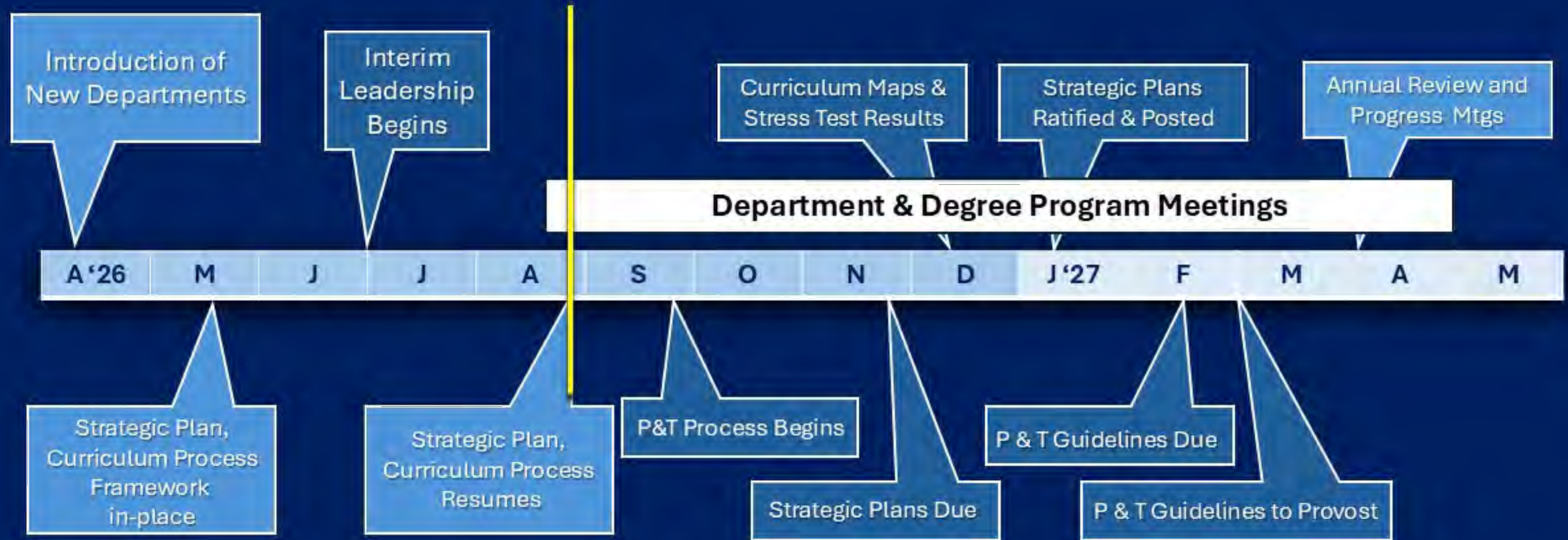


Strategic Planning 2026 - 2030

New and Updated Tenure and Promotion Guidelines

Curriculum Mapping & Program Stress Testing



College of Behavioral and Health Sciences Strategic Plan 2026–2030

Framework

Table of Contents

I. Introduction

Our Why

Mission Statement

Vision Statement

II. Grand Challenges

1. Create and Integrate Services and Experiences for Healthy Living and Quality of Life
2. Enhance, Innovate, and Expand Rural Health Services
3. Empower Those with Intellectual and Developmental Disabilities
4. Develop Stronger and Safer Communities

III. Strategic Objectives and Initiatives

Strategic Objective 1

Attract, retain, and graduate students with the knowledge, skills, and leadership abilities to make a positive difference in the world

Initiative 1.1: Position Ourselves for Collegewide Growth

Initiative 1.2: Leverage Evidence-Based Recruitment Strategies

Initiative 1.3: Develop Pathways and Flexible Academic Progression

Initiative 1.4: Strengthen Knowledge Acquisition and Critical Thinking

Initiative 1.5: Expand Professional Engagement and Leadership Experiences

Alignment with MTSU Strategic Plan 2035

Strategic Objective 2

Create and optimize innovative degree programs and learning environments aligned with workforce needs

Initiative 2.1: Enhance and Refine Course Content

Initiative 2.2: Integrate Value-Added Elements Across Programs

Initiative 2.3: Improve Academic Facilities, Infrastructure, and Equipment

Alignment with MTSU Strategic Plan 2035

Strategic Objective 3

Advance research, scholarship, and creative activity that promotes human flourishing

Initiative 3.1: Build and Sustain a High-Impact Research Faculty

Initiative 3.2: Strengthen Research Infrastructure and Support

Initiative 3.3: Integrate Students into Research and Creative Activity

Initiative 3.4: Advance Community-Engaged Research for Impact

Alignment with MTSU Strategic Plan 2035

Strategic Objective 4

Potentiate human well-being and capacity by investing in faculty and staff

Initiative 4.1: Strengthen Workforce Support, Recognition, and Retention

Initiative 4.2: Expand Professional Growth and Career Advancement

Initiative 4.3: Cultivate a Supportive and Inclusive Workplace

Alignment with MTSU Strategic Plan 2035

Strategic Objective 5

Strengthen community engagement and professional networks to maximize regional impact

