

2021-2026 STRATEGIC PLAN FOR JENNINGS A. JONES COLLEGE OF BUSINESS

VISION

The vision for Jennings A. Jones College of Business is to:

- **Achieve national prominence and regional dominance** relative to other collegiate business schools in the Greater Nashville region.
 - National prominence comes from accreditations, national rankings and the notable achievements of Jones College faculty, staff, students and alumni.
 - Regional dominance comes from Jones College being the best source of management talent for business, government and non-profit organizations in the region.

MISSION

The mission of Jennings A. Jones College of Business is to:

- **Foster student success** in a large collegiate business school with a small school feeling, created by caring, professional faculty interacting with students as individuals in relatively small classes, through proactive student organizations, and in a broad range of other settings, with students' needs of prime consideration.
- **Capitalize on its extensive alumni network** to provide career opportunities to its students. Eighty percent of Jones College graduates live and work in the Greater Nashville region.
- **Cultivate a global understanding** and perspective among students that enables them to succeed in the international business community.
- **Build the base of knowledge** about business-related theory and practice through basic/discovery scholarship, integration/application scholarship, and teaching/learning scholarship.
- **Participate in impactful service activities** that better the university, the broader profession, and the greater community.
- **Produce graduates** from its bachelor's, master's, doctoral, and executive/continuing education programs who are well prepared for challenges and advancements in their chosen careers.

VALUES ASSOCIATED WITH THE VISION AND MISSION

- **Accessibility.** Jones College will offer a broad range of programs and delivery alternatives to meet the needs of its various student constituencies.
- **Diversity.** Jones College will actively encourage an open and safe environment, appreciating the values, skills and abilities of everyone involved, recognizing and incorporating the multiplicity of backgrounds, voices, and perspectives in thought and action.
- **Ethical Conduct.** Jones College personnel will pursue their professional responsibilities with diligence, honesty, integrity and authenticity, continually improve their professional knowledge and skills, and demonstrate concern for the interests and well-being of those affected by their actions.
- **Community Engagement.** Members of the Jones College community will participate in educationally purposeful activities that support and enhance the Jones College experience.
- **Human Relations.** Jones College is committed to the principles of relationship enhancement, gaining collaboration and demonstrating leadership, recognizing that sometimes in a diverse community, people have to disagree agreeably.
- **Professionalism.** Jones College is a professional school. Faculty and staff lead by example. Jones College faculty, staff and students value:
 - Punctuality.
 - Appropriate appearance and demeanor.
 - Proper language—both spoken language and body language.
 - Having an open mind.
 - Active participation.
 - Confidentiality.
 - Advance preparation for classes and meetings.
 - Willingness to admit mistakes and take corrective action.
- **Market Focus.** The driving force behind curriculum innovation in Jones College is demonstrated need among target constituencies.
- **Data-Driven Decisions.** Decision-making in Jones College will be based on a balance between quantitative and qualitative information.
- **Innovation.** The external and internal environments for Jones College are constantly changing. Jones College pursues a proactive strategy of innovation in response to the fluid environments. Jones College also recognizes that innovations can be adapted from best practices at other institutions, so Jones College constantly evaluates what is working at other institutions and what might work in Jones College.

THEMES FLOWING FROM THE MISSION/VISION/VALUES THAT UNDERLIE THE STRATEGIC PLAN

Theme 1: Developing Students

Jones College students are humble, hardworking, reliable people who have the potential for greatness. A fundamental task is to capitalize on these characteristics in order to ensure student success. Faculty and staff equip students with the technical and professional skills necessary for success in a rapidly changing global environment. In doing so, faculty and staff actively attract academically accomplished students, work proactively with students who are at risk academically, expand the subject knowledge and interpersonal skills of all students, and facilitate enhanced student success at all levels.

Ensuring student success begins with retaining students and continues with facilitating timely completion of their degree programs. Jones College faculty and staff actively remove barriers such as unnecessary prerequisites, identify opportunities to streamline registration and other processes and enhance the effectiveness and accessibility of advising services.

