional technology needs and to maximize the number of students reached; and (3) refined process, definitions, and reporting metrics to support consistent, equitable evaluations across all colleges.</p>	<p>The ITC will reconvene in March 2026 to review proposals for the coming fiscal year and for the subcommittee to report its recommendations.</p>
	<p>Leverage a new campus facilities master planning process to reduce the amount of deferred maintenance projects</p>	<p>July 2025</p>	<p>June 2035</p>		<p>Campus Planning and Academic Affairs have begun meeting with each Dean to discuss the space and maintenance needs for each building under their domain. The group in charge of updating the campus master plan will then present a report of their findings back to the group. Each building was given a suitability grade (A-D) by a group from Campus Planning and Academic Affairs during the process.</p>

Other important notes to be shared, if any.

MTSU Strategic Plan 2035

Mid-Year Progress Report

Due: 12/15/2025

The goal of these reports is to provide a summary of progress to the University Planning Committee, university administration, and the university community. A brief but clear narrative (one to three sentences in most cases) will usually suffice. Include KPIs when appropriate.

Priority	1: Increase the institution's creative and research profile and be a top choice for students
Strategy	1.2: Elevate the institutional research infrastructure and reputation
Subcommittee Chair	David Butler
Date of Report	

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
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<p>1.2.1</p>	<p>Add new research-focused graduate degrees based on market need as determined by annual Hanover reports and direct interactions with industry and government.</p>	<p>August 2025</p>	<p>Ongoing</p>	<p>Metric 1: Develop one new researched-focused graduate degree by May 2026.</p> <p>The following programs were launched in Summer/Fall 2025: M.S. in Project Management, M.S. in Biomedical Sciences, and the M.S. in Digital Media.</p> <p>The following programs are projected to be launched in Summer/Fall 2026: M.F.A. in Film and Television, M.S. in Healthcare Administration, Doctorate of Business Administration, M.S. in Mechatronics & Systems Engineering, M.S. in Legal Studies, and M.S. in Concrete and Construction Engineering.</p> <p>None of the 2025 program launches self-identified as research-focused degrees, and three out of the 6 projected launches self-identified as research-focused according to this definition:</p> <p>The definition of research focused program for strategic plan implementation purposes is: <i>"An academic program in which students develop and demonstrate independent research capability under faculty supervision, culminating in a substantial, original research product that is publicly defended or disseminated."</i></p> <p>Metric 2: Monitor enrollment in research-focused degree programs annually.</p> <p>According to self-reporting from programs on whether or not they are research-focused based on the definition above, 780 students are enrolled in research-focused programs in Fall 2025.</p>	<p>We will continue to monitor these metrics and assess trends over time.</p>
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	Encourage the full use of available Graduate Teaching Assistants (GTAs).	January 2026	Ongoing	<p>Metric 1: Track number and percentage of GTAs serving as instructors of record or actively engaged in classroom instruction each semester and annually. Target: Year-over-year increase</p> <p>In Fall 2025, there were 427 GTAs (70% of total GTAs); the IEPR office is still working on the number of those 427 GTAs who served as instructors of record for Fall 2025. For reference, there were 67 GTAs who served as instructor of recording in Fall 2024.</p> <p>Metric 2: Student evaluations of teaching related to GTA-led instruction.</p> <p>Over the last academic year (2024–2025), the most recent academic year for which student evaluations are available, 1,425 respondent responses were aggregated for all GTA-led instruction. Here are the results (percentage of “Agree” + “Strongly Agree”):</p> <ul style="list-style-type: none"> • Q1. Instructor created an environment that helped students learn: 85.2% • Q2. Instructor delivered course material clearly and in an organized manner: 81.8% • Q3. Instructor gave assignments related to course goals: 92.3% • Q4. Instructor used evaluation methods that adequately assessed performance: 83.6% • Q5. Instructor was knowledgeable about the subject matter: 91.6% • Q6. Instructor enhanced students’ critical thinking: 80.7% • Q7. Instructor engaged the class and provided participation opportunities: 86.4% 	<p>We will continue to monitor these metrics and evaluate changes over time.</p> <p>For Metric 1, we will collect the same data, with particular emphasis on Q10 as a proxy for the evaluation process, and we will compare results for tenured/tenure-track faculty, adjunct faculty, and FTTs.</p> <p>For Metric 3, future reports will present only the percentage change; we report full numbers here because this year serves as the baseline.</p>