Initiative 5.1: Expand Community-Engaged Partnerships

Initiative 5.2: Strengthen Professional Networks and Workforce Pathways

Initiative 5.3: Advance Strategic Marketing and Storytelling

Initiative 5.4: Grow Philanthropy and Donor Engagement

Alignment with MTSU Strategic Plan 2035

College of Behavioral and Health Sciences Strategic Plan 2026-30

Our Why

This strategic plan explains who we are, what we do, and what guides our work. It sets a clear direction and outlines a thoughtful, disciplined approach to addressing the challenges we face as we pursue relevant and responsive scholarship that has professional and community impact. Our strategic objectives, initiatives, and action steps provide a shared framework for decision-making and help us measure our progress.

At our core, we are committed to providing rigorous, relevant education that prepares learners to grow in their professions, serve others, and improve the human condition through discovery, ingenuity, and hard work. We equip students to advance their fields and to meet the needs of others. We emphasize the importance of developing ethically grounded professionals who can work thoughtfully with emerging technologies while maintaining the human side of care, discovery, and creative works.

We are here to serve our students in the classroom, laboratory, professional settings and communities. Ours' is noble work that begins with the instruction and practice of evidence-based, discipline-specific information. From this foundation, we explore ways to engage across disciplines to address major challenges facing our communities and the world beyond. Throughout it all, we are committed to fostering a culture of access and respect for human dignity – a culture that supports every individual in achieving their academic, professional, and personal goals.

Mission

We learn, lead, and serve to improve the health, safety, and wellbeing of Tennessee, our Nation, and world.

Vision

All are prepared, equipped, and inspired to advance their professions, serve others, and improve the human condition through ingenuity, discovery, hard work, and compassion.

Grand Challenges

1. Create and Integrate Services and Experiences for Healthy Living and Quality of Life

*The grand challenge, “**Create and Integrate Services and Experiences for Healthy Living and Quality of Life,**” positions the College of Behavioral and Health Sciences to advance well-being across the lifespan. Recognizing that health is shaped by the interaction of behavioral, physical, social, and environmental*

factors, the college will lead in developing integrated, community-connected approaches that enhance both health outcomes and overall quality of life - including the roles of creative expression, recreation, and hospitality in shaping human experience.

In degree programs, this vision will be realized through interdisciplinary, experience-driven education that connects classroom learning to real-world application. Students will engage in internships, clinical placements, service-learning, and creative and experiential projects that emphasize prevention, resilience, accessibility, and person-centered care, while also exploring how environments, events, and creative works contribute to well-being and life satisfaction.

Research efforts will focus on generating evidence-based, translational solutions to challenges such as mental health, chronic disease, and the social determinants of well-being. This work will also examine the impact of creative activities, leisure, sport, and hospitality experiences on quality of life, with faculty and students collaborating across disciplines to scale innovative interventions.

Community engagement will center on partnerships that co-create inclusive, culturally responsive programs to support healthy living. These initiatives will include community-based health services as well as arts, recreation, and hospitality-driven experiences that foster connection, belonging, and enhanced quality of life—particularly among underserved populations.

Professional partnerships will align academic programs with workforce needs through collaborations with healthcare providers, schools, nonprofits, hospitality organizations, and industry leaders. Together, these efforts will create an integrated ecosystem where education, research, creative works, and service converge to improve health and elevate quality of life.

2. Enhance, Innovate, and Expand Rural Health Services

The grand challenge, **“Enhance, Innovate, and Expand Rural Health Services,”** positions the College of Behavioral and Health Sciences to address persistent health disparities in rural communities through education, research, and strategic partnerships. Grounded in a commitment to access, equity, and sustainability, this effort will advance innovative, community-centered models of care that improve health outcomes and quality of life in rural and underserved regions.

Within degree programs, the college will prepare students to serve rural populations through interdisciplinary, experience-based learning. Curricula will emphasize rural health competencies, including telehealth, integrated care, cultural responsiveness, and resource navigation. Students will engage in clinical placements, internships, and service-learning opportunities in rural settings, building both skill and commitment to rural practice.

Research will focus on developing and evaluating innovative approaches to rural health service delivery, including the use of technology, workforce development strategies, and community-based interventions. Faculty and students will collaborate across disciplines to address behavioral health, chronic disease, and access to care, while pursuing external funding to scale effective, evidence-based models.

Community engagement will prioritize long-term partnerships with rural communities to co-create responsive, sustainable health initiatives. Through outreach and applied practice, the college will support locally identified needs, enhance service capacity, and strengthen pathways to care for rural populations.

Professional partnerships will connect the college with healthcare systems, public health agencies, schools, and nonprofit organizations serving rural areas. These collaborations will support workforce development, expand training pipelines, and foster innovation in service delivery, ensuring that graduates are well-prepared to lead and serve in rural health environments.