Today's students must possess both strong technical skills and strong professional skills. Ensuring strong technical skills begins with periodic review and revision of core curricula to ensure the relevance and appropriateness of the courses, as called for in the Jones College By-Laws. It continues with effective tutoring, ongoing engagement, and comprehensive career assessment and placement services. Developing strong skills requires the implementation of professional development as part of the required curriculum as well as opportunities for frequent and meaningful interaction with industry representatives.

AACSB International's watchwords of innovation, engagement and impact provide the driving force to continually improve the quality of the learning experience for Jones College students. Innovative course structures, delivery methods and pedagogical approaches are necessary to ensure that faculty teaching achieves and maintains the highest levels of effectiveness. Students need to be engaged in the full spectrum of learning within the context of their coursework, through participation in student organizations, and by connections with industry representatives. The quality of teaching enables graduates to make a substantial, positive impact on the organizations for which they ultimately work and on the communities in which they live.

In keeping with the continuous improvement goals of AACSB International, Jones College will work toward improving the academic quality of its students while actively managing enrollment. Strategic marketing of Jones College programs within the university and throughout the region will help attract high-achieving students. Jones College will increase participation in the University Honors College and monitor admissions standards for Jones College programs.

Theme 2: Developing Faculty/Staff

Jones College faculty genuinely care about students. Faculty need support to continuously improve their knowledge, skills and abilities so they can more fully prepare students for the careers they will pursue upon leaving Jones College. Jones College faculty represent a broad spectrum of academic and practical knowledge and experience. Jones College builds on that foundation by promoting and supporting innovative teaching methods centered on active learning. Faculty receive training in the effective use of advanced classroom technology. Jones College provides financial and technological support for scholarship, and faculty are encouraged to produce scholarship outcomes that have impact in academia, in industry, and in the region. Moreover, faculty receive encouragement to publish their scholarship in high-quality academic, practitioner, and pedagogical journals. Jones College also supports faculty participation in academic and professional conferences, and maintains an active peer development program.

Quality teaching requires, among other things, current knowledge on the part of our faculty. Accordingly, Jones College faculty are expected to engage in an ongoing research agenda in their respective disciplines. Jones College will provide financial and technological support for those efforts as well as training to ensure that faculty have the tools and skills they need to produce high-quality, impactful research.

Faculty and staff must be prepared to mentor students and help them to make appropriate and effective choices about courses and post-graduation plans that can ultimately lead to long-term career success. Jones College supports a variety of faculty and staff advising initiatives, developed and implemented with graduates' future success in mind.

Theme 3: Developing Friends

Friends provide Jones College students, faculty and staff with resources not available elsewhere and without which Jones College could not accomplish its objectives. Their gifts of time, talent and dollars support essential academic and extra-curricular programs, relevant and impactful faculty research, and the professional development of staff and administrators.

Friends are partners in carrying out the Jones College mission. They communicate the needs of future employers and provide guidance for curricular review and revision. They help add value to students' lives by improving the quality and accessibility of Jones College courses, programs, and activities and beyond the classroom.

Involvement of alumni in Jones College life is more important today than it has ever been. Alumni play a critical role in helping to make curriculum development and assessment result in programs that produce students who have the knowledge and skills employers want and need. There is no better time to begin preparing students for their future roles as engaged alumni than while they are still enrolled in the university. Current students must engage with active alumni now, so they will understand the importance of engagement as active alumni later.

In the same way that alumni partner with Jones College to help produce talented, skillful and knowledgeable graduates, engaged members of the business community represent the needs of graduates' future employers. Additionally, they participate in advisory boards and advisory councils to provide guidance to the college as a whole and to individual departments and disciplines. They also engage directly with students in the classroom as guest speakers and executives-in-residence. Finally, Jones College business partners further identify and develop relationships with alumni.

Theme 4: Developing the Brand

A strong brand creates recognition, knowledge, and appreciation of Jones College. Students, faculty and staff must understand and embrace the brand and its underlying meaning. The brand sets Jones College apart from other collegiate business schools in Tennessee and the southeastern United States. It defines identity and generates pride. Students, faculty, staff, alumni and other supporters promote the brand among their peers.

Jones College will use every reasonable means available to promote the brand across the university and to those outside who come into contact with Jones College. Branded merchandise, advertising, public relations, social media and special events will tell the story of the excellence and accessibility of Jones College.

Jones College will focus on innovation and application as key aspects of the brand. As "The College That Works," Jones College finds innovative ways to accomplish goals, schedule courses, deliver course content, advise students, assess students' learning, create synergies for faculty in research and service, and help staff and administrators succeed in their responsibilities. Jones College emphasizes application of knowledge across the spectrum, particularly through experiential learning and for-credit projects designed to help business partners solve real problems in their organizations.

Strategic Initiative 1:

Increase Jones College graduate enrollment at a faster rate, while maintaining/slowly growing undergraduate enrollment.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
<p>MTSU Strategic Plan</p> <p>Theme 1</p>	<p>1.1 Maintain/slightly grow undergraduate enrollment prior in advance of the 2026 “demographic cliff.”</p>	<p>1.1.a Achieve new freshmen enrollment increase year-over-year between 0 and 2 percent annually.</p> <p>1.1.b Achieve new transfer enrollment increase year-over-year between 0 and 2 percent annually.</p>	<p>1.1.a. Collaborate with University Marketing and Admissions on “True Blue Tour,” “Preview Days,” and other initiatives.</p> <p>1.1.b Collaborate with University Marketing and Admissions on “True Blue Tour,” “Preview Days,” and other initiatives.</p>	<p>1.1.a Enrollment statistics based on fall semester Census compared to prior year.</p> <p>1.1.b Enrollment statistics based on fall Semester census compared to prior year.</p>	<p>1.1 New position: Associate Dean for Undergraduate Studies.</p>
	<p>1.2 Grow graduate enrollment at a faster rate than at the undergraduate level.</p>	<p>1.2 Achieve graduate enrollment increase year-over-year between 3 and 5 percent annually.</p>	<p>1.2. Collaborate with All Campus and College of Graduate Studies on social media marketing efforts, company visits, and graduate education fairs.</p>	<p>1.2. Enrollment statistics based on fall Semester census compared to prior year.</p>	<p>1.2.a Two additional graduate advisor positions.</p> <p>1.2.b Additional university funding for graduate student assistantships (GAs).</p>

Strategic Initiative 2:

Foster persistence and retention among Jones College students so they may graduate in a timely and cost-effective manner.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
<p>MTSU Strategic Plan</p> <p>Themes 1 and 2</p>	2.1 Improve fall-to-spring persistence of first-time freshmen.	2.1 Achieve new freshmen fall-to-spring persistence of 95 percent.	<p>2.1.a Course redesign.</p> <p>2.1.b Tutoring.</p> <p>2.1.c. Enhanced academic advising and monitoring.</p> <p>2.1.d. Recruiting of qualified students based on GPA/ACT.</p>	2.1. Enrollment statistics based on spring semester census compared to fall semester "eligible to return."	2.1 to 2.3 New position: Student Success Coordinator.
	2.2 Improve fall-to-fall retention of first-time freshmen.	2.2 Achieve fall-to-fall retention of 80 percent.	<p>2.2.a Course redesign.</p> <p>2.2.b Tutoring.</p> <p>2.2.c. Enhanced academic advising and monitoring.</p> <p>2.2.d. Recruiting of qualified students based on GPA/ACT.</p>	2.2. Enrollment statistics based on fall semester census compared to spring semester "eligible to return."	
	2.3 Improve six-year undergraduate graduation rates.	2.3 Achieve six-year undergraduate graduation rate increase year-over-year by 1.5 percent annually.	<p>2.3.a Course redesign.</p> <p>2.3.b Tutoring.</p> <p>2.3.c. Enhanced academic advising and monitoring.</p> <p>2.3.d. Recruiting of qualified students based on GPA/ACT.</p>	2.3. Graduation statistics for cohort group that entered six years previously.	

Strategic Initiative 3:

Enhance the quality of the student learning experience.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
<p>Quest for Student Success 2025¹</p> <p>Themes 1 and 2</p>	<p>3.1 Increase high-impact learning.</p> <p>3.2 Increase the market relevance of academic programs.</p>	<p>3.1 Incorporate at least one high-impact learning experience in every program.²</p> <p>3.2 Modify existing programs and selectively add programs to meet market demand in Tennessee, while trimming programs that are no longer in demand or relevant.</p>	<p>3.1 Redesign course requirements to include hands-on projects, and more use of technology, that can become part of a student’s portfolio.</p> <p>3.2.a. Monitor trends in market demand in collaboration with the external community.</p> <p>3.2.b. Monitor enrollment and degree production to determine if programs are losing attractiveness in the market;</p> <p>3.2.c. Terminate programs that have reached the decline stage of their life cycle.</p> <p>3.2.d. Redeploy assets from declining programs.</p>	<p>3.1.a. Number of students engaged in such projects.</p> <p>3.1.b. Number of courses that include such projects.</p> <p>3.2.a. Results from quantitative and qualitative surveys of market demand.</p> <p>3.2.b. Number of students enrolled and degrees produced over time.</p> <p>3.2.c. Total number of active academic programs over time.</p> <p>3.2.d. Number of faculty lines and amount of other resources devoted to programs compared to the number of students enrolled and degrees produced.</p>	<p>3.1 Training for faculty in new learning methods and technologies.</p> <p>3.2 Where needed, direct additional faculty lines and financial resources to support growing programs.</p>

¹ Quest for Student Success 2025 is the extension of the original Quest for Student Success (2014) which is MTSU’s comprehensive plan for increases in student persistence, retention and graduation rates.

² An “academic program” is defined a degree/major/concentration. For example, BBA/Marketing/Professional Selling Concentration is a program.

Strategic Initiative 3 (continued):

Enhance the quality of the student learning experience.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
Quest for Student Success 2025 and SACSCOC QEP ³ Themes 1 and 2	3.3 Expand experiential learning.	3.3.a Have at least one major/concentration-specific course approved as an MT Engage Course. 3.3.b. Increase the number of required core courses approved as MT Engage Courses.	3.3.a. Redesign major/concentration-specific courses in line with MT Engage standards. 3.3.b. Redesign core courses in line with MT Engage standards.	3.3.a Number of major/concentration-specific courses designated as MT Engage. 3.3.b Number of major/concentration-specific courses designated as MT Engage.	3.3.a. Additional training in MT Engage standards. 3.3.b. Additional graduate teaching assistants to provide support for faculty who convert courses to MT Engage.
	3.4 Diversify course delivery.	3.4.a Transition selected asynchronous online courses to remote learning courses that incorporate a synchronous component.	3.4.a Redesign selected existing asynchronous online courses to include a synchronous component.	3.4.a Number of asynchronous online courses compared to synchronous remote learning courses.	3.4.a.1 Additional training in MS Teams and other delivery methods. 3.4.a.2 Better hardware resources to handle remote learning.

³ SACSCOC QEP is MTSU’s Quality Enhancement Plan, put in place after MTSU’s 2016 SACS 10-year review.

Strategic Initiative 3 (continued):

Enhance the quality of the student learning experience.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
<p>Quest for Student Success 2025</p> <p>Themes 1 and 2</p>	<p>3.4 Diversify course delivery.</p>	<p>3.4.b. Explore feasibility of hybrid-flex (hy-flex) delivery.</p>	<p>3.4.b.1 Select undergraduate and graduate classes in which hy-flex delivery could work.</p> <p>3.4.b.2 Implement best practices from schools where hy-flex delivery works well.</p>	<p>3.4.b.1 Number of undergraduate and graduate classes in which hy-flex delivery is used.</p> <p>3.4.b.2 Measures of student satisfaction with hy-flex delivery.</p>	<p>3.4.b.1. Additional training in hy-flex methods.</p> <p>3.4.b.2 Teaching load incentives for faculty who pursue hy-flex delivery.</p>
	<p>3.5 Enhance distinctive faculty content contributions in classes.</p>	<p>3.5 Ensure that each Jones College course contains one or more distinctive characteristics of faculty-developed, relevant content to enhance class deliverables and student learning.</p>	<p>3.5.a Use a faculty development event to share best practices and examples of faculty-developed content.</p> <p>3.5.b Create a framework or process by which all faculty about the available resources and how to access them.</p> <p>3.5.c Partner with LT&ITC MTSU Online, and other MTSU entities for instructional design ideas.</p>	<p>3.5.a Number of undergraduate and graduate classes in which distinctive faculty-developed content appears.</p> <p>3.5.b Survey measures of class outcomes and feedback about student reactions from course evaluations and other data collection efforts.</p>	<p>3.5.a. Financial resources for incentive payments to faculty (similar to those for online courses).</p>

Strategic Initiative 4:

Enhance the quality of student professional development.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
Jones College Faculty/Staff Themes 1 and 2	4.1 Help students to be more career-ready.	4.1 Increase the impact of the IGNITE professional development program. ⁴	4.1. Provide additional incentives for students to participate in enough activities to earn the IGNITE certificate.	4.1 Number of students who attend IGNITE events and earn the IGNITE certificate each semester.	4.1 Additional promotional resources to inform students about events and persuade them to compete the certificate.
Jones College Faculty/Staff Themes 1 and 2	4.2 Generate better data regarding placement outcomes.	4.2. Have a regular program for gathering exit data from students and reporting it via the college website.	4.2.a Charge the Student Success Committee with the responsibility for gathering exit data from undergraduate students every semester. 4.2.b Charge the graduate program directors with the responsibility for conducting exit interviews with the graduates of their programs.	4.2.a-c Results from quantitative and qualitative questions regarding placement and student satisfaction.	4.2. None.

⁴ IGNITE is a Jones College program managed in the Department of Management that offers students approximately 30 professional development events each semester. Students completing a certain number of events receive an IGNITE completion certificate.

Strategic Initiative 4 (continued):

Enhance the quality of student professional development.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
Jones College Faculty/Staff Themes 1 and 2	4.2 Generate better data regarding placement outcomes.	4.2. Have a regular program for gathering exit data from students and reporting it via the college website.	4.2.c Utilize the Qualtrics Customer Experience (CX) package to collect and analyze data, and to create dashboards for inclusion on the college website.	4.2.a-c Results from quantitative and qualitative questions regarding placement and student satisfaction.	4.2. None.
	4.3 Add value to traditional courses and programs.	4.3 Implement opportunities for students to achieve recognized external professional certifications, as well as internal MTSU certificates in selected areas. ⁵	4.3.a Review requirements for professional certifications in all major business fields. 4.3.b Match course/program requirements to certification programs. 4.3.c Engage students in certification programs and minimize their out-of-pocket costs.	4.3.a Number of professional certifications offered through Jones College. 4.3.b Number of students achieving professional certifications. 4.3.c Net costs to students achieving professional certifications.	4.3 Financial support to subsidize students' pursuit of professional certifications.
	4.4 Utilize more in-house career services.	4.4 Capitalize on new leadership in Career Development Center to build new bridges to Jones College students.	4.4.a Assist in popularizing Handshake among students. 4.4.b Pursue more virtual placement events and career fairs.	4.4.a Number of students using Handshake. 4.4.b Number of students and employers at virtual events.	4.4 None

⁵ Examples of internal MTSU certificates would be specialized areas such as Professional Selling, Information Security, Financial Crimes Prevention, and others.

Strategic Initiative 6:

Build on the college's long-standing strength in undergraduate student advising.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
Jones College Faculty/Staff Themes 1 and 2	6.1 Maintain professionalism of Advising Staff.	6.1 Provide opportunities for internal and external training.	6.1.a Encourage participation in free training opportunities available in Jones College and MTSU. 6.2.b Provide travel funds for at least one external professional conference annually.	6.1 Number of hours of professional development training completed annually.	6.1 Travel funds lost in 2020 due to state-mandated budget cuts need to be restored.
	6.2 Use academic advising as a springboard for marketing Jones College graduate programs.	6.2 Target students who are excellent candidates for Jones College graduate programs early in their MTSU experience.	6.2 Provide regular updates to the Jones College Graduate Studies Office about high GPA students who could work on a fast track to a graduate degree.	6.2 Number of applications, acceptances, and enrollments from Jones College undergraduates.	6.2 None