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				<ul style="list-style-type: none"> • Q8. Instructor cared about student learning: 88.8% • Q9. Instructor was willing to answer questions during or outside class: 91.4% • Q10. Instructor was an effective educator: 83.3% <p>Metric 3: Course load redistribution analysis before and after implementation of GTA as instructor of record. Fall 2025 data</p> <p>Fall 2025 (baseline data) - Source IEPR</p> <table border="1" data-bbox="856 656 1383 875"> <caption>Fall 2025 - SCH Totals by Faculty Type and College</caption> <thead> <tr> <th>College</th> <th>FT/Non-Tenurable</th> <th>FT/Tenurable</th> <th>Other</th> <th>PT/Adjunct</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Basic and Applied Sciences</td> <td>19,381</td> <td>38,298</td> <td>3,127</td> <td>3,395</td> <td>64,201</td> </tr> <tr> <td>Behavioral and Health Sciences</td> <td>14,225</td> <td>16,102</td> <td>455</td> <td>5,018</td> <td>35,800</td> </tr> <tr> <td>Business</td> <td>9,807</td> <td>22,553</td> <td>921</td> <td>5,742</td> <td>39,023</td> </tr> <tr> <td>Education</td> <td>627</td> <td>4,208</td> <td>20</td> <td>2,310</td> <td>7,165</td> </tr> <tr> <td>IDs not Found in SZPFACU_History</td> <td></td> <td>162</td> <td>125</td> <td></td> <td>287</td> </tr> <tr> <td>Liberal Arts</td> <td>33,868</td> <td>24,271</td> <td>2,178</td> <td>9,541</td> <td>69,858</td> </tr> <tr> <td>Media and Entertainment</td> <td>4,049</td> <td>12,413</td> <td>108</td> <td>1,775</td> <td>20,345</td> </tr> <tr> <td>University College</td> <td>5,586</td> <td>2,050</td> <td>114</td> <td>2,726</td> <td>10,476</td> </tr> <tr> <td>University Honors College</td> <td></td> <td></td> <td></td> <td>164</td> <td>164</td> </tr> <tr> <td>Walker Library</td> <td></td> <td>54</td> <td></td> <td></td> <td>54</td> </tr> <tr> <td>Total</td> <td>87,543</td> <td>120,111</td> <td>7,048</td> <td>32,675</td> <td>247,377</td> </tr> </tbody> </table> <p>Metric 4: Track number of GTA who complete training courses through the Center for Teaching and Mentoring (CTM):</p> <p>CTM reported that 48 GAs are enrolled in training programs (i.e., 9 in the Graduate Student Book Group and 9 in Preparing Future Faculty).</p>	College	FT/Non-Tenurable	FT/Tenurable	Other	PT/Adjunct	Total	Basic and Applied Sciences	19,381	38,298	3,127	3,395	64,201	Behavioral and Health Sciences	14,225	16,102	455	5,018	35,800	Business	9,807	22,553	921	5,742	39,023	Education	627	4,208	20	2,310	7,165	IDs not Found in SZPFACU_History		162	125		287	Liberal Arts	33,868	24,271	2,178	9,541	69,858	Media and Entertainment	4,049	12,413	108	1,775	20,345	University College	5,586	2,050	114	2,726	10,476	University Honors College				164	164	Walker Library		54			54	Total	87,543	120,111	7,048	32,675	247,377	
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1.2.2	Encourage deans to consider cluster hires over multiple years in targeted growth areas.	August 2025	Ongoing	Most chairs and deans are not aware of a cluster hire process. There is a need to share with both chairs and deans that this is an opportunity, how the process works, and the timing of such requests as there is a long lead time. Cluster hires can also be over multiple years, not just in one year. A mechanism to note a cluster hire on the new faculty request form would also be needed. Possibly a higher ranking of faculty line requests from each dean if the line is part of a cluster hire.	
	Explore ways to increase faculty travel funding for conferences, workshops, training, professional development, non-instructional assignments (NIAs), and internal seed grants for scholarship. department chairs and school directors throughout the academic year.	August 2025	Ongoing	No action at this time. As there are no new resources in this area, any funding would either have to be redirected from another location or brought in from external funding sources.	
1.2.3	Provide training and professional development for all department chairs and school directors in areas of research and creative activity.	August 2025	Ongoing	An annual briefing to the Chair's Council would be beneficial as not all researchers are funded themselves, and it is not part of the general training that chairs receive as part of their new job and position. In addition, there has been a discussion about including research training into the newly established campus-wide chair training.	