Together, these efforts will create a coordinated and impactful approach to strengthening rural health systems and improving the well-being of rural communities across the region.

3. Empower Those with Intellectual and Developmental Disabilities

Addressing Intellectual and Developmental Disabilities (IDD) as a grand challenge within the College of Behavioral and Health Sciences is about bringing people, programs, and partnerships together to better support individuals with IDD across the lifespan.

In our degree programs, this means preparing students in fields like psychology, social work, public health, speech-language pathology, physician assistant studies, and nursing to work confidently and compassionately with individuals with IDD. Students would learn how to assess needs, communicate effectively, and deliver person-centered care. Speech-language pathologists play a key role in strengthening communication and social connection; physician assistants and nurses help manage overall health, improve access to care, and address co-occurring conditions, empowering individuals to live more independent and fulfilling lives.

Our research will focus on practical solutions to improving health outcomes, expanding access to services, supporting families, and increasing community participation. Faculty and students would work across disciplines to translate what we learn into real-world impact.

Strong community and professional partnerships would anchor this work. By collaborating with schools, healthcare providers, and community organizations, the college can expand services, create hands-on learning opportunities for students, and help build a more inclusive and responsive system of care.

In short, this grand challenge positions the college as a leader in preparing a workforce and advancing knowledge that helps individuals with IDD not just receive services—but truly thrive.

4. Develop Stronger and Safer Communities

“Developing stronger and safer communities” as a grand challenge within the College of Behavioral and Health Sciences is about preparing people and partnerships to promote well-being, resilience, and public safety in meaningful, community-centered ways.

In our degree programs, this means equipping students across disciplines—such as criminal justice, social work, psychology, public health, nursing, and human services—with the skills to address complex social challenges. Students would be trained in areas like violence prevention, mental and behavioral health, crisis response, substance use, and community-based interventions. Emphasis would be placed on collaboration across professions to support individuals and families while strengthening community systems.

Research efforts would focus on identifying what makes communities safer and more resilient—exploring topics such as crime prevention, trauma-informed care, health disparities, emergency preparedness, and

the social determinants of health. Faculty and students would work together to develop and evaluate evidence-based strategies that can be implemented locally and scaled more broadly.

Community and professional partnerships would be central to this work. The college would collaborate with law enforcement, healthcare providers, schools, nonprofit organizations, and local and state agencies to co-create solutions, expand access to services, and provide real-world training opportunities for students. These partnerships would ensure that efforts are responsive to community needs and grounded in practice.

Together, these efforts position the college as a leader in fostering communities that are not only safer, but also healthier, more connected, and more resilient.

Strategic Objectives and Initiatives

Strategic Objective 1

Attract, retain, and graduate students with the knowledge, skills, and leadership abilities to make a positive difference in the world

To achieve this objective, we will create a clear pathway from recruitment through graduation that emphasizes purpose, access, and impact. Targeted outreach and strong partnerships with high schools, community colleges, and employers can build pipelines, while scholarships, flexible programs, and streamlined pathways support access and persistence.

Retention efforts will focus on connection and engagement through proactive advising, learning communities, peer mentoring, early intervention, and supplemental instruction in key areas. High-impact experiences such as research, service-learning, interprofessional education, and simulation help students apply knowledge, skills, and develop abilities in real-life scenarios, while opportunities to develop leadership, emotional intelligence, and cultural competence are imbedded across the curriculum.

To support graduation and career success, we will expand internships, clinical placements, and partnerships with healthcare and community organizations, including rural providers. Career coaching, alumni mentoring, and employer engagement will strengthen workforce readiness and ensure graduates are prepared to lead and make a meaningful difference in their communities.

Strategic Initiative 1.1

Position ourselves for collegewide growth

Incrementally increase enrollment in all undergraduate degree programs each of the next 4 years so that college-wide growth is increased by 10% above enrollment posted for the fall 2025 semester; Increase graduate enrollment by 5% in our existing degree programs above enrollment posted for the fall 2025 semester and further expand enrollment by developing new graduate degree offerings; Identify, maintain, and track entry standards for students accepted into our academic programs to support student success

Key Performance Indicators (KPIs)	
Total Undergraduate Enrollment and Enrollment Growth Rate	Enrollment Yield Rate (Number and percentage of admitted students who enroll)

Total Graduate Enrollment and Enrollment Growth Rate	Student Academic Preparedness [Average incoming student metrics (e.g., GPA, test scores, prerequisite completion)]
New Graduate Program Development and Enrollment	Program Capacity Utilization (Percentage of available seats filled across programs - balance growth with resources)
Applicant Pool Growth [Year-over-year increase in total applications (undergrad + graduate)]	First-Year Retention Rate (number and percentage of students who return after their first year)

Strategic Initiative 1.2

Leverage evidence-based approaches to expand and improve recruitment strategies

Strengthen recruitment by using data analytics and evidence-based practices to identify target populations, develop tailored and personalized outreach, and focus on the most effective recruitment channels; