

Minutes  
University Planning Committee  
April 17, 2026  
10:00 AM  
Provost's Conference Room, Cope 112  
and Zoom

Attended: Ron Henderson, Michael Erskine, Lando Carter, Tricia Farwell, Dianna Rust, Peter Grandjean, Mary Hoffschwelle, Zach Lebarts, Chad Mullis, Todd Wyant, Mark Clark, Yvette Clark, Andrew Oppmann, Laurie Witherow, Rick Sluder, Leah Lyons, Chris Brewer, Jeff Gibson, Jennifer Vannatta-Hall, Justin Reed, Sam Zaza, Layne Bryant, Jeri Ann Clark, Allison McGoffin

1. [Minutes of the January 30, 2026](#), meeting were reviewed and approved. [Motion made by Erskine; seconded by Farwell]
2. Strategic Plan 2035 [Annual Reports for 2025-26](#) - Mary Hoffschwelle thanked the implementation committees and their co-chairs for their work. The Planning Committee accepted Strategic Plan 2035 mid-year progress reports in January. The first annual progress reports were reviewed and approved. [Motion made by Farwell; seconded by Erskine].
3. Strategic Plan 2035 [Proposed Activity Plans for 2026-27](#) - Dr. Hoffschwelle reminded the Committee that they approve proposed activity plans for the next year each April, and an open forum will be scheduled in September to share progress and current activity with the university community and obtain feedback. Activity Plans for 2026-27 were reviewed and approved. [Motion made by Farwell; seconded by Erskine].
4. Mission and Institutional Mission Profile Review (Action) – Dr. Hoffschwelle thanked the mission and mission profile review subcommittee for their work since the January meeting. The subcommittee recommended no changes to the Mission Statement. They collected ideas for consideration when the University conducts its next full-scale, university-wide review of the mission statement, probably at the midpoint of Strategic Plan 2035.

The subcommittee recommended significant updates to the Institutional Mission Profile, which THEC uses to distinguish among its public postsecondary institutions for the public, other state agencies, and the General Assembly. During discussions, several other revisions were made and approved unanimously. [Motion made by Wyant; seconded by Mullis]. The [revisions](#) will be provided to the provost and president and then submitted to the MTSU Board of Trustees' Executive and Governance Committee in May.

5. SACSCOC Reaffirmation Visit – Layne Bryant thanked the Committee for making the review and on-site visit a success. The Committee had no recommendations for MTSU.
6. Dr. Hoffschwelle thanked the committee members whose terms were ending and adjourned until Fall.

**Priority 1 Increase the institution’s creative & research profile and be a top choice for students.**

**Strategy 1.1 Deliver impactful academic offerings and experiences**

**Initiative 1.1.1 Continually refine the inventory and delivery of dynamic curricular programs to ensure ongoing and emerging needs are met**

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Grow the graduate degree inventory to be on par in scope and size with comparable universities.	August 2025	May 2035	<p><b>Metric 1: At least three Letters of Notification (LON) for graduate degrees in process at all times.</b> Status: Exceeded Evidence (as of March 2026):</p> <ul style="list-style-type: none"> <li>Total new graduate degrees in pipeline: 10</li> <li>NAPP stage: 4 (including 1 recently approved by THEC and SACSCOC)</li> <li>LON stage: 6</li> </ul> <p>Supporting Actions:</p> <ul style="list-style-type: none"> <li>Commissioned the annual Hanover study on graduate program trends (2026 and beyond), to be delivered at the end of the 2025-2026 academic year</li> <li>Findings will inform coordinated discussions among Deans, CGS, VPR, and VPAP to identify and prioritize future program opportunities</li> </ul> <p><b>Metric 2: At least one curriculum cohort every 18 months, led by DCGS.</b> Status: Met Evidence:</p> <ul style="list-style-type: none"> <li>Fall 2025: Individual consultations, coordinated meeting with THEC, and group meeting (November)</li> <li>Spring 2026: Continued consultations, CTM workshop series on new program development, writing retreat, and AY closing panel</li> </ul>	<p>Metric 1 Future Focus</p> <ul style="list-style-type: none"> <li>Maintain a steady pipeline above the minimum threshold</li> </ul> <p>Metric 2 Future Focus</p> <ul style="list-style-type: none"> <li>Continue refining the cohort model for scalability and consistency</li> </ul> <p>Metric 3 Future Focus</p> <ul style="list-style-type: none"> <li>Track annual progress toward the 20% target and align investments with highest-impact areas</li> </ul>

			<p>Supporting Actions:</p> <ul style="list-style-type: none"> <li>• Access to Lightcast (labor market alignment) and Hanover (market analysis)</li> <li>• Stipends provided to support faculty time and engagement</li> <li>• Collaboration with CTM</li> <li>• Structured engagement model to guide programs from concept to submission</li> </ul> <p><b>Metric 3: Increase graduate student enrollment to 20% of total student population.</b>  Status: In Progress  Evidence (Spring 2026 Census):</p> <ul style="list-style-type: none"> <li>• Total student population: 19,330</li> <li>• Graduate student population: 2,394</li> <li>• Graduate enrollment share: 12.4%</li> </ul> <p>Supporting Actions:</p> <ul style="list-style-type: none"> <li>• Expansion of new graduate programs aligned with workforce demand (metric 1 and 2)</li> <li>• Strengthening graduate assistantship structures and expanding funding pools to improve recruitment and retention</li> <li>• Hiring a dedicated graduate recruiter to support statewide outreach, partnerships, and expanded recruitment touchpoints (campus events, targeted outreach campaigns, GRE mailing lists, and other engagement strategies)</li> <li>• Enhance yield strategies, including personalized follow-up, onboarding support, and implementation of a success coach model</li> <li>• Collaboration with MTSU Online to expand access for working professionals</li> </ul>	
Add strategic, targeted online programs and courses to be comparable in scope and size to peer universities.	August 2025	May 2027	<b>Metric 1: Number of undergraduate and graduate fully online programs launched. Target: 85 fully online programs by May 2027.</b>	Metric 1 Future Focus Track annual progress toward the 20% target and align

		<p>In August 2025 we had 81 fully online programs. As of March 2026, we have 84 fully online programs. Several departments are in the process of developing online courses, with the intention of offering fully online programs.</p> <p>We are collecting aggregated data about program scope and size of online programs and enrollment for peer, aspirational peer, and Tennessee institutions.</p> <p><b>Metric 2: Number of identified online undergraduate core courses developed that are applicable to many degree programs.</b>  <b>Target: Six new online general education courses launched by May 2027.</b></p> <p>We have identified all the fully online True Blue Core courses (in their respective TBC categories) and have received advice from the MTSU advising managers about which additional TBC courses to pursue for fully online. Advisors requested more online science courses at the 1000 level, and potential procedural changes such as course waitlists to ensure online students can get into online courses.</p>	investments with highest-impact areas
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Initiative 1.1.2 Solidify our reputation as a recognized leader in instructional excellence through enhanced faculty professional development and innovative pedagogies

Action	Begin Date	End Date	Report on <b>Metrics</b> and Summaries of Progress to Date	Notes
Enhance faculty professional development opportunities in high-impact practices for teaching and learning.	August 2025	May 2027	<p><b>Metric 1: Track attendance/number of faculty members participating in teaching and learning workshops/series. Baseline data collected by May 2026 for AY 25-26. Target: Increase faculty participation by 10% in May 2027.</b></p>	

**Summary of progress to date:** The total number of faculty members (non-unique) participating in teaching and learning workshops/series offered through the Center for Teaching and Mentoring from August 1 – March 23, 2026 is **1234**. CTM will continue to capture attendance data through May 2026 in support of this metric and will include the baseline in the 26-27 midyear progress report.

Program/Series	Fall	Spring	Total
Artificial Intelligence	131	10	141
Associate to Professor Mentoring	Year-long		7
Book Groups	18	25	43
Canvas	272	256	528
Canvas Department-Specific	209	44	253
Chairs PD	n/a	50	50
E3: Equip, Empower, Elevate	55	n/a	55
Faculty Fellows (pre-tenure)	Year-long		8
Faculty Learning Communities	Year-long		29
Large Class Playbook	45	9	54
New Programs and Courses	n/a	32	32
Teaching Mentors	n/a	20	20
Teaching Triangles	n/a	14	14
<b>TOTAL 8/1/25-3/23/26</b>			<b>1,234</b>

**Metric 2: Participants' perceptions of a teaching and learning professional development's effectiveness or usefulness to their teaching.**

**Baseline data by May 2026.**

**Target: Increase instructional efficacy of faculty participants by 5% in May 2027.**

			<p><b>Summary of progress to date:</b> The Center for Teaching and Mentoring (CTM) is gathering assessment data for participants' perceptions of teaching and learning professional development's effectiveness or usefulness to their teaching for the following 2025-2026 programs: New Programs and Courses, Large Class Playbook, Teaching Mentors, Teaching Triangles, and Canvas. CTM is still collecting information in support of this metric and will include the baseline in the 26-27 midyear progress report.</p>	
Strengthen professional development and mentoring opportunities for department chairs and school directors throughout the academic year.	August 2025	May 2035	<p><b>Metric: Post-survey administered to department chairs and directors</b></p> <p><b>Summary of progress to date:</b> The CTM piloted a Faculty &amp; Chair/Director Professional Development Needs Assessment Survey from February 25-March 6, 2026. Executive Council of Chairs (4), CTM Teaching Mentors (4), and CTM Faculty Leaders (2) were invited to respond to the pilot survey. We had a response rate of five (5), which resulted in some minor revisions to the survey. The CTM sent out the survey to chairs/directors on March 18 with a "respond by" date of April 3, 2026. The CTM will use data from the survey to build out monthly professional development sessions exclusively for chairs/directors in 2026-2027.</p>	<p>Based on informal feedback from chairs/directors in Fall 2025, CTM facilitated three professional development sessions for chairs/directors in Spring 2026:</p> <ol style="list-style-type: none"> <li>1) Budget and Hiring Processes, February 6</li> <li>2) Faculty Evaluations – February 20</li> <li>3) Curriculum, Scheduling, and Catalog – March 6</li> </ol> <p>The CTM is also partnering with Provost Fellow, Dr. Eric Oslund, to co-facilitate an MTSU departmental leadership conference in August 2026.</p>

Initiative 1.1.3 Continuously update campus facilities, equipment, and technology

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Create a clear and transparent systematic computer replacement process for academic and administrative employees, ensuring	May 2025	May 2026	<p><b>Metric 1: System Replacement Tracking: Track the number of systems eligible for replacement, the number of systems replaced, the total cost of the system purchased, and the split of costs between the department account and the university replacement account.</b></p>	The computer replacement program, by virtue of when it receives funds (in the fall semester after census), makes it infeasible to produce semi-annual data and can be

communication with respective personnel			<p><i>This metric can be filtered by Academic or Administrative Employees and Spring and Non-Spring Semester purchase timeframe.</i></p> <p>Given the note to the right, we can report that for the fiscal year 2025-2026, 215 Academic and 107 Administrative computers were eligible for replacement (322 total). 141 Academic &amp; 82 Administrative computers were replaced, with 99 either deferred until the next replacement cycle or removed from eligibility due to people leaving MTSU. The 223 computers replaced is 70% of this year's eligible replacements and only 50% of the goal to replace 20% of the eligible fleet each year to maintain a 5-year replacement cycle.</p> <p><b>Metric 2: Total Funds Available: Track the total funds allocated for each year's computer replacement cycle. Based on tracking the actual computer each employee needs to accomplish their job tasks, the university will know the actual cost for the 5-year replacement costs.</b></p> <p>The annual budget for computer replacement is \$500,000. Had we not had 99 deferrals, even with departmental contributions, we would have been \$31,000 over budget. To achieve a 20% annual replacement (461 computers), the annual budget needs to increase from \$261,000 to \$761,000 annually. Even then, this only funds replacement with a base-level model. Models needed by staff above the base-level would still require supplemental funding from the department.</p> <p><b>Metric 3: Overall Replacement Tracking: Track the total number of full-time employees and the total number of systems replaced during each calendar year.</b></p> <p>Regular reports from HR to track the number of full-time employees that are eligible for computer replacement. For 2025-2026, the number of full-time employees was recorded as 2306. 20% of that number is 361. The 322 eligible computers is 90% of our goal.</p>	accurately reported only in the fall update.
Work with Instructional Technology Committee (ITC) to review the TAF proposal	July 2025	June 2026	<b>Metric 1: Summary of Discipline Specific proposals submitted each year: Total # of Proposals, # of Faculty involved in proposal submissions, total \$ value of all</b>	The Instructional Technology Committee met in March 2026. During the meeting, the date

<p>process to ensure equitable funding for all colleges and maximize the number of students impacted.</p>			<p><b>submitted projects. The number of proposals funded, # of Faculty involved in funded proposals, total \$ value of funded proposals.</b>  <b>Metric 2: Summary of Classroom technology proposals submitted each year: Total # of Proposals, # of Faculty involved in the proposal submissions, total \$ value of all submitted projects. The number of proposals funded, # of Faculty involved in funded proposals, total \$ value of funded proposals.</b></p> <p><b>Summary of Progress:</b>  <u>2025</u>  Proposals Submitted: 17  Faculty Involved: 36  Amount Requested: \$2.01 million  Proposals Funded: 7  Faculty Involved: 16  Amount Funded: \$978,803  <u>2026</u>  Proposals Submitted: 23  Faculty Involved: 42  Amount Requested: \$3.02 million  Funded data will not be available before June 2026 and will be included in the 26-27 midyear report.</p> <p><b>Metric 3: Use of LabStat software to track computer and application usage in each technology classroom and lab.</b>  Labstats is in operation to track computer usage in classroom &amp; labs. TAF ad hoc committee will be determining the threshold for when a computer lab should be reduced or eliminated (or expanded) due to usage.</p>	<p>was set for the ad hoc committee to review the TAF process and update language to reflect changes since the initiation of TAF.</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><b>Current metric: Track funds spent on facility additions/ improvements annually.</b></p> <p>Recommended metrics going forward:  Metric 1: Track capital maintenance projects applied for and funds budgeted through Monthly report and Facilities annual report.</p>	<p>The committee met with Joe Whitefield AVP for Facilities Services and Bill Waites AVP for Campus Planning to discuss the Facilities SOS report. Metrics were discussed and how to better track them. Possibly a bi-annual SOS</p>

			<p>Metric 2: Track previous year projects as they are programmed and completed through Monthly report.</p> <p>Metric 3: Track projects that made the list but not awarded funds to complete and the status of those issues through Campus Work Orders and Power BI.</p>	<p>report. Previous and current year budget items were highlighted. The Governor's budget is not finalized. There is still a chance for possibly more funds to address deferred maintenance and a new building.</p>
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MTSU Strategic Plan 2035  
Annual Progress Report

**Priority 1 Increase the institution’s creative & research profile and be a top choice for students.**

**Strategy 1.2 Elevate the institutional research infrastructure and reputation**

**Initiative 1.2.1 Fully support development of new research/ scholarship focused degree programs**

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Add new research-focused graduate degrees based on market need as determined by annual Hanover reports and direct interactions with industry and government.	August 2025	ongoing	<p><b>Metric 1: Develop one new researched-focused graduate degree by May 2026.</b> Status: Exceeded Evidence (As of March 2026):</p> <ul style="list-style-type: none"> <li>M.S. in Mechatronics &amp; Systems Engineering has been submitted to SACSCOC for approval pending THEC approval in spring 2026 and is on track for Fall 2026 launch</li> <li>M.F.A. in Film and Television has been approved by THEC and SACSCOC in spring 2026 and is on track for Fall 2026 launch</li> <li>Both programs meet the strategic plan definition of research-focused degrees (independent research culminating in a substantial, publicly disseminated or defended product)</li> </ul> <p>Supporting Actions:</p> <ul style="list-style-type: none"> <li>Structured program development process, including consultations, workshops, stipends, Hanover market analysis studies, and proposal support</li> <li>Alignment of new program development with institutional research capacity and priorities</li> <li>Coordination with academic units to ensure research expectations are embedded in program design</li> </ul> <p><b>Metric 2: Monitor enrollment in research-focused degree programs annually.</b> Status: Met Evidence (Spring 2026 Census – Baseline):</p> <ul style="list-style-type: none"> <li>Total graduate programs: 60</li> <li>Research-focused programs: ~29 (48.6%)</li> <li>Total graduate enrollment: 2,394</li> </ul>	<p>Metric 1 Future Focus:</p> <ul style="list-style-type: none"> <li>Target a year-over-year increase in both the share of research-focused programs and enrollment from the Spring 2026 baseline</li> <li>Continue expanding the portfolio of research-focused graduate degrees</li> <li>Track the number and proportion of research-focused and doctoral programs as indicators of research intensity</li> </ul> <p>Metric 2 Future Focus:</p> <ul style="list-style-type: none"> <li>Track annual changes in both the number and proportion of research-focused programs and enrollment. Target a year-over-year increase in both the share of research-focused programs and enrollment from the Spring 2026 baseline</li> <li>Use trends to inform program development, resource allocation, and alignment with the institution’s research mission</li> </ul>

			<ul style="list-style-type: none"> <li>Enrollment in research-focused programs: ~995 students (41.6%)</li> <li>Research-focused programs include specialist, master's, and doctoral degrees (non-degree-seeking students are considered part of the non-research-focused pathway in this analysis).</li> </ul> <p>Supporting Actions:</p> <ul style="list-style-type: none"> <li>Survey of programs to identify whether they meet the definition of research-focused degrees</li> <li>Establishment of Spring 2026 census as the institutional baseline for longitudinal tracking</li> </ul>	
<p>Encourage the full use of available Graduate Teaching Assistants (GTAs).</p>	<p>January 2026</p>	<p>ongoing</p>	<p><b>Metric 1: Track number and percentage of GTAs serving as instructors of record or actively engaged in classroom instruction each semester and annually.</b>  <b>Target: Year-over-year increase.</b>  Status: Met (baseline and trends established)  Evidence (as of March 2026):</p> <ul style="list-style-type: none"> <li>Fall 2025: <ul style="list-style-type: none"> <li>Total GAs: 611</li> <li>Teaching (GTA): 70% (428 GTAs)</li> <li>Research (GRA): 19%</li> <li>Administrative (GAA): 11%</li> <li>GTA instructors of record: 57 (13.3% of total GTAs)</li> </ul> </li> <li>Spring 2026: <ul style="list-style-type: none"> <li>Total GAs: 626</li> <li>Teaching (GTA): 71% (444 GTAs)</li> <li>Research (GRA): 18%</li> <li>Administrative (GAA): 11%</li> <li>GTA instructors of record: 52 (11.7% of total GTAs)</li> </ul> </li> <li>AY 2025-2026: 109 instructors of record of total GTAs (872) = 12.5% of GTAs served as instructor of record.</li> </ul> <p><b>Metric 2: Student evaluations of teaching related to GTA-led instruction.</b>  Status: Met (baseline established)  Evidence (as of March 2026):</p>	<p>Metric 1 Future Focus:</p> <ul style="list-style-type: none"> <li>Annual totals will be available after the full hiring of Summer 2026 GTAs. Preliminary trends from Fall and Spring indicate a stable distribution.</li> <li>Continue tracking GA distribution across teaching, research, and administrative roles to ensure strategic alignment with institutional priorities</li> <li>Maintain a balance between instructional support and research capacity as programs grow</li> <li>Strengthen GTA training and support structures to ensure quality of instruction</li> <li>Explore opportunities to expand GRA positions in alignment with research priorities and external funding growth</li> </ul>

		<ul style="list-style-type: none"> <li>• Evaluation proxy: Question 10 – “Instructor was an effective educator” (used as an overall measure of teaching effectiveness)</li> <li>• GTA-led instruction: 4.14 / 5</li> <li>• Non-GTA-led instruction (overall): 4.44 / 5</li> <li>• Non-GTA-led breakdown by faculty type: <ul style="list-style-type: none"> <li>○ FT/Non-Tenurable: 4.50</li> <li>○ Adjunct &amp; Part Time: 4.47</li> <li>○ Tenured/Tenure-Track: 4.39</li> </ul> </li> <li>• This data reflects Fall 2025, as of March 2026 teaching evaluations for the spring semester have not yet been administered</li> </ul> <p>Context:</p> <ul style="list-style-type: none"> <li>• Question 10 captures students’ overall perception of instructional effectiveness, synthesizing elements such as clarity, engagement, organization, and support reflected across Questions 1–9</li> <li>• Differences between GTA and non-GTA instruction remain within a high-performance range (above 4.0), indicating strong instructional quality across all groups, while also highlighting opportunities for improvement</li> </ul> <p><b>Metric 3: Course load redistribution analysis before and after implementation of GTA as instructor of record.</b></p> <p>Status: Met (baseline established)</p> <p>Evidence (Fall 2025 – Baseline):</p> <ul style="list-style-type: none"> <li>• Total credit hours taught: 247,354</li> <li>• FT/Tenurable Faculty: 120,302 <b>(48.6%)</b></li> <li>• FT/Non-Tenurable Faculty: 114,041 <b>(46.1%)</b></li> <li>• Part-Time Faculty: 8,640 <b>(3.5%)</b></li> <li>• Graduate Assistants – Instructor of Record: 4,371 <b>(1.8%)</b></li> </ul> <p>Credit Hour Distribution by College by instructor type (Fall 2025):</p>	<p>Metric 2 Future Focus:</p> <ul style="list-style-type: none"> <li>• Continue tracking GTA vs. non-GTA teaching effectiveness annually using a consistent metric</li> <li>• Monitor trends to ensure teaching quality is maintained as GTA-led instruction expands to support faculty research capacity</li> <li>• Implement a university-wide GTA training program beginning in Fall 2027 to strengthen instructional quality and consistency</li> <li>• Use findings to inform GTA training, support structures, and instructional development</li> </ul> <p>For Metric 3, we are establishing a baseline that we will measure against in the future. We consider August 2025 as the starting point (the start of Strategic Plan 2035); we will track the same metrics annually to enable consistent comparison over time.</p> <p>We may want to refine the metric 3 wording to focus more clearly on instructional distribution. For example: measure annual course load redistribution between GTAs and non-GTAs.</p> <p>Metric 3 Future Focus:</p> <ul style="list-style-type: none"> <li>• Establishment of Fall 2025 as the institutional baseline</li> </ul>
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College	FT/Tenurable	FT/non-Tenurable	Part-Time	GAs (instructor of Record)
Basic and Applied Sciences	59.7%	35.1%	2.5%	2.7%
Behavioral and Health Sciences	45.0%	51.0%	3.4%	0.6%
Business	59.1%	39.1%	1.8%	0.0%
Education	52.3%	28.6%	8.2%	10.9%
Liberal Arts	35.0%	60.3%	2.6%	2.1%
Media and Entertainment	61.0%	35.3%	3.4%	0.2%
University College	20.5%	62.5%	17.0%	0.0%
Walker Library	24.8%	0.0%	75.2%	0.0%

  

**Metric 4: Track number of GTA who complete training courses through the Center for Teaching and Mentoring.**  
 Status: Met (baseline established)  
 Evidence (AY 2025–2026):

- Graduate Student Book Group: 9 participants
- Preparing Future Faculty (year-long program):
  - Average attendance per session: 19.
- Teaching 101 (Spring 2026, GTA-focused series):
  - Average attendance per session (to date): 12.

  

for instructional load distribution

- Use findings to inform strategic deployment of GTAs and to optimize teaching resources across colleges

Metric 4 Future Focus:

- Continue tracking GTA participation and completion rates in CTM training programs annually
- Scale participation as part of the planned university-wide GTA training model beginning in Fall 2027
- Track number of university wide trainings, including the College of Graduate Studies – GTA trainings.

Initiative 1.2.2 Invest appropriately in faculty and their scholarship

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Encourage deans to consider cluster hires over multiple years in targeted growth areas.	August 2025	ongoing	<p><b>Metric 1: Track number of research cluster hires approved annually</b>            Status: In Progress (initial test cluster approved)            Evidence:</p> <ul style="list-style-type: none"> <li>Quantum cluster approved, with faculty positions spanning Physics and Computer Science over a few years</li> <li>Additional clusters under exploration, including:               <ul style="list-style-type: none"> <li>AI (cross-disciplinary applications)</li> <li>Healthcare</li> </ul> </li> </ul> <p><b>Metric 2: Track total external grant dollars secured annually tied directly to cluster hires</b>            Status: Baseline Established            Evidence (as of March 2026):</p> <ul style="list-style-type: none"> <li>External grant dollars tied to cluster hires: \$0</li> <li>Year serves as baseline; cluster hiring initiative is in early implementation phase</li> <li>Grant productivity is a lagged outcome, requiring time for team formation, and proposal development</li> </ul>	<p>Metric 1 Future Focus:</p> <ul style="list-style-type: none"> <li>Scale the cluster hiring model during AY 2026–2027 through engagement with Chairs and Deans</li> <li>Position cluster hires as a way to meet unit hiring needs while strengthening interdisciplinary research capacity</li> <li>Prioritize areas of convergence, such as AI in Technology (CBAS), Business (JCOB), and Ethics (CLA), as well as Healthcare Management across CBHS, CBAS, and JCOB</li> </ul> <p>Metric 2 Future Focus:</p> <ul style="list-style-type: none"> <li>Track grant activity annually as cluster hires are completed and research teams are established</li> <li>Expect measurable increases in external funding over a multi-year horizon as clusters mature</li> </ul>
Explore ways to increase faculty travel funding for conferences, workshops, training, professional development, non-instructional assignments (NIAs), and internal seed grants for scholarship.	August 2025	ongoing	<p><b>Metric 1: Track amount of funding allocated annually for the activities cited in the action item.</b>            Status: In Progress (partial tracking in place)            Evidence:</p> <ul style="list-style-type: none"> <li>Faculty travel support is provided through multiple sources, including Travel Grants, Provost Travel Supplement, and departmental and college-level funding</li> </ul>	<p>Metric 1 Future Focus:</p> <ul style="list-style-type: none"> <li>Develop a centralized system to track total funding across all categories</li> </ul> <p>Metric 2 Future Focus:</p> <ul style="list-style-type: none"> <li>Design and implement a centralized faculty survey to</li> </ul>

			<ul style="list-style-type: none"> <li>• Non-Instructional Assignments (NIAs) are awarded annually through a competitive approval process</li> <li>• AY 2025–2026: <ul style="list-style-type: none"> <li>◦ NIAs approved: 16 (2 deferred)</li> <li>◦ Total NIA budget: \$126,000</li> </ul> </li> <li>• Internal grant program (formerly MT-IGO) budgeted to colleges: \$114,063</li> <li>• No centralized system currently exists to track total funding for faculty travel, workshops, or professional development across all units</li> </ul> <p><b>Metric 2: Administer faculty survey on the impact of each of these activities on their scholarship</b></p> <p><b>Target: Increase faculty research and creative productivity (e.g., peer-reviewed papers) and external funding.</b></p> <p>Status: In Progress (proxy reporting in place; formal survey not yet implemented)</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Recipients of NIAs, faculty travel support, and instructional evaluation and development grants submit follow-up reports on the impact of their awards</li> <li>• These reports provide qualitative and activity-level insight into outcomes related to scholarship and professional development</li> <li>• A formal, centralized faculty survey assessing the impact of these activities has not yet been implemented</li> </ul>	<p>systematically assess impact on research and creative productivity</p> <ul style="list-style-type: none"> <li>• Define clear metrics aligned with the target (e.g., publications, grant submissions, external funding)</li> </ul>
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Initiative 1.2.3 Adjust policies and staffing structures to support excellence in research and creative activity

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Provide training and professional development for all department chairs and school directors in areas of research and creative activity.	August 2025	ongoing	<p><b>Metric 1: Track number of training sessions per year and chair attendance rate</b>                      Status: In Progress (engagement model initiated)                      Evidence:</p> <ul style="list-style-type: none"> <li>8 sessions conducted during AY 2025–2026 between the VPR and the Chairs Council Chair</li> <li>Sessions focused on research updates, priority areas, and guidance to support department chairs</li> </ul> <p><b>Metric 2: Administer chair satisfaction and self-assessment survey</b>                      Status: In Progress                      Evidence:</p> <ul style="list-style-type: none"> <li>Informal feedback and needs assessment gathered through ongoing meetings between the VPR and the Chairs Council Chair</li> <li>No formal survey administered during this reporting period</li> </ul>	<p>Metric 1 Future Focus:</p> <ul style="list-style-type: none"> <li>Expand engagement from Chairs Council leadership to broader chair participation</li> <li>Establish structured training sessions and begin tracking attendance rates</li> <li>Continue monthly meetings and assess the need for dedicated chair-specific training sessions</li> </ul> <p>Metric 2 Future Focus:</p> <ul style="list-style-type: none"> <li>Develop and administer a formal chair satisfaction and self-assessment survey</li> <li>Use results to inform targeted training, engagement strategies, and support for department chairs</li> </ul>
Create reporting mechanism for assessment of reassigned time.	August 2025	ongoing	<p><b>Metric 1: Track use of reassigned time; ensure that reassigned time led to goal/output</b>                      Status: In Progress (baseline established)                      Evidence (as of March 2026):</p> <ul style="list-style-type: none"> <li>Faculty document approved reassigned time and associated measurable outcomes in Faculty Success</li> <li>Department Chairs use this information in annual evaluations to assess alignment between reassigned time and outputs</li> <li>AY 2024–2025 Reassigned Time (Research):                             <ul style="list-style-type: none"> <li>Non-sponsored: 2,417.74 workload units</li> <li>Sponsored: 186.80 workload units</li> <li>Total: 2,604.54 workload units</li> </ul> </li> <li>Reassigned time data for AY 2025–2026 has not yet been published until the end of the AY</li> </ul>	<p>Metric 1 Future Focus:</p> <ul style="list-style-type: none"> <li>Establish AY 2025–2026 as the next reporting cycle for updated baseline and trend analysis</li> <li>Strengthen linkage between reassigned time and measurable outputs (e.g., publications, grants, creative activity)</li> </ul>

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**Priority 2 Strengthen the community so all learners work and thrive.**  
**Strategy 2.1 Ensure holistic academic and career supports for all students.**  
**Initiative 2.1.1 Continually assess and adapt learner support structures to ensure students are equitably and optimally supported.**

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
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	(revised) December 2026	<p><b>Completion of task.</b></p> <ul style="list-style-type: none"> <li>Office of Student Success joined up with American Association of State Colleges and Universities and the rpk Group for an ROI analysis of tutoring and learning support and the Scholars Academy. The first meeting took place at the end of March. Work on this project will continue throughout Summer 2026.</li> <li>Mental health supports, financial or hardship supports, career supports also need to be identified. did an analysis of the supports and resources available.</li> </ul>	<ul style="list-style-type: none"> <li>Information was gathered from different constituents.</li> <li>Early work towards Career EDGE Quality Enhancement Plan included an analysis of the supports and resources available that can be used for this action.</li> <li>Office of Student Success - Different types of learning supports available – supplemental instruction, tutoring support, and ambassadors are embedded in other programs.</li> <li>Revised end date to December 2026 to ensure all data are collected and a full analysis has occurred.</li> </ul>
Provide a hub/clearinghouse/ toolkit that informs instruction, support services, and student agency.	August 2025	(revised) May 2027	<p><b>Hub is available and easily accessible for students</b>  <b>It is succinct and how to access support is clearly delineated.</b>  <b>Details for accessing are provided for faculty to integrate into D2L, available for Facebook and/or parent access</b></p> <ul style="list-style-type: none"> <li>This has not been developed this academic year. The information from the landscape analysis will drive what is shared. This could be housed on a website and it can be linked to the handbook and other web locations. The team will need to determine with stakeholders where the hub should live, how students can get access to it. (Could be linked to student handbook and other places that stakeholders would access the info). Then consider how we creatively inform others.</li> </ul>	<ul style="list-style-type: none"> <li>Revised end date to May 2027</li> </ul>

Initiative 2.1.2 Expand, coordinate, and communicate support services through intentional onboarding and offboarding processes.

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Annually educate the campus on retention being the responsibility of all.	August 2025	Ongoing (AY basis)	<p><b>List of key metrics with our performance on the metrics are provided to the campus community with a clear message that everyone plays a role in improvement.</b></p> <ul style="list-style-type: none"> <li>Retention reports have been shared with the campus community during the 25-26 year. However, systematically capturing when reports are distributed and to whom should be developed to guide future reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Next steps for 26-27: Vice Provost Sluder will produce a calendar that outlines what is produced and what is reported throughout the academic year. He will list what occurred 25-26 (here in this report). He also will list details or new actions to be taken during 26-27.</li> <li>During 26-27, a specific campaign (strategic marketing approach) that says “You make a difference” related to the retention will occur highlighting the role of faculty and staff in retention. This retention campaign could connect with the toolkit/hub ---here are the resources.</li> </ul>
Comprehensively support collection of first destination data for graduates.	August 2025	May 2026	<p><b>Data collection piloted in fall 2025, with full collection spring 2026.</b></p> <ul style="list-style-type: none"> <li>IEPR collecting key question data from graduating students. National Student Clearinghouse data will be compared with MTSU data.</li> </ul>	<ul style="list-style-type: none"> <li>This action should continue as an ongoing item as data collection needs to be refined and collected regularly with reports developed and data used.</li> </ul>
Develop a plan for how space can be strategically reallocated to centralize student support services.	August 2025	May 2026	<p><b>Completion of task.</b></p> <ul style="list-style-type: none"> <li>Discussions with the master plan committee have occurred. (see mid-year progress report). This will continue to be discussed.</li> </ul>	

Initiative 2.1.3 Fully integrate internships, applied experiences, and career services into the student learning experience.

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Identify and develop connections with alumni to more fully integrate them into academic, educational, and career development.	August 2025	Ongoing	<p><b>Inform and discuss with the campus community how departments and programs are engaging with alumni (by May 2026).</b></p> <ul style="list-style-type: none"> <li>This item was not addressed this academic year.</li> </ul>	<ul style="list-style-type: none"> <li>The priority committee needs to identify a strategy for addressing this item. A specific group of individuals needs to be identified to take the lead as it cuts across University divisions.</li> </ul>
Use the QEP initiative to strategically analyze and determine next steps for creating a centralized system for internships, applied experiences, and career services.	August 2025	May 2026	<p><b>Completion of task.</b></p> <ul style="list-style-type: none"> <li>An internship coordinator luncheon occurred in February 2026. There will be a follow up survey that will be distributed in April to learn more about how applied experiences are structured and documented.</li> </ul>	<ul style="list-style-type: none"> <li>For 26-27, the survey data will be analyzed, and next steps will be determined. Students who engage in internships without credit do not have to report to the university completion of an internship; there is no mechanism for capturing these data. Programs vary in applied experiences and how their applied experiences are documented. The survey results may inform how all types of internships and applied experiences can be documented and tracked to align with other career service activities.</li> </ul>

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**Priority 2 Strengthen the community so all learners and workers thrive.**  
**Strategy 2.2 Support wellness, belonging, and engagement.**  
**Initiative 2.2.1 Expand and promote comprehensive orientation and ongoing support systems for our diverse community of students, faculty, and staff.**

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Increase intentional in-person interactions to create a better-connected campus through programming that links students with faculty and staff.	August 2025	May 2026 – Ongoing for Expansion of CP events.	<p><b>Tracking resource utilization</b></p> <p><b>Create surveys or interactions to track and capture knowledge retention</b></p> <ul style="list-style-type: none"> <li>Progress under Initiative 2.2.1 demonstrates meaningful advancement toward improving early student connection, engagement, and sense of belonging through intentional onboarding and engagement strategies.</li> </ul> <p><b>Expansion of engagement through connection point events</b></p> <ul style="list-style-type: none"> <li>Efforts prioritized improved tracking of resource utilization, participation, and learning outcomes, including the development of surveys and interaction-based assessment tools to capture knowledge, retention and engagement quality.</li> <li>While no expansion of Connection Point events occurred during this reporting cycle, the enhanced assessment infrastructure directly supports the Strategic Plan’s call for intentional, data informed engagement efforts and positions the institution to make more strategic decisions regarding future investments in connection-based programming.</li> </ul>	<ul style="list-style-type: none"> <li>Efforts this year focused on increased tracking and data collection to strengthen program assessment.</li> <li>Programs were evaluated using a newly created standardized rubric to ensure consistent and comparable review.</li> </ul>
Analyze our student orientation program to make sure it is enriching and holistic.	August 2025	(revised) October 2026	<p><b>Engagement Metrics, aiming for a target range or engagement, for example, 85%</b></p> <ul style="list-style-type: none"> <li>Attendance-to-enrollment conversion among students who attend orientation is 96%.</li> </ul>	<ul style="list-style-type: none"> <li>A survey will be administered to orientation attendees to assess engagement, identify content gaps, and gather feedback on</li> </ul>

		<p><b>Revamp and restructure orientation (New to Blue) – participation rate</b></p> <ul style="list-style-type: none"> <li>• The review and restructuring of the New to Blue orientation program confirmed that orientation remains a high impact intervention, with 96% of students who attend orientation enrolling, indicating strong alignment between orientation participation and institutional yield goals. While overall participation (approximately 40% of new students) indicates an opportunity for growth, the outcome data validate the effectiveness of the experience for those who engage.</li> <li>• To ensure inclusivity across student modalities, the online portion of orientation was transitioned to Canvas, intentionally introducing students—particularly online and remote learners—to the institution’s primary learning platform before arrival. This shift advances Strategy 2.2 by supporting early familiarity with institutional systems, reducing barriers to engagement, and laying the groundwork for ongoing connection and support beyond initial orientation.</li> </ul> <p><b>Expand the admitted student day – participation rate and yield</b></p> <ul style="list-style-type: none"> <li>• Expansion of Admitted Student Day further supports this initiative by strengthening pre-enrollment engagement and connection. Participation increased significantly, with 2,168 students registered and 1,901 attending, demonstrating strong conversion from registration to attendance and reinforcing the role of in person engagement in building student commitment and belonging prior to matriculation.</li> <li>• Consistent with Strategy 2.2’s emphasis on meaningful engagement and connection, the University focused this year on strengthening assessment and accountability related to in person engagement rather than expanding programming volume. A standardized evaluation rubric was developed and implemented to</li> </ul>	<p>what additional information or experiences would better prepare students, including which aspects of orientation were most beneficial.</p> <ul style="list-style-type: none"> <li>• Need to update end date to be in line with the orientation calendar. October of each academic year should be proper to allow for orientation to complete, analyze data and implement new strategies for the following year.</li> </ul>
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			ensure consistent, comparable review of programs designed to foster student, faculty, and staff interaction.	
Develop and implement a plan to increase intentional interactions for online and remote students to create a better-connected campus.	August 2025	Ongoing	<p><b>Track and report engagement of online and remote students</b></p> <p><b>Utilization of D2L and other platforms to connect students with programs</b></p> <ul style="list-style-type: none"> <li>• The online portion of orientation was moved to Canvas to provide new students with early exposure to the platform and hands-on experience using online orientation materials before arriving on campus.</li> <li>• This approach supports increased engagement of online and remote students through D2L/Canvas and other digital platforms while laying groundwork for future reporting and program expansion.</li> </ul> <p><b>Creation of programs on campus proper for students and their families</b></p> <ul style="list-style-type: none"> <li>• Recognizing the growing population of online and remote learners, the University advanced intentional engagement strategies aligned with Strategy 2.2's focus on inclusion and belonging for all learners. A key milestone was the transition of online orientation content to Canvas, enabling students to interact with institutional platforms, resources, and engagement opportunities prior to arriving on campus.</li> <li>• This action supports the Strategic Plan by reducing modality-based engagement gaps, improving digital readiness, and establishing mechanisms to track and report engagement of online and remote students over time. Leveraging Canvas/D2L and other digital platforms provides a scalable foundation for future virtual engagement initiatives, while also supporting hybrid opportunities that connect online learners to on campus programs and family inclusive events.</li> </ul>	

Initiative 2.2.2 Update and add new housing and support space options to facilitate engagement in campus life.

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Educate the campus on P3 (private public partnership) housing process.	August 2025	May 2026	<p><b>Monthly or Bi-annual updates on progress of P3 project to the campus community/stakeholders</b></p> <ul style="list-style-type: none"> <li>Progress under Initiative 2.2.2 reflects strong alignment with Strategy 2.2 through transparent communication, intentional planning, and inclusion of student voice in housing related decisions. The University successfully educated the campus on the P3 (public private partnership) housing process through Sidelines communications, presentations, focus groups, and Student Government Association engagement.</li> <li>This action is complete and directly supports institutional transparency and shared understanding of major campus initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Information related to the P3 housing process was shared through Sidelines communications, Student Government Association (SGA) engagement, focus groups, and campus presentations.</li> </ul>
Explore additional opportunities for housing expansion on campus with intentional inclusion of student voice.	August 2025	May 2026	<p><b>Consistent assessment of housing market Plan for housing and expansion Expand on surveys and assessments offered to students in residential life and housing</b></p> <ul style="list-style-type: none"> <li>In parallel, the University conducted ongoing housing market assessments and advanced development of a Campus Housing Master Plan, incorporating student input through surveys and focus groups with on campus and off campus students across class years.</li> <li>Institutional work related to analysis and engagement has been completed, and the University is currently awaiting delivery of the finalized master plan from the external vendor. These efforts align with Strategy 2.2 by ensuring that future housing decisions support engagement, belonging, and student needs.</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive Housing Master Plan has been developed and is currently awaiting delivery of the final product from the external vendor.</li> </ul>

Initiative 2.2.3 Ensure dynamic and inclusive programming and services to meet the needs of residential and non-residential students.

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Analyze our current co-curricular programming and academic support services.	August 2025	May 2026	<p><b>Completion of gap analysis.</b></p> <ul style="list-style-type: none"> <li>Under Initiative 2.2.3, the University conducted a comprehensive analysis of current cocurricular programming and academic support services with the goal of completing a gap analysis. Using rubric based evaluations and cross unit review, this work will examine which student populations and needs may not be fully served, including areas such as mental health, wellness, and access to support services.</li> <li>Student voice was intentionally incorporated through engagement with the Student Government Association, ensuring that student perspectives informed identification of service gaps and improvement opportunities. Findings from this analysis informed the implementation of a revised programming model within campus housing, strengthening alignment between residential programming, student needs, and engagement goals.</li> </ul>	
Develop a holistic programming model that supports the co-curricular experiences for students.	August 2025	Ongoing	<p><b>Completion of task</b></p> <ul style="list-style-type: none"> <li>Building on this assessment work, the University has identified the need to develop a holistic cocurricular programming model that will intentionally integrate academic and cocurricular activities.</li> <li>Discussion occurred to develop a holistic programming model intentionally incorporating academic co-curricular activities and programs.</li> <li>Findings from program evaluations and assessment efforts are being used to inform discussions</li> </ul>	<ul style="list-style-type: none"> <li>In alignment with the Strategic Plan's emphasis on coordinated, inclusive experiences that support learning, development, and belonging, the University is committed to initiating work on this model in the coming years.</li> <li>This effort will ensure that future cocurricular programming is designed to complement academic objectives and foster a more unified approach to student engagement.</li> </ul>

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**Priority 2 Strengthen the community so all learners and workers thrive.**  
**Strategy 2.3 Enhance faculty and staff support structures.**  
**Initiative 2.3.1 Update philosophies, policies, and practices to align with current employment and marketplace realities.**

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Update faculty and staff handbooks to ensure philosophies, policies, and practices are clearly stated and consistently communicated.	August 2025	Jan 2027	<p><b>Review and update annually. (# of updates made to each handbook)</b></p> <p><b>Distribute handbooks annually to employees (Page views of faculty and staff handbook.)</b></p> <ul style="list-style-type: none"> <li>Faculty Senate and VPFSI completed revisions last academic year. The online faculty handbook is distributed via URL at each new faculty orientation.</li> </ul>	<ul style="list-style-type: none"> <li>Staff handbooks are updated annually on the web; however, many policies and procedures must be revised by 01/01/2027 as a result of the implementation of the Oracle HRS system.</li> </ul>
Clarify and simplify, if needed, staff roles, step levels, compensation, and promotion paths, and ensure supervisors understand staff pathways.	August 2025	Jan 2027 and Ongoing	<p><b>Published documents outlining roles, step levels, compensation, and promotion paths</b></p> <ul style="list-style-type: none"> <li>Progression pathways have been implemented in six departments, with new departments being considered.</li> </ul>	<ul style="list-style-type: none"> <li>Oracle implementation will result in new Job families for staff. (Target date: 01/01/2027)</li> <li>Modules need to be included in chairs and supervisors training.</li> </ul>
Educate the campus on how CUPA data are utilized, which schools are included, and why.	August 2025	May 2026	<p><b>Details added to the web to more clearly outline the process (e.g., FAQ, CUPA link).</b></p> <ul style="list-style-type: none"> <li>The list of schools and how they were selected is included in the description of the market plan and is published on the web.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
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	<p><b>Completion of task</b></p> <ul style="list-style-type: none"> <li>New language identifying “market target” rather than midpoint has been posted on the staff compensation website.</li> </ul>	

Establish the framework (bylaws, leadership, and meeting schedule) for a Staff Senate to begin in AY 2026-2027	August 2025	May 2026 (Framework complete) Implementation May 2027	<b>Completion of task</b> <ul style="list-style-type: none"> <li>Benchmarking of peer institutions to evaluate effectiveness of existing Staff Senate models has occurred.</li> </ul>	Next steps include identifying representation, communication, and alignment with institutional governance and getting approval for implementation from university administration
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Initiative 2.3.2 Vigorously pursue competitive compensation rates for employees.

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Articulate a vision for attaining competitive compensation for faculty and staff.	August 2025	May 2026	<b>Communicate the vision to the campus community.</b> <ul style="list-style-type: none"> <li>New pay ranges have been posted on the compensation website.</li> <li>President's email to campus on 01/27/26.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty goal is to attain the CUPA market average by discipline and rank for the 2024-25 market data.</li> </ul>
Identify compensation policies that attract, motivate, and retain staff and faculty.	August 2025	May 2026 Increased pay ranges Ongoing	<b>Completion of task that includes communication of identified policies to the campus community.</b> <ul style="list-style-type: none"> <li>Prioritized phased implementation of pay range adjustments and communicated to campus community.</li> <li>Recommend ongoing compensation structure review.</li> </ul>	
Explore CUPA and similar available data to ensure faculty salaries align with market.	August 2025		<b>Report comparing utilization of tenurable, non-tenurable, and adjunct faculty by degree program with appropriate dataset.</b> <ul style="list-style-type: none"> <li>Complete for 2026</li> </ul>	<ul style="list-style-type: none"> <li>CUPA is the only available data source by discipline. Discipline data is utilized for tenurable faculty positions. Additional actions to be taken for this item are unclear; this item is complete.</li> </ul>
Develop a strategy to improve adjunct faculty training and explore strategies for increasing adjunct pay.	August 2025	May 2027	<b>Develop/Revise training for adjuncts across the University to be implemented in fall 2026.</b> <ul style="list-style-type: none"> <li>Due to the itinerant nature of adjunct faculty roles, The Center for Teaching and Mentoring (CTM) will create and house asynchronous training modules for adjunct</li> </ul>	<ul style="list-style-type: none"> <li>With the LMS transition to Canvas, the training will likely not be launched until Fall 2027.</li> <li>This item addresses unique items. For 26-27, funding</li> </ul>

			<p>faculty members. The CTM is partnering with a 2025-2026 Leadership Development Institute cohort member to build the training modules.</p> <ul style="list-style-type: none"> <li>Strategies for increasing adjunct pay was not explored this academic year.</li> </ul>	<p>strategies for adjunct pay should be addressed in a unique action step.</p>
<p>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.</p>	August 2025	May 2026	<p><b>Report on number of employees receiving market salary adjustments.</b> <b>Number of employees earning above, below or at “mid-point.”</b></p> <ul style="list-style-type: none"> <li>This information will be included in the faculty and staff market study descriptions on the website and is in progress.</li> </ul>	<p>Reports addressing who benefited from market salary adjustments and how adjusted salaries compare to other Tennessee institutions of higher education should be provided annually. Change end date to ongoing for 26-27.</p>

Initiative 2.3.3 Create robust onboarding and ongoing professional development programs that include transition plans for all roles.

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
<p>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).</p>	August 2025	May 2027	<p><b>Onboarding/Offboarding materials</b></p> <p><b>Exit meeting data</b></p> <ul style="list-style-type: none"> <li>Revamped new faculty orientation</li> <li>Reenvisioned new faculty workshop series through the Center for Teaching and Mentoring</li> <li>Strengthened onboarding processes by introducing monthly new hire orientations and new supervisor orientation, providing consistent and accessible training opportunities.</li> <li>Prioritized supervisor readiness as a key component of employee success and retention.</li> </ul>	<ul style="list-style-type: none"> <li>Currently developing structured onboarding and offboarding journeys within Oracle to deliver a guided, role-based experience for new and exiting employees, with implementation planned for January 2027.</li> </ul>
<p>Execute a satisfaction survey for all faculty and staff and share results with campus community.</p>	August 2025	May 2026	<p><b>Survey Report</b></p> <ul style="list-style-type: none"> <li>This item was not complete. Survey designs, administration approaches, and key focuses areas have been evaluated and best practices for survey distribution, participation, and data integrity were</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of this item and details regarding distribution of results need to be clarified with pilot occurring in 2026-27</li> </ul>

			explored. More conversations and decisions need to be made related to executing this action.	and recurring data collection collected every 3-5 years.
Refine training and mentoring programs to ensure they are comprehensive and meaningful and Include faculty and staff in the development.	August 2025	Ongoing	<b>Training in development (by May 2026)</b> <ul style="list-style-type: none"> <li>Oracle guided Learning has been purchased and is in development for a Jan. 2027 launch.</li> </ul>	
Develop proactive leadership succession planning and training (Deans, Chairs, Program Directors, Coordinators, Schedulers).	August 2025	Ongoing	<b>Develop handbook for program coordinators/ directors. Continue to refine Leadership on Deck.</b> <ul style="list-style-type: none"> <li>The Department Chair handbook is a living/electronic document for department chairs and school directors and is regularly updated/revised by a subcommittee of the Chairs' Council.</li> <li>The Center for Teaching and Mentoring is partnering with a 2025-2026 provost fellow to execute MTSU's first Departmental Leadership Summit on August 13, 2026. This one-day internal conference is targeted to chairs/directors and program coordinators. We aim to offer this event annually.</li> <li>The Faculty Leadership Development Institute (Leadership on Deck) is currently in its fifth year. Each year, the program is refined to better inform and educate aspiring leaders at MTSU. To date, LDI has served 61 faculty members.</li> </ul>	

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Priority **3 Cultivate sustainable partnerships.**

Strategy **3.1 Strengthen community and industry collaborations**

Initiative **3.1.1 Conduct campus and community assessments to inform and improve development of partnerships.**

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Develop a common institutional vocabulary related to partnership and engagement	August 2025	April 2026	<p><b>Completion of task</b></p> <ul style="list-style-type: none"> <li>In Fall 2025, the Community Engagement Elective Classification Council (CEEC) and Vice Provost for Planning and Effectiveness (VPPE) finalized a proposal for high-level institutional definitions based on Carnegie classification language.</li> </ul>	<ul style="list-style-type: none"> <li>The institutional definitions are being shared broadly with campus leaders for inclusion in unit and divisional contexts and publications, where appropriate.</li> </ul>
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	<p><b>Completion of task</b></p> <ul style="list-style-type: none"> <li>Faculty policy revision continues under the leadership of Vice Provost for Faculty and Strategic Initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Suggestions from the 23-24 Engaged Scholarship faculty working group shared with VPFSI to inform revisions in 2026-2027.</li> </ul>
Define common outcomes and ways to measure the success of partnership and engagement efforts	Spring 2026	April 2027	<p><b>Completion of task</b></p> <ul style="list-style-type: none"> <li>A Professional Learning Community (PLC), established through the CEEC, was convened in Spring 2026, and methods for assessing partnerships and community engagement are among the topics being addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Pending the PLC's work, this action item may be completed by May 2026.</li> </ul>
Develop a comprehensive professional development and incentive plan to increase faculty and staff participation in community engagement	Spring 2026	April 2027	<p><b>Completion of task</b></p> <ul style="list-style-type: none"> <li>The PLC, established through the CEEC, is making recommendations for developing a comprehensive professional development plan to address this action.</li> </ul>	<ul style="list-style-type: none"> <li>In 2026-2027, the VPPE and Center for Teaching and Mentoring will work to incorporate recommendations from the PLC.</li> </ul>

Initiative 3.1.2 Increase industry connections by leveraging and expanding existing internship programs.

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Establish communication channels to share information about partnerships and engagement efforts across the institution	August 2025	April 2026	<b>Completion of task</b> <ul style="list-style-type: none"> <li>Updates to the Community Partnerships webpage are underway. Among the changes will be the addition of MTSU Reach, a resource for sharing research information with the community.</li> </ul>	<ul style="list-style-type: none"> <li>This action will be marked as ongoing in subsequent activity plans to reflect the need for continuous work in this area.</li> </ul>
Develop a comprehensive internship reporting system that enables an accurate assessment of current practices, programs, and needs	August 2025	April 2027	<b>Completion of task</b> <ul style="list-style-type: none"> <li>The Provost's Cabinet was briefed on this initiative. Following a Spring 2026 Internship Coordinator Luncheon, the Vice Provost for Planning and Effectiveness and the Career Development Center will jointly distribute a follow-up survey to gather comprehensive data and inform ongoing development.</li> <li>Departments are encouraged to direct students and internship sites to utilize Handshake.</li> </ul>	

Initiative 3.1.3 Develop integrated communication systems that foster collaboration with the community.

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Articulate an institutional commitment to increasing partnerships and to sharing information about partnership efforts	Summer 2025	December 2025	<b>Completion of task</b> Statement approved by MTSU Vice Presidents on October 21, 2025. <a href="https://www.mtsu.edu/about/partnership-commitment/">https://www.mtsu.edu/about/partnership-commitment/</a>	<ul style="list-style-type: none"> <li>The statement is being promoted and will be publicly accessible via multiple institutional web pages.</li> </ul>

MTSU Strategic Plan 2035  
Annual Progress Report

**Priority 3 Cultivate sustainable partnerships.**

**Strategy 3.2 Improve institutional advocacy and communication**

**Initiative 3.2.1 Strengthen, disseminate, and ensure consistent use of the university’s overall marketing and branding strategies.**

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Develop an elevator pitch that is clearer and more concise than the existing mission and vision statements	August 2025	(revised) September 2026	<p><b>Completion of task</b></p> <ul style="list-style-type: none"> <li>Conferred with Faculty Senate president to seek ideas and suggestions on a brief, focused and direct statement that aligned with faculty perception of MTSU's strengths. The Faculty Senate president, in turn, engaged members of the Senate's Steering Committee for inputs, which have been forwarded to our working group. A brainstorming session with the Steering Committee is set for April 2026.</li> </ul>	
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	<p><b>Completion of task</b></p> <ul style="list-style-type: none"> <li>Piggybacking upon the efforts by the 3.1 Implementation Committee and the Community Engagement Classification Council, our group has reviewed prototypes for a potential platform and conferred with Information Technology Division on ways to expand upon said prototype with new technology (VP/ITD invited to join conversations on topic).</li> </ul>	
Establish a plan for the use of campus-wide email communication, with a focus on reducing volume and increasing quality.	August 2025	Fall 2026	<p><b>Completion of task</b></p> <ul style="list-style-type: none"> <li>Collected best practice information from comparable institutions that have addressed the challenge.</li> <li>Scheduling a campus visit from a communication executive from an institution that would be closely aligned with similar challenges we face.</li> <li>Will have a working prototype of a weekly email digest that would be designed to unify university-wide messages now sent via campus-wide blasts into a single, formatted presentation (which would</li> </ul>	<ul style="list-style-type: none"> <li>New product, which would launch by September 2026 (pending approvals), would also eliminate the current Subscriber blast emails, as well as other regular campuswide messages from administration and athletics.</li> </ul>

			also serve as a model for colleges and departments).	
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Initiative 3.2.2 Create and invest in a strategic funding enhancement plan that effectively engages state, alumni, and donor partners

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Develop a campus-wide priority needs assessment consistent with the strategic plan	August 2025	Spring 2027	<b>Completion of task</b>	<ul style="list-style-type: none"> <li>Assessment will begin with the development of institution priorities, established with the concurrence of new leadership and the BOT. Priorities will be evaluated both for their importance to the University and the likelihood of external support.</li> </ul>
Develop a fundraising plan and begin to allocate resources to meet the needs of a new capital campaign	August 2025	Spring 2027	<b>Completion of task</b>	<ul style="list-style-type: none"> <li>Once priorities have been established, a comprehensive case statement will be developed to "test market" the funding potential for a capital campaign. BOT will need to prioritize reallocating resources in support of a campaign.</li> </ul>

Initiative 3.2.3 Enhance our comprehensive recruiting strategy and more effectively articulate the multifaceted value of the MTSU educational experience.

Action	Begin Date	End Date	Report on <b>Metrics</b> and Summaries of Progress to Date	Notes
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	<b>Completion of task</b>	
Review and reevaluate recruitment events for greater emphasis on Middle Tennessee communities and gatherings that support yield	April 2025	Ongoing	<p><b>Completion of task</b></p> <p>Admitted Student Days</p> <ul style="list-style-type: none"> <li>2,168 students registered for an Admitted Student Day this year, which is a 22% increase compared to last year.</li> <li>1,901 students attended an Admitted Student Day this year, which is a 29% increase compared to last year.</li> <li>178 students collectively attended the two Celebration of Scholar events at the president’s home this year, which is a 55% increase compared to last year.</li> </ul> <p>True Blue Tour</p>	<p>Admitted Student Days Survey highlights helpful for next year:</p> <ul style="list-style-type: none"> <li>The event is working extremely well. The overwhelming tone is very positive: students repeatedly use phrases like “very welcoming,” “felt at home,” “made me feel like I belong,” and “this confirmed my decision,” indicating that the event is successfully deepening commitment to enroll.</li> <li>Human connection is the differentiator. The most impactful elements are the people—faculty, current students, staff, and advisors—who are described as kind, accessible, and genuinely invested in students’ success, making MTSU feel supportive and personal rather than transactional.</li> <li>Program-level experiences drive commitment. Academic and major-specific sessions, building tours, labs, clinics, and hands-on demos are consistently cited as the most helpful parts of the day, giving students a clear picture of what they will study, the opportunities available, and the careers they can pursue.</li> <li>Operational challenges weaken an otherwise excellent experience. Confusing schedules and maps, limited wayfinding, long lines for IDs and housing, and overcrowded or hard-to-hear sessions appear repeatedly in the comments, introducing avoidable stress and frustration that distract from the strength of the academic content and welcoming campus environment.</li> </ul>

- Based on attendance, application and enrollment data, and feedback from the recruitment staff we have recommended changes to the True Blue Tour schedule for fall 2026 which have been approved by the president.

- Clarity and structure amplify impact. When students know exactly where to go, what to do next, and how to prioritize key sessions, they feel more confident and in control; where that structure is missing, the day can feel like a “free-for-all” even though the underlying content is strong.
- Targeted support for different student types is a gap. Transfer and some niche-major students value the event but at times feel they are not being spoken to as directly; adding more visible, tailored touchpoints for these groups would help ensure that all high-intent students experience the same sense of belonging.

True Blue Tour/Recruitment 26-27

Date	Event
Wednesday, August 26, 2026	Rutherford County College Night
Tuesday, September 22, 2026	TBT – Nashville, TN
<b>Saturday, September 26, 2026</b>	<b>True Blue Preview</b>
Tuesday, September 29, 2026	TBT – Johnson City, TN
Wednesday, September 30, 2026	TBT – Knoxville, TN
Tuesday, October 6, 2026	TBT – Shelbyville
Wednesday, October 14, 2026	TBT – Huntsville, AL
Wednesday, October 21, 2026	TBT – Memphis, TN
Thursday, October 22, 2026	TBT – Jackson, TN
Monday, October 26, 2026	TBT – Williamson County
Wednesday, October 28, 2026	TBT – Chattanooga, TN
Thursday, November 5, 2026	TBT – Middle Tennessee
<b>Saturday, November 14, 2026</b>	<b>True Blue Preview</b>
Saturday, February 6, 2027	Admitted Student Day
Friday, February 19, 2027	Admitted Student Day
Saturday, February 27, 2027	Admitted Student Day
<b>Saturday, March 20, 2027</b>	<b>True Blue Preview</b>

- Priority 1**      **Increase the institution’s creative & research profile and be a top choice for students.**
- Strategy 1.1**      **Deliver impactful academic offerings and experiences**
- Initiative 1.1.1**      **Continually refine the inventory and delivery of dynamic curricular programs to ensure ongoing and emerging needs are met**

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Grow the graduate degree inventory to be on par in scope and size with comparable universities.	VPAP; DCGS	August 2025	May 2035	Metric 1: At least three Letters of Notification (LON) for graduate degrees in process at all times. Metric 2: At least one curriculum cohort every 18 months, led by DCGS. Metric 3: Increase graduate student enrollment to 20% of total student population.
Add strategic targeted online programs and courses to be comparable in scope and size with peer universities.	VPFSI (AVP Online Learning)	August 2025	May 2027	Metric 1: Number of undergraduate and graduate fully online programs launched. Target: 85 fully online programs by May 2027. Metric 2: Number of identified online undergraduate core courses developed that are applicable to many degree programs. Target: Six new online general education courses launched by May 2027.