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	Create reporting mechanism for assessment of reassigned time.	August 2025	Ongoing	The Faculty Success module collects measurable outcomes of reassigned time. If approved for reassigned time, the faculty member should include outcomes for EACH category of reassigned time received (Administrative, Research/Creative Works, and Service).	Academic Affairs will monitor and report on the use of this mechanism to evaluate the use of reassigned time.

Other important notes to be shared, if any.	
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Mid-Year Progress Report

Due: 12/15/2025 ****Final Draft 12-12-25****

The goal of these reports is to provide a summary of progress to the University Planning Committee, university administration, and the university community. A brief but clear narrative (one to three sentences in most cases) will usually suffice. Include KPIs when appropriate.

Priority	2: Strengthen the community so all learners and workers thrive
Strategy	2.1: Ensure holistic academic and career supports for all students
Subcommittee Chair	Rick Sluder
Date of Report	

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
2.1.1	Conduct a landscape analysis to learn what supports are currently provided to students and resources allocated and determine if current needs are being met.	August 2025	December 2025	OSS continues to carefully assess tutoring offerings, Supplemental Instruction, and the Learning Assistant program. Utilization reports are regularly produced. Adjustments continue to be made in offerings, and realigning resources to needed areas, based on student needs and faculty requests. Data for tutoring for online courses has been collected. Outcomes data, including persistence, retention and completion, continues to be carefully assessed for the Scholars Academy. These efforts ensure that academic support remains aligned with emerging student needs and evolving instructional demands.	To support the modernization of our learning support infrastructure and move toward a more unified student support ecosystem, the following actions are planned: <ul style="list-style-type: none"> An application has been submitted to AASCU for MTSU to participate in the <i>Modeling and Understanding Resource Allocation for Student Success</i> initiative. If accepted, MTSU will focus specifically on evaluating the costs and benefits of the tutoring program and the Scholars Academy. OSS is reviewing the current tutoring model and examining alternative delivery approaches to ensure resources are allocated effectively and efficiently. A campus-wide assessment will be made in Spring 2026 to compile a listing of all other supports available to students (including operations like the CARE team)

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
	Provide a hub/clearinghouse/ toolkit that informs instruction, support services, and student agency.	August 2025	May 2026	The group will review resources available and assess the need for a comprehensive guide. In the past, a “ready reference resource guide” Final ReadyReference_27804.pdf was available and distributed by OSS. The work here will expand on that approach to ensure campus-wide coverage.	Assess current guides and plan for adding to these materials to ensure they are comprehensive. Determine how this clearinghouse can be published, including via the web and printed materials. Determine the office or persons responsible for maintaining clearinghouse information. Develop a plan for regularly making students, staff, parents and family members, and other constituents aware of the clearinghouse.