Strategic Initiative 7:

Enhance faculty development and in-service training opportunities.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
<p>Jones College Faculty/Staff</p> <p>Theme 2</p>	<p>7.1 Break down silos separating academic disciplines.</p>	<p>7.1.a Have faculty/staff working together to solve specific problems by having to depend on each other.</p> <p>7.1.b Expand the number of cross-disciplinary centers and institutes.</p>	<p>7.1.a Implement regularly scheduled “Planned Integrative Experiences” (PIEs) requiring faculty/staff to work in small groups to solve a mental or physical challenge.</p> <p>7.1.b Populate centers with faculty from multiple disciplines who have a common core interest to pursue research, course integration and executive education.</p>	<p>7.1.a Survey measures of engagement in and satisfaction with the PIEs.</p> <p>7.1.b Number of joint publications among faculty in a center.</p> <p>7.1.c Number of new integrated courses developed.</p> <p>7.1.d Number of new executive education seminars developed.</p>	<p>7.1.a Funding for engagement of consultants and facilitators.</p> <p>7.1.b Funding for engagement of consultants and facilitators.</p> <p>7.1.c Funding for full-time center directors (not tenure-track).</p>

Strategic Initiative 7 (continued):

Enhance faculty development and in-service training opportunities.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
Jones College Faculty/Staff Theme 2	7.2 Help faculty and staff members to remain current.	7.2. Develop an individual standard (# of hours annually) for completion of Continuing Professional Education (CPE).	7.2.a Include the number of CPE hours completed in annual performance evaluations. 7.2.b Encourage participation in free training opportunities available in Jones College and MTSU. 7.2.c Apply for faculty development funds available through sources such as MTSU Online.	7.2.a Number of hours of CPE completed by faculty and staff. 7.2.b Certifications achieved/maintained by faculty and staff.	7.2.a Travel funds lost in 2020 due to state-mandated budget cuts needs to be restored.
	7.3 Make MBA teaching more desirable.	7.3 Increase prestige associated with MBA teaching.	7.3.a Establish parameters for an “MBA Faculty Fellows” program, such as required professional competencies, and achievement of student satisfaction scores. 7.3.b Create tangible and intangible rewards and benefits for MBA teaching.	7.3.a Increased interest in teaching in the MBA program. 7.3.b Improvements in MBA student satisfaction scores, Net Promoter Scores, and Voice of the Customer scores.	7.3 Financial resources required to establish rewards and benefits package.

Strategic Initiative 8:

Enhance the quality and quantity of faculty scholarship.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
Jones College Faculty/Staff Theme 2	8.1 Help faculty improve scholarly productivity.	8.1 Provide each faculty member with adequate opportunities to succeed in scholarship. 8.2 Meet and exceed goals established by Provost's Office for sponsored research	8.1.a Restore availability of summer research funding for new faculty. 8.1.b Investigate opportunities to share funding for research databases with other university entities. 8.1.a Restore availability of travel funds for professional conferences. 8.2 Explore opportunities for corporate research support in collaboration with the Vice Provost for Research.	8.1.a Number of faculty publications produced. 8.1.b Percentage of articles produced in journals on the ABDC or ABS journal listings. 8.2.a Number of sponsored research projects annually. 8.2.b Amount of sponsored research funding annually. 8.2.c Amount of indirect cost returned to the college/department annually.	8.1.a Travel and summer research funds lost in 2020 due to state-mandated budget cuts needs to be restored. 8.1.b Additional tuition assistance and stipends for Ph.D students in Economics. 8.2 None

Strategic Initiative 9:

Examine and modify administrative and scheduling processes to maximize faculty productivity in teaching and research.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
Jones College Faculty/Staff Theme 2	9.2 Make better use of available faculty and space in generating student credit hours.	9.2.a Adjust schedules to rebalance teaching schedules in line with student demand and faculty needs. 9.2.b Use Academic Performance System from EAB to review section sizes.	9.2.a Move toward more MW classes and away from MWF classes to capitalize on demand for 2-day classes when classroom capacity is greater. 9.2.b.1 Investigate options for additional 3-hour classes on Fridays and Saturdays. 9.2.b.2 Utilize external research to determine best practices in determining optimal section sizes.	9.2.a Number of students taking courses on MW as opposed to MWF. 9.2.b.1 Number of students taking courses on Friday and Saturday. 9.2.b.2 Average section sizes according to various levels and delivery formats.	9.2 None
	9.3 Provide incentives for faculty to achieve.	9.3 Give faculty a reason to be innovative and entrepreneurial.	9.3. Remove, in conjunction with the Provost's Office, disincentives for team teaching.	9.3 Number of students and courses affected by the move to more virtual teaching.	9.3 None

Strategic Initiative 10:

Increase outreach for the benefit of the broader community.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
Jones College Faculty/Staff Themes 3 and 4	10.1 Broaden knowledge of local economic issues.	10.1 Expand the impact of the Business and Economic Research Center (BERC).	10.1.a Conduct a series of workshops about local economic issues. ⁶ 10.1.b Work with Chambers of Commerce and a national organization to accredit the series.	10.1.a Attendance and measures of attendee satisfaction. 10.1.b Additional inquiries made to the BERC regarding economic studies.	10.1 Funding to compensate workshop leaders and additional administrative support.
	10.2 Broaden societal benefit.	10.2 Utilize the resources of the Political Economy Research Institute (PERI) in the pursuit of societal well-being.	10.2.a Conduct an ongoing series of events about economic and public policy issues. 10.2.b Fund PhD fellowships and other student/faculty research efforts.	10.2.a Attendance and measures of attendee satisfaction. 10.2.b Additional funding for the PERI from individuals, foundations and other organizations.	10.2 Funding for faculty fellows, research support, and physical space.
	10.3 Increase economic education.	10.3 Broaden the impact of the Center for Economic Education (CEE).	10.3.a Rename the CEE as a statewide center. 10.3.b Increase secondary school teacher and student programs.	10.3.a Successful change. 10.1.a Attendance and measures of attendee satisfaction.	10.3 None.

⁶ Topics could be: competitiveness and export potential of the regional economy; industry requirements and workforce characteristics; and basic principles of economic impact and feasibility studies.

Strategic Initiative 10 (continued):

Increase outreach for the benefit of the broader community.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
<p>Jones College Faculty/Staff</p> <p>Themes 3 and 4</p>	<p>10.4 Provide economic development leadership.</p>	<p>10.4 Utilize the BERC, the TN Small Business Development Center (TSBDC), and the Center for Entrepreneurial Innovation to grow regional economies throughout Tennessee.</p>	<p>10.4. Actively pursue grants from the SBA, USDA and TN State Government.</p>	<p>10.4.a Amount of grant funding secured.</p> <p>10.4.b Number of individuals/businesses assisted.</p> <p>10.4.c Number of studies and reports completed.</p> <p>10.4.d Economic impact of development efforts.</p>	<p>10.4 None</p>

Strategic Initiative 11:

Pursue additional rankings, accreditations and/or program certifications to enhance the quality perception of Jones College.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
Jones College Faculty/Staff Dean’s Advisory Council Theme 4	11.1 Gain ABET ⁷ accreditation for the Information Systems program.	11.1 Work with ABET and other on-campus entities to develop an accreditation plan.	11.1 Develop documentation in order to undergo initial ABET accreditation review in 2021.	11.1 Approval of ABET accreditation.	11.1 None
	11.2 Pursue additional “badges” and other certifications of quality.	11.2.a Provide the impetus for MTSU to be designated an “Innovation and Economic Prosperity University” from APLU ⁸ . 11.2.b Investigate and initiate other quality certifications and badges that are attainable ⁹ .	11.2.a Designate the Jones College Dean as the Primary Campus Contact for the IEP Program and the main coordinator of the certification effort. 11.2.b Designate a point person to coordinate efforts for certification in functional areas ¹⁰ .	11.2.a Approval of IEP designation by APLU. 11.2.b Approval of additional designations and certifications.	11.2.a Additional GA support for gathering documentation in support of MTSU’s application. 11.2.b Financial/ personnel support to secure certifications as needed.