Initiative 1.1.2 Solidify our reputation as a recognized leader in instructional excellence through enhanced faculty professional development and innovative pedagogies

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Enhance faculty professional development opportunities in high-impact practices for teaching and learning.	VPFSI	August 2025	May 2027	Metric 1: Track attendance/number of faculty members participating in teaching and learning workshops/series. Baseline data collected by May 2026 for AY 25-26. Target: Increase faculty participation by 10% in May 2027.
		August 2025	May 2027	Metric 2: Participants' perceptions of a teaching and learning professional development's effectiveness or usefulness to their teaching. Baseline data by May 2026. Target: Increase instructional efficacy of faculty participants by 5% in May 2027.
Strengthen professional development and mentoring opportunities for department chairs and school directors throughout the academic year.	VPFSI	August 2025	May 2035	Metric: Post-survey administered to department chairs and directors
Create faculty training sessions on career-integrated pedagogy	Career Development Center (in partnership with the Center for Teaching and Mentoring)	August 2026	ongoing	Metric 1: Offer two training sessions per academic year  Metric 2: 5-10% annual growth in faculty and staff participation  Metric 3: Positive participation feedback indicating increased confidence in integrating career and self-development into teaching.

Initiative 1.1.3 Continuously update campus facilities, equipment, and technology

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Create a clear and transparent systematic computer replacement process for academic and administrative employees, ensuring communication with respective personnel	VP ITD	May 2025	May 2026	<p>Metric 1: System Replacement Tracking: Track the number of systems eligible for replacement, the number of systems replaced, the total cost of the system purchased, and the split of costs between the department account and the university replacement account. This metric can be filtered by Academic or Administrative Employees and Spring and Non-Spring Semester purchase timeframe.</p> <p>Metric 2: Total Funds Available: Track the total funds allocated for each year's computer replacement cycle. Based on tracking the actual computer each employee needs to accomplish their job tasks, the university will know the actual cost for the 5-year replacement costs.</p> <p>Metric 3: Overall Replacement Tracking: Track the total number of full-time employees and the total number of systems replaced during each calendar year.</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.	VP ITD	July 2025	June 2026	<p>Metric 1: Summary of Discipline Specific proposals submitted each year: Total # of Proposals, # of Faculty involved in proposal submissions, total \$ value of all submitted projects. The number of proposals funded, # of Faculty involved in funded proposals, total \$ value of funded proposals.</p> <p>Metric 2: Summary of Classroom technology proposals submitted each year: Total # of Proposals, # of Faculty involved in the proposal submissions, total \$ value of all submitted projects. The number of proposals funded, # of Faculty involved in funded proposals, total \$ value of funded proposals.</p> <p>Metric 3: Use of LabStat software to track computer and application usage in each technology classroom and lab.</p>

Leverage a new campus facilities master planning process to reduce the amount of deferred maintenance projects	VP B&F; VPPE; Manager of Academic Space Planning	July 2025	June 2035	Track funds spent on facility additions/ improvements annually.	
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Strategy 1.2 Elevate the institutional research infrastructure and reputation

Initiative 1.2.1 Fully support development of new research/ scholarship focused degree programs

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Add new research-focused graduate degrees based on market need and direct interactions with industry and government.	DCGS; VPAP	August 2025	ongoing	Metric 1: Develop one new researched-focused graduate degree by May 2026.  Metric 2: Monitor enrollment in research-focused degree programs annually.
Encourage the full use of available Graduate Teaching Assistants (GTAs).	DCGS; VPR; VPFSI (Director, Center for Teaching and Mentoring)	January 2026	ongoing	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.  Metric 2: Student evaluations of teaching related to GTA-led instruction.  Metric 3: -Course load redistribution analysis before and after implementation of GTA as instructor of record.  Metric 4: Track number of GTA who complete training courses through the Center for Teaching and Mentoring.

Initiative 1.2.2 Invest appropriately in faculty and their scholarship

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Encourage deans to consider cluster hires over multiple years in targeted growth areas.	UP VPR	August 2025	ongoing	Metric 1: Track number of research cluster hires approved annually Metric 2: Track total external grant dollars secured annually tied directly to cluster hires
Explore ways to increase faculty travel funding for conferences, workshops, training, professional development, non-instructional assignments (NIAs), and internal seed grants for scholarship.	VPAAR; VPR	August 2025	ongoing	Metric 1: Track -amount of funding allocated annually for the activities cited in the action item. Metric 2: -Administer faculty survey on the impact of each of these activities on their scholarship Target:- Increase faculty research and creative productivity (e.g., peer-reviewed papers) and external funding.

Initiative 1.2.3 Adjust policies and staffing structures to support excellence in research and creative activity

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Provide training and professional development for all department chairs and school directors in areas of research and creative activity.	VPFSI (Director, Center for Teaching and Mentoring)	August 2025	ongoing	Metric 1:-Track number of training sessions per year and chair attendance rate Metric 2: -Administer chair satisfaction and self-assessment survey
Create reporting mechanism for assessment of reassigned time.	VPAAR; VPFSI	August 2025	ongoing	Metric 1: Track use of reassigned time; ensure that reassigned time led to goal/output

**Priority 2 Strengthen the community so all learners work and thrive.**

**Strategy 2.1 Ensure holistic academic and career supports for all students.**

**Initiative 2.1.1 Continually assess and adapt learner support structures to ensure students are equitably and optimally supported.**

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Conduct a landscape analysis to learn what supports are currently provided to students and resources allocated and determine if current needs are being met.	VPSS Deans VPSA VPEM	August 2025	December 2026	Completion of: -Collection of mental health supports, financial or hardship supports, career supports needs to occur. -Decisions about how to use complete landscape analysis information are made.
Provide a hub/clearinghouse/ toolkit that informs instruction, support services, and student agency.	VPSS Deans VPSA VPEM VP ITD	August 2025	April 2027	Completion of these steps: -Identify where information is currently housed. -Determine how we can create a distinct location for students (e.g., student handbook, website, combination) - hub. -Hub is available and easily accessible for students -It is succinct and how to access support is clearly delineated. -Details for accessing are provided for faculty to integrate into D2L, available for Facebook and/or parent access -A communication plan is developed and implemented. Communication is sent to Univ employees and students.

Initiative 2.1.2 Expand, coordinate, and communicate support services through intentional onboarding and offboarding processes.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Annually educate the campus on retention being the responsibility of all.	VPSS Deans VPSA	August 2025	Metric reports are shared based on academic calendar	List of key metrics with our performance on the metrics are provided to the campus community with a clear message that everyone plays a role in improvement. -Calendar will be developed for distribution of “education” activities (by December 2026).
Comprehensively support collection of first destination data for graduates.	VPSA VPIEPR VPUA	August 2025	Ongoing	Data collection piloted in fall 2025, with full collection spring 2026. -Implement a communication plan for distributing data collected each academic year to the university. -Identify a strategy for collecting data across all programs (by April 2027).
Develop a plan for how space can be strategically reallocated to centralize student support services.	VPSS VPSA AVP Facilities Manager-ASP	August 2025	April 2027	Completion of task. -Convene a space taskforce by December 2026. -Workforce will identify what “student support services” are included and develop the plan (by April 2027).

Initiative 2.1.3 Fully integrate internships, applied experiences, and career services into the student learning experience.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Identify and develop connections with alumni to more fully integrate them into academic, educational, and career development.	VPSA VPUA	August 2025	Ongoing	-Convene a taskforce to collect information about how alumni are engaged across academics, athletics, alumni affairs, and other entities. (work completed April 2027). Inform and discuss with the campus community how departments and programs are engaging with alumni (by April 2027).
Strategically analyze and determine next steps for creating a centralized system for internships, applied experiences, and career services.	Deans VPSA VPPE AVPIEPR	August 2025	April 2027	-Analyze the spring 2026 follow-up survey from the internship luncheon to determine next steps for a centralized system.

Strategy 2.2 Support wellness, belonging, and engagement.

Initiative 2.2.1 Expand and promote comprehensive orientation and ongoing support systems for our diverse community of students, faculty, and staff.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Increase intentional in-person interactions to create a better-connected campus through programming that links students with faculty and staff.	VPSA VPEM Deans Provost VPSS VPIA	August 2025	Ongoing	-Tracking resource utilization -Create surveys or interactions to track and capture knowledge retention -Expansion of engagement through connection point events -Assess data collected about the number of students who participate in Connection Point and types of reports to be produced.
Analyze our student orientation program to make sure it is enriching and holistic.	VPEM	August 2025	April 2027	-Engagement Metrics, aiming for a target range or engagement, for example, 85% -Revamp and restructure orientation (New to Blue) – participation rate -Expand the admitted student day – participation rate and yield -Convene a workgroup to evaluate and make recommendations for orientation campus-wide.
Develop and implement a plan to increase intentional interactions for online and remote students to create a better-connected campus.	AVP for Online Learning	August 2025	Ongoing	-Track and report engagement of online and remote students -Utilization of D2L and other platforms to connect students with programs. -Creation of programs on campus proper for students and their families.

Initiative 2.2.2 Update and add new housing and support space options to facilitate engagement in campus life.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Identify and expand support space opportunities.		August 2026	Ongoing	-Completion of the amphitheater (April 2027). -Expansion of E-sports facility. (April 2027).
Assess the success of the P3 relationship (i.e., new residency hall)		August 2026	April 2028	-Annual report on the progress and success of the P3 housing partnership.

Initiative 2.2.3 Ensure dynamic and inclusive programming and services to meet the needs of residential and non-residential students.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Analyze our current co-curricular programming and academic support services.	VPSA VPAP AVPSS VPIA AVP for Online Deans	August 2025	April 2027	--Recommendations from gap analysis will be identified.
Develop a holistic programming model that supports the co-curricular experiences for students.	VPSA VPAP AVPSS VPIA AVP for Online Deans	August 2025	Ongoing	-A taskforce will be convened to define co-curricular and make recommendations for the model (completed April 2027).
A new programming model will be implemented in campus housing		September 2025	April 2027	-Increased engagement as measured by surveys

Strategy 2.3 Enhance faculty and staff support structures.

Initiative 2.3.1 Update philosophies, policies, and practices to align with current employment and marketplace realities.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Update faculty and staff handbooks to ensure philosophies, policies, and practices are clearly stated and consistently communicated.	AVPHR VPAAR	August 2025	April 2027	-Review and update annually. (# of updates made to each handbook) -Distribute handbooks annually to employees (Page views of faculty and staff handbook.)
Clarify and simplify, if needed, staff roles, step levels, compensation, and promotion paths, and ensure supervisors understand staff pathways.	AVPHR VPAAR	August 2025	April 2027 and ongoing	-Published documents outlining roles, step levels, compensation, and promotion paths -Include module in chairs and supervisor training
Establish the framework (bylaws, leadership, and meeting schedule) for a Staff Senate to potentially begin in AY 2027-28.	AVPHR VPAAR	August 2025	April 2027	- Framework is subject to approval by new President.

Initiative 2.3.2 Vigorously pursue competitive compensation rates for employees.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Articulate a vision for attaining competitive compensation for faculty and staff.	AVPHR VPAAR VPBF	August 2025	Ongoing	Communicate the vision to the campus community.
Identify compensation policies that attract, motivate, and retain staff and faculty.	AVPHR VPAAR VPBF	August 2025	Ongoing	Completion of task that includes communication of identified policies to the campus community.
Implement adjunct faculty training	AVPHR VPAAR Chairs	August 2025	January 2028	-- Training launch for adjuncts across the University fall 2026 – Number of adjuncts completing.
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.	AVPHR VPAAR	August 2025	Ongoing (annually reported)	-Report on constituencies who benefited from market adjustments. -Report on the impact of market salary adjustments other Tennessee institutions of higher education. (complete April 2027)
Explore strategies for increasing adjunct pay.	Provost's office	August 2026	April 2027	-Analysis of adjunct pay at other higher education institutions in the regional area.

Initiative 2.3.3 Create robust onboarding and ongoing professional development programs that include transition plans for all roles.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
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).	AVPHR VPAAR VPFSI Deans Provost	August 2025	April 2027	-Onboarding/Offboarding materials -Exit meeting data
Execute a climate survey for all faculty and staff and share results with appropriate constituents.	AVPHR VPAAR VPFSI	August 2025	May 2026 April 2027	Survey Report with Recommendations (administered every 3-5 years)
Refine training and mentoring programs to ensure they are comprehensive and meaningful and Include faculty and staff in the development.	AVPHR VPAAR VPFSI	August 2025	Ongoing	Training developed (by May 2026)
Develop proactive leadership succession planning and training (Deans, Chairs, Program Directors, Coordinators, Schedulers).	AVPHR VPAAR VPFSI Chairs	August 2025	Ongoing	-Develop handbook for program coordinators/ directors. -Continue to refine the Leadership on Deck.

**Priority 3 Cultivate sustainable partnerships.**

**Strategy 3.1 Strengthen community and industry collaborations**

**Initiative 3.1.1 Conduct campus and community assessments to inform and improve development of partnerships.**

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Make recommendations on revisions to policy that include community engagement efforts in teaching, research, and service as part of promotion and tenure review	VPPE [Community Engagement Elective Classification Council (CEEC)] / VPFSI	Fall 2025	April-2027	Completion of task
Define common outcomes and ways to measure the success of partnership and engagement efforts	VPPE (University Assessment Committee)	Spring 2026	April 2027	Development of assessment guides for institutional units
Develop a comprehensive professional development and incentive plan to increase faculty and staff participation in community engagement	VPFSI (Center for Teaching and Mentoring) / VPPE (CEEC)	Spring 2026	April 2027	Completion of task incorporating recommendations from Spring 2026 PLC on Community Engagement
Create a seed grant program to incentivize faculty, staff, and student career readiness initiatives that support industry and community engagement	VPPE (CEEC)	Fall 2026	Spring 2030	2026-2027 Stakeholder committee develops application and award guidelines
Prepare a competitive application for 2029 Carnegie Community Engagement Elective Classification	VPPE (CEEC)	Fall 2026	Spring 2029	2026-2027 Finalize data collection

Initiative 3.1.2 Increase industry connections by leveraging and expanding existing internship programs.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Establish communication channels to share information about partnerships and engagement efforts across the institution	VPs with APCEI	Ongoing	Ongoing	The number of channels successfully created and implemented (e.g., dedicated email lists, shared databases, or newsletters).
Develop a comprehensive internship reporting system that enables an accurate assessment of current practices, programs, and needs	Director, Career Development Center & Deans	Fall 2025	April 2027	Completion of task

Initiative 3.1.3 Develop integrated communication systems that foster collaboration with the community.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Create an integrated communication platform to facilitate the sharing of information across the university and with partners and potential partners	VPMC with VPIT / VPUA / Provost	Fall 2026	April 2028	By April 2027, establish a firm timeline for the platform's development and implementation.
Coordinate opportunities for faculty and staff to connect for professional development and to explore strategies and share information about partnerships	Director, Strategic Partnerships and Corporate Engagements / VPPE	Fall 2026	Ongoing	By April 2027, establish regular, monthly ongoing meetings and professional development sessions.

Strategy 3.2 Improve institutional advocacy and communication

Initiative 3.2.1 Strengthen, disseminate, and ensure consistent use of the university’s overall marketing and branding strategies.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Develop an elevator pitch that is clearer and more concise than the existing mission and vision statements	VPMC with Provost and VPs	August 2025	September 2026	Completion of task
Support and implement an integrated communication platform to facilitate the sharing of information across the university and with partners and potential partners	VPMC with Provost and VPs	August 2025	April 2028	
Establish a plan for the use of campus-wide email communication, with a focus on reducing volume and increasing quality.	VPMC with VPITD	August 2025	Fall 2026	Completion of task

Initiative 3.2.2 Create and invest in a strategic funding enhancement plan that effectively engages state, alumni, and donor partners

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Develop a campus-wide priority needs assessment consistent with the strategic plan	VPUA	August 2025	Spring 2027	Completion of task
Develop a fundraising plan and begin to allocate resources to meet the needs of a new capital campaign	VPUA	August 2025	Spring 2027	Completion of task
Identify and recruit volunteer leadership for expanded fundraising and development	VPUA	TBD	TBD	Completion of task

Initiative 3.2.3 Enhance our comprehensive recruiting strategy and more effectively articulate the multifaceted value of the MTSU educational experience.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
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	Vice Provost for Enrollment Services; VPMC	April 2026	July 2026	
Review and reevaluate recruitment events for greater emphasis on Middle Tennessee communities and gatherings that support yield	Vice Provost for Enrollment Services; VPMC	April 2025	Ongoing	

## Institutional Mission Profile Redline and “Clean” versions

Middle Tennessee State University is a ~~selective~~, comprehensive institution ~~with a primary focus on teaching, research and creative activity, and public service that transforms students, their communities, the state, and the nation located in the geographic center of the State.~~ ~~The University embraces its role as the aA destination of choice~~ ~~destination~~ for Tennessee undergraduates, ~~and the University embraces its role as~~ the top choice for Tennessee transfer students; ~~and the top producer of college graduates for the greater Nashville area.~~ Its distinctive undergraduate and graduate programs draw students from ~~across the nation and~~ around the world. ~~Through i~~nnovative ~~undergraduate and graduate degree~~ programs and ~~a strong commitment to student success,~~ MTSU empowers students to recognize their potential and achieve their academic and professional goals. ~~research and public service centers~~ MTSU attracts, welcomes, and supports a diverse, ~~largely full-time~~ student population with significant numbers of Pell-eligible, first-generation, veteran, non-traditional, and historically underrepresented students. ~~The University uses~~ ~~Using~~ ~~Through~~ advanced research-based practices and flexible learning modalities, MTSU ~~helps~~ ~~prioritizes~~ ~~students~~ ~~succeseds~~ and ~~to help~~ students recognize their academic promise and achieve success, conferring ~~confers~~ ~~over~~ ~~more than~~ approximately 5,000 4,500 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, 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~~ ~~The University fosters~~ ~~the pursuit of scholarly research, creative endeavors, and professional advancement through a broad array of 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 ~~and~~. MTSU has earned the Carnegie Doctoral University: High Research Activity (R2) ~~and elective~~ ~~Community Engagement~~ ~~Carnegie Classifications~~ ~~classification~~. ~~The University fosters scholarly research, creative~~

endeavors, and professional advancement through a broad array of programs spanning the arts and humanities, education, business, STEM, the social, behavioral, and health sciences, and media and entertainment.

*Approved by MTSU Board of Trustees, ~~March 19, 2024~~*

## Institutional Mission Profile Redline and “Clean” versions

Middle Tennessee State University is a comprehensive institution with a primary focus on teaching, research and creative activity, and public service that transforms students, their communities, the state, and the nation. A choice destination for Tennessee undergraduates, the University embraces its role as the top choice for Tennessee transfer students and the top producer of college graduates for the greater Nashville area. Its distinctive undergraduate and graduate programs draw students from around the world. Through innovative undergraduate and graduate programs and a strong commitment to student success, MTSU empowers students to recognize their potential and achieve their academic and professional goals. MTSU attracts, welcomes, and supports a diverse student population with significant numbers of Pell-eligible, first-generation, veteran, non-traditional, and historically underrepresented students. Through research-based practices and flexible learning modalities, MTSU prioritizes student success and confers more than 4,500 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, co-curricular programs, and Tennessee’s first public Honors College deliver a value-added education rich in research, service learning, and civic engagement. MTSU houses centers of excellence in historic preservation and popular music and notable chairs of excellence and has earned the Carnegie Doctoral University: High Research Activity (R2) classification. The University fosters scholarly research, creative endeavors, and professional advancement through a broad array of programs spanning the arts and humanities, education, business, STEM, the social, behavioral, and health sciences, and media and entertainment.

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