2.1.2	Annually educate the campus on retention being the responsibility of all.	August 2025	Ongoing (AY basis)	<p>OSS and University College regularly produces and distributes campus-wide reports on key student success measures, ensuring that retention is understood as a shared responsibility across the university. These reports include:</p> <ul style="list-style-type: none"> • Fall and Spring census retention/persistence reports for the university, colleges, and departments, covering all undergraduate and graduate classifications. • Fall and Spring census enrollment reports at the university, college, and department levels, for all student classifications. • Weekly enrollment and retention projections during the enrollment cycle, providing real-time comparisons to previous years and enabling timely interventions. • Condensed summary reports for the President’s Cabinet and Provost’s Cabinet, highlighting retention and enrollment trends. <p>In addition, IEPR maintains several dashboards updated daily (or at census), offering detailed and accessible data on retention, persistence, and enrollment. The office serves as a user-friendly resource for virtually any data-related question and supports multiple university initiatives related to student success. Each year, the President convenes Student Success hearings, where colleges present updates on enrollment, retention, and budget needs, fostering campus-wide accountability and</p>	<p>Enhance communication and awareness: Develop and distribute concise, visually engaging retention summaries and dashboards to all colleges, departments, and key campus stakeholders.</p> <p>Campus-wide engagement: Host workshops, webinars, or briefings each semester to review retention data, highlight trends, and discuss strategies for improving student persistence.</p> <p>Unit-level accountability: Encourage colleges and departments to incorporate retention discussions into regular meetings and planning processes, ensuring faculty and staff understand their role in student success.</p> <p>Leverage existing data tools: Promote the use of IEPR dashboards and other reporting tools to allow units to monitor their retention metrics in real time and make data-informed decisions.</p> <p>Recognition of best practices: Identify and share examples of successful retention strategies from across the university to foster collaboration and continuous improvement.</p> <p>Annual assessment: Evaluate the impact of communication and engagement efforts on campus awareness and retention outcomes, and adjust strategies as needed to strengthen a culture of shared responsibility.</p>
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Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
				<p>discussion of strategies to improve student outcomes.</p> <p>Together, these efforts provide consistent, transparent, and actionable information to engage the entire campus community in promoting student retention.</p>	
	<p>Comprehensively support collection of first destination data for graduates.</p>	<p>August 2025</p>	<p>May 2026</p>	<p>The Career Development Center is collaborating with IEPR to ensure that key NACE First Destination Survey questions are incorporated into existing data collection processes. Many of these items are now included in the Senior Survey, improving baseline response coverage. Plans are also underway to collect first destination data through Handshake—which is linked to LinkedIn—to expand reach and improve post-graduation response rates.</p> <p>In addition, IEPR and the Career Center will work collaboratively to scrub the data and will incorporate National Student Clearinghouse data to supplement self-reported outcomes and strengthen the completeness and accuracy of employment and continuing-education information.</p> <p>These steps position the university to achieve more comprehensive, reliable first destination data for 2025–26.</p>	<p>Fully integrate NACE First Destination Survey items into all major data-collection touchpoints, including the Senior Survey and Handshake, to increase response rates and improve consistency across instruments.</p> <p>Launch first destination data collection through Handshake, leveraging its connection to LinkedIn to enhance post-graduation tracking and student engagement.</p> <p>Incorporate National Student Clearinghouse data to supplement self-reported survey responses and capture additional graduate outcomes related to continued enrollment or degree pursuit.</p> <p>Establish a coordinated annual data-collection calendar, developed jointly with IEPR, to ensure timely administration, follow-up, and reporting.</p> <p>Produce a more complete and reliable first destination dataset for the 2025–26 academic year, improving the university’s ability to report outcomes, identify trends, and inform strategic decision-making.</p>

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	<p>Develop a plan for how space can be strategically reallocated to centralize student support services.</p>	<p>August 2025</p>	<p>May 2026</p>	<p>On October 31, 2025, Rick Sluder met with William Waits, David Edgar, and Art Carleton of Bauer Askew Architecture to discuss opportunities within the campus master plan. As part of these conversations, initial planning began around how campus space could be strategically reallocated to support the centralization of student learner services—including tutoring, the Office of Student Success, and other academic support functions. This early coordination is helping to identify potential locations, space needs, and long-term considerations for developing a unified and accessible student support hub.</p>	<p>Continue collaborating with Facilities, Bauer Askew Architecture, and key campus partners to identify potential locations and spatial configurations for a centralized student support hub.</p> <p>Conduct a needs assessment of current student support services—including tutoring, OSS, and related programs—to determine space requirements, proximity needs, and opportunities for co-location. Review student traffic patterns, accessibility considerations, and service utilization data to inform recommendations for an optimal centralized location.</p> <p>Develop a student feedback plan to gather input from a cross-section of students regarding their experiences with academic support services. Analyze and summarize student insights to inform recommendations for the design, placement, and operation of a centralized student support hub.</p> <p>Incorporate student input into planning discussions with Facilities, architects, and campus leadership to ensure that future decisions reflect student needs and priorities.</p> <p>Develop preliminary space scenarios and conceptual layouts for discussion with senior leadership and Facilities Planning. Work to establish a phased implementation plan, identifying short-term opportunities for consolidation and longer-term strategies aligned with the campus master plan.</p>

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
2.1.3	Identify and develop connections with alumni to more fully integrate them into academic, educational, and career development.	August 2025	Ongoing	<p>Preliminary discussions are underway to determine whether a more systematic and coordinated approach is needed to engage alumni in academic, educational, and career development activities. Career Services currently collaborates with the Alumni Office to recognize alumni who return to participate in Career Fairs. It is also likely that substantial alumni engagement occurs across campus—such as speaking in classes, mentoring students, or supporting programs—but these activities are not consistently tracked or consolidated at the university level.</p> <p>A clearer understanding of where and how alumni are currently engaged will help identify opportunities to expand their involvement and ensure efforts are aligned with institutional goals.</p> <p>A more coordinated approach could strengthen student career readiness, deepen alumni relationships, and improve visibility of alumni contributions.</p>	<p>Conduct an inventory of existing alumni engagement activities across colleges and departments—including guest lectures, mentoring, advisory boards, and Career Fair participation—to establish a baseline understanding of current involvement. Collaborate with the Alumni Office and Career Services to develop a shared framework for tracking alumni engagement, ensuring more consistent documentation of when and how alumni support student success initiatives.</p> <p>Identify opportunities to expand alumni roles in academic and career development, such as mentoring programs, classroom partnerships, panels, and internship or job placement pipelines.</p> <p>Explore technology solutions (e.g., CRM systems, Handshake, or alumni engagement platforms) to capture interactions and streamline communication with alumni who wish to stay connected.</p> <p>Develop recommendations for a more coordinated institutional approach that strengthens alumni partnerships and enhances student access to alumni expertise and networks during 2025–26.</p>

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
	Use the QEP momentum to strategically analyze and determine next steps for creating a centralized system for internships, applied experiences, and career services.	August 2025	May 2026	<p>The Career Development Center is coordinating a campus-wide meeting for early 2026 bringing together all internship coordinators to support greater alignment and communication across programs. Early steps are underway to strengthen coordination of internships university-wide and to explore opportunities for a more centralized structure.</p> <p>Career Services is using NACE and NCDA standards as a benchmark to evaluate current practices and identify areas for enhancement. In addition, the office is reviewing national best practices to ensure that internship processes, applied learning experiences, and career services are aligned with the university's academic mission and positioned for future integration under the QEP framework.</p>	<p>Convene the 2026 campus-wide meeting with all internship coordinators to share best practices, identify common challenges, and discuss opportunities for centralization of internship and applied experience programs.</p> <p>Conduct a comprehensive review of existing internship, applied learning, and career services structures to identify redundancies, gaps, and opportunities for integration.</p> <p>Align internship and career services processes with NACE standards and other national best practices to ensure consistency, quality, and scalability.</p> <p>Explore technology and data-tracking solutions to centralize internship placements, student engagement, and employer connections.</p> <p>Develop a phased plan for a centralized system that integrates internships, applied experiences, and career services, ensuring alignment with academic goals and enhanced support for student success.</p> <p>Monitor and assess the impact of any implemented changes on student participation, satisfaction, and career readiness outcomes.</p>

Other important notes to be shared, if any.	
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Mid-Year Progress Report

Due: 12/15/2025

The goal of these reports is to provide a summary of progress to the University Planning Committee, university administration, and the university community. A brief but clear narrative (one to three sentences in most cases) will usually suffice. Include KPIs when appropriate.

Priority	2: Strengthen the community so all learners and workers thrive
Strategy	2.2: Support wellness, belonging, and engagement.
Subcommittee Chair	Justin Reed
Date of Report	

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
2.2.1	Increase intentional in-person interactions to create a better-connected campus through programming that links students with faculty and staff.	August 2025	May 2026	Hosted <ul style="list-style-type: none"> • Presidents Party • Exam Jam (Breakfast at McCallie) • Wellness Fair • Departmental and College Wide Events • Student Faculty mixers • Athletic Tailgates 	Evaluate current programs and plan for implementation new activities to strengthen interactions.

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
	Analyze our student orientation program to make sure it is enriching and holistic.	August 2025	May 2026	<ul style="list-style-type: none"> • Implementation of first Admitted Student Day in February 2025 • Changed name to New to Blue Orientation from CUSTOMS. Spring 2025 • Created a D2L Course called Pre-orientation that is required for all to complete BEFORE attending orientation. This was previously called CUSTOMS Online and was done through a contracted company. • Orientation created a session called Meet MT which took place at the Campus Recreation Center. Meet MT was a 2 hour session designed to allow our departments, resource areas, and student organizations to share their resources, benefits and engagement opportunities to our incoming students and their guests. 	Continue to refine current plans. Institute a Steering committee for Orientation to go beyond the basic orientation.