⁷ ABET is the Accrediting Board for Engineering and Technology.

⁸ APLU is the Association of Public and Land Grant Universities. The “Innovation and Economic Prosperity University” is a relatively new designation that is more focused than the Carnegie Foundation’s “Community Engagement” designation.

⁹ One applicable program is offered by the Tennessee Center for Performance Excellence (TNCPE), based on the Baldrige National Quality Award framework.

¹⁰ For example, in Fall 2020, Professor of Practice Thom Coats is undertaking the effort to establish a Center for Professional Selling and an accompanied application for membership in the National Sales Center Alliance, and Executive Director Maria King is leading the effort to gain approval from the Tennessee Higher Education Commission (THEC) to rename the Center for Economic Education as the Tennessee Council on Economic and Free Enterprise Education.

Strategic Initiative 12:

Pursue higher levels of philanthropic support.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
<p>Jones College Faculty/Staff</p> <p>Dean’s Advisory Council</p> <p>Theme 3</p>	12.1 Increase numbers of donors contributing more than \$1200/year.	12.1 Establish Dean’s Leadership Society for donors of more than \$1200.	12.1.a Work with University Advancement to identify targets who have higher-level giving capacity.	12.1.a Number of Leadership Society members. 12.1.b Dollar amounts raised over time.	12.1 None
	12.2 Build on base of support for promoting ethical conduct among students.	12.2.a Expand “Ethical Leadership Week” to “Ethical Leadership Month.” 12.2.b Investigate and initiate other quality certifications and badges that are attainable.	12.2.a Enhance funding for Tolbert Family Fellow in Business Ethics and Boyd Ethical Leadership Week, either from existing sponsors or new sponsors. 12.2.b Create more ethical leadership programming.	12.2.a Additional dollars raised in support of ethical leadership initiatives. 12.2.b Additional events, speakers and student competitions regarding ethical leadership.	12.2 More event planning assistance from the Event Specialist in the Dean’s Office.
	12.3 Secure major additional funding for the PERI.	12.3 Investigate and pursue other major funding sources with the Charles Koch Foundation.	12.3 Work with central administration to secure internal funding and space as a sign of MTSU’s commitment to the PERI’s future.	12.3 Additional dollars raised and physical space secured.	12.3 None

Strategic Initiative 12 (continued):

Pursue higher levels of philanthropic support.

<u>Impetus & Theme</u>	<u>Goal</u>	<u>Objective</u>	<u>Tactics</u>	<u>Measure of Success</u>	<u>Resources Needed</u>
Jones College Faculty/Staff Dean’s Advisory Council Theme 3	12.4 Gain more utility from Jones Chairs of Excellence.	12.4.a Reassign Jones Chair of Excellence in Free Enterprise to the PERI, and the Jones Chair of Excellence in Urban and Regional Planning to the BERC.	12.4.a Secure buy-in from the Jennings and Rebecca Jones Foundation for the reassignments of the Jones Chairs of Excellence. 12.4.b Use Jones Chairs of Excellence annual funding allotments to support PERI and BERC initiatives.	12.4.a Approval of reassignment by Jennings and Rebecca Jones Foundation Board. 12.4.b Number of specific initiatives in the PERI and BERC receiving support.	12.4 None
	12.5 Gain more support for the Real Estate program.	12.5 Establish a Center for Real Estate and an endowed professorship in Real Estate.	12.5 Submit proposals for funding from private sources with the support of MTSU alumni and the Tennessee Board of Realtors.	12.5 Dollars raised to support formation of the Center and the establishment of the professorship.	12.5 None
	12.6 Gain permanent funding for the Dale Carnegie Initiative.	12.6 Establish a Center for Performance Improvement that will house the Initiative.	12.6 Submit proposals for endowment funding from individuals and foundations, including Dale Carnegie Worldwide.	12.6 Dollars raised to support formation of the Center.	12.6 None