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
	Develop and implement a plan to increase intentional interactions for online and remote students to create a better- connected campus.	August 2025	Ongoing	Starting new online orientation through D2L to mirror New to Blue.	
2.2.2	Educate the campus on P3 (private public partnership) housing process.	August 2025	May 2026	<ul style="list-style-type: none"> • Did informational session at Student Affairs staff meeting • Did article with Sidelines • Had a couple focus groups 	Planning to present to SGA Spring '26
	Explore additional opportunities for housing expansion on campus with intentional inclusion of student voice.	August 2025	May 2026	<ul style="list-style-type: none"> • B&D has completed a market study for not only the P3 process, but also the Campus Housing Master Plan • Beginning stage of the Campus Housing Master Plan that will help guide MTSU decision on future housing and renovations • Included focus groups of on-campus and off-campus students from different class years in the Market Study. 	Continue work on Housing Master Plan
2.2.3	Analyze our current co-curricular programming and academic support services.	August 2025	May 2026	<ul style="list-style-type: none"> • Student Affairs (SA) developed an Event Evaluation Rubric to assess events. Began to evaluate events and activities through an assessment committee. • SA Developed a Campus traditions and activities committee to review programming efforts. 	Use data to make quality decisions regarding programming for academic year 2026/2027.

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
	Develop a holistic programming model that supports the co-curricular experiences for students.	August 2025	Ongoing	Using the evaluation rubrics, we will begin to determine what modifications to existing programming is needed.	Planning a session with programmers and event planners across campus to brainstorm and discuss options for how to communicate events better.

Other important notes to be shared, if any.	
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MTSU Strategic Plan 2035

Mid-Year Progress Report

Due: 12/15/2025

The goal of these reports is to provide a summary of progress to the University Planning Committee, university administration, and the university community. A brief but clear narrative (one to three sentences in most cases) will usually suffice. Include KPIs when appropriate.

Priority	2: Strengthen the community so all learners and workers thrive
Strategy	2.3: Enhance faculty and staff support structures.
Subcommittee Chair	Laura Jent
Date of Report	

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
2.3.1	Update faculty and staff handbooks to ensure philosophies, policies, and practices are clearly stated and consistently communicated.	August 2025	May 2026	<ul style="list-style-type: none"> A comprehensive review to identify outdated content and areas requiring clarification is in process. Significant progress has been made towards ensuring policies and practices are clearly stated and consistently communicated by standardizing terminology and reorganizing sections for clarity. 	<ul style="list-style-type: none"> Finalize current draft revisions. Continue ongoing collaborative Faculty Handbook revisions with the Faculty Senate. Route updates through legal review and leadership approval. Prepare communication materials for fall implementation.

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
	Clarify and simplify, if needed, staff roles, step levels, compensation, and promotion paths, and ensure supervisors understand staff pathways.	August 2025	May 2026	<ul style="list-style-type: none"> • Preliminary updates to the compensation structure and step levels are in development for several areas across the institution. • Promotion pathways have been created for various major job families that include clearer definitions of required skills and experience benchmarks. • Supervisor guidance materials to ensure consistency are being developed. 	<ul style="list-style-type: none"> • Finalize updated role responsibilities and step level structures. • Complete compensation alignment reviews. • Expand promotion pathways to additional job groups. • Begin supervisor training.
	Educate the campus on how CUPA data are utilized, which schools are included, and why.	August 2025	May 2026	<ul style="list-style-type: none"> • HRS is developing a comprehensive brochure that outlines CUPA data processes and identifies the University’s peer institutions along with the criteria used in the selection of the peer institutions. 	<ul style="list-style-type: none"> • Once finalized, the brochure will be distributed in the HRS office, shared broadly via email, and published on the HRS website to ensure consistent and accessible communication across campus.
	Make recommendations for the use of “midpoint” language as the way to describe the salary ceiling for many roles on campus	August 2025	May 2026	<ul style="list-style-type: none"> • An initial review of the current compensation terminology identified inconsistencies in how “midpoint” is used. • Preliminary guidance has been drafted to clarify when and how “midpoint” will be used to describe salary ceilings to ensure consistency, transparency, and alignment with market-based pay principles. 	<ul style="list-style-type: none"> • Create and publish supervisor-friendly talking points (a one-page reference guide) that will support a more consistent and understandable approach to describing salary limits.

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
	Establish the framework (bylaws, leadership, and meeting schedule) for a Staff Senate to begin in AY 2026-2027	August 2025	May 2026	<ul style="list-style-type: none"> • After researching the history of former Staff Senates, determined that the groups were divisional. • Initial conversations have taken place to gather input and ensure the new framework aligns with institutional policies and existing governance bodies. • A preliminary outline for revamping the program has been drafted, focusing on the mission, membership representation, roles, and terms of service. 	<ul style="list-style-type: none"> • Finalize bylaws and circulate draft for stakeholder input. • Solidify the leadership structure. • Present the framework to senior leadership for approval. • Prepare a launch timeline.
2.3.2	Articulate a vision for attaining competitive compensation for faculty and staff.	August 2025	May 2026	<ul style="list-style-type: none"> • Updated market data and peer comparisons have been identified and approved by the Board of Trustees. • Work is underway to ensure future compensation strategies align with broader institutional goals related to talent management, compensation competitiveness, and financial stewardship. 	<ul style="list-style-type: none"> • Develop communication materials to ensure consistent campus-wide understanding. • Align long-term compensation planning with budget development for future fiscal years.

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
	Identify compensation policies that attract, motivate, and retain staff and faculty.	August 2025	May 2026	<ul style="list-style-type: none"> HRS proposed and secured Board of Trustees approval to transition to the CUPA 2024-2025 market data. The Board-approved incremental adjustments will take effect on January 1, 2026. In addition, progression pathways have been implemented for several key career tracks, including enrollment coordinators, recruiters, advisors, police officers, and flight training managers. These pathways strengthen internal career mobility and support retention of highly valued staff. 	<ul style="list-style-type: none"> Additional progression pathways are currently being explored.
	Explore CUPA and similar available data to ensure faculty salaries align with market.	August 2025	May 2026	<ul style="list-style-type: none"> Academic Affairs will review AACSB and other salary studies for comparative purposes with the CUPA data. 	<ul style="list-style-type: none"> Continued review of salary data from other sources for comparative purposes.
	Develop a strategy to improve adjunct faculty training and explore strategies for increasing adjunct pay.	August 2025	May 2027	<ul style="list-style-type: none"> Planning for adjunct training, and incorporating flexibility to accommodate adjuncts through the Center for Teaching & Mentoring. Publishing training workshops/materials on YouTube to enhance accessibility for adjuncts and non-TT faculty. 	<ul style="list-style-type: none"> Continue planning for targeted adjunct training and other differentiated offerings for non-TT faculty. Update website with information specific to adjunct responsibilities.

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
	Report on impact of market salary increases so far that includes identifying constituencies who benefitted (with a focus on fairness) and assessing compression and inversion impact of changes.	August 2025	May 2026	<ul style="list-style-type: none"> Will be able to report on impact of market salary increases in January 2026. 	<ul style="list-style-type: none"> Description of faculty market study calculations and results will be available on Provost website.
2.3.3	Refine onboarding and offboarding processes for faculty and staff with a focus on effectiveness and specialized training for some roles (i.e., faculty for certain committees, staff working with budgets and related computer systems needed).	August 2025	May 2027	<ul style="list-style-type: none"> Oracle consultants are reviewing onboarding and offboarding leading practices and revising processes for faculty and staff to be implemented beginning in January 2027. Developing executive-level onboarding materials in conjunction with COHRE. CTM development of new faculty workshop series out of previous new faculty orientation assessment data. Refining new chair/director orientation through the CTM. 	<ul style="list-style-type: none"> Continue enhancements to new faculty and chair/director orientation with a focus on effectiveness and specialized training.
	Execute a satisfaction survey for all faculty and staff and share results with campus community.	August 2025	May 2027	<ul style="list-style-type: none"> Currently exploring survey solutions that will integrate with our new Oracle system, which is scheduled to be available in January 2027. 	<ul style="list-style-type: none"> Review the functionality of Oracle software with Huron consultants and develop a questionnaire for the campus community.

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
	Refine training and mentoring programs to ensure they are comprehensive and meaningful and Include faculty and staff in the development.	August 2025	Ongoing	<ul style="list-style-type: none"> Hiring of new Director of Center for Teaching & Mentoring to spearhead development of new training/mentoring programs including faculty, staff, and graduate students. Implementation of new and refined programming for AY25-26. 	<ul style="list-style-type: none"> Finish building out CTM leadership and staff to actualize the training and mentorship mission/vision of the Center and Division. Continue refining pedagogy and mentorship programming through the Center for Teaching & Mentoring. Assess current and new programming with goals of continual improvement.
	Develop proactive leadership succession planning and training (Deans, Chairs, Program Directors, Coordinators, Schedulers).	August 2025	Ongoing	<ul style="list-style-type: none"> Enhancements and expansion in the Academic Affairs Leadership Development Institute (LDI). Establishment of Staff Leadership Development Institute (SLDI) to support succession planning, etc. 	<ul style="list-style-type: none"> Ongoing refinement to both Faculty and Staff Leadership Development Institutes in Academic Affairs. Incorporate assessment/satisfaction data with a focus on continual improvement.

Other important notes to be shared, if any.	
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MTSU Strategic Plan 2035

Mid-Year Progress Report

Due: 12/15/2025

The goal of these reports is to provide a summary of progress to the University Planning Committee, university administration, and the university community. A brief but clear narrative (one to three sentences in most cases) will usually suffice. Include KPIs when appropriate.

Priority	3: Cultivate sustainable partnerships.
Strategy	3.1: Strengthen community and industry collaborations
Subcommittee Chair	Jeff Gibson
Date of Report	12/08/2025

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
3.1.1	Develop a common institutional vocabulary related to partnership and engagement	August 2025	April 2026	The Community Engagement Elective Classification Council (CEEC) and Vice Provost for Planning and Effectiveness (VPPE) are finalizing a proposal for high-level institutional definitions based on Carnegie classification language.	The proposed institutional definitions will be shared broadly with campus leaders in Spring 2026.
	Make recommendations on revisions to policy that include community engagement efforts in teaching, research, and service as part of promotion and tenure review	August 2025	April 2026	Under the coordination of Dr. Hinote, VPFSI, a faculty work group will establish recommendations for policy revisions by April 2026.	
	Define common outcomes and ways to measure the success of partnership and engagement efforts	Spring 2026	April 2027		A Professional Learning Community (PLC), established through the CEEC, will convene in Spring 2026, and methods for assessing partnerships and community engagement will be among the topics addressed.

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
	Develop a comprehensive professional development and incentive plan to increase faculty and staff participation in community engagement	Spring 2026	April 2027		The Spring 2026 Community Engagement PLC will make recommendations for a plan to establish ongoing faculty and staff development using past work by the Faculty Working Group on Engaged Scholarship as a starting point.
3.1.2	Establish communication channels to share information about partnerships and engagement efforts across the institution	August 2025	April 2026	The University and Community Partners website is being updated to include MTSU Reach (Orak) information for sharing research with the community.	
	Develop a comprehensive internship reporting system that enables an accurate assessment of current practices, programs, and needs	August 2025	April 2027	On November 19, 2025, the Career Center Director met with the Provost's Cabinet to initiate a conversation about comprehensive reporting.	Next steps are a conversation with Deans, Internship Coordinators, and the Career Development Center about how to move forward. The Registrar is also included to see if there is a way for coding classes to report on.
3.1.3	Articulate an institutional commitment to increasing partnerships and to sharing information about partnership efforts	Summer 2025	December 2025	Statement approved by MTSU Vice Presidents on October 21, 2025.	Explore ways to promote the statement and make it publicly accessible via multiple institutional web pages.

Other important notes to be shared, if any.

Mid-Year Progress Report

Due: 12/15/2025

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Priority	3: Cultivate sustainable partnerships.
Strategy	3.2: Improve institutional advocacy and communication
Subcommittee Chair	Andrew Oppmann
Date of Report	

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
3.2.1	Develop an elevator pitch that is clearer and more concise than the existing mission and vision statements	August 2025	April 2026		
	Support and implement an integrated communication platform to facilitate the sharing of information across the university and with partners and potential partners	August 2025	April 2028		
	Define common Establish a plan for the use of campus- wide email communication, with a focus on reducing volume and increasing quality.	August 2025	Fall 2026		

Initiative	Action	Begin	End	Summary of Progress to Date	Summary of Next Steps / Expected Outcomes for 2025-2026.
3.2.2	Develop a campus-wide priority needs assessment consistent with the strategic plan	August 2025	Spring 2027		
	Develop a fundraising plan and begin to allocate resources to meet the needs of a new capital campaign	August 2025	Spring 2027		
3.2.3	Review and reevaluate publications and media to ensure inclusion of proposed elevator pitch that is clearer and more concise than the existing mission and vision statements	April 2026	July 2026		
	Review and reevaluate recruitment events for greater emphasis on Middle Tennessee communities and gatherings that support yield	April 2025	Ongoing		

Other important notes to be shared, if any.	
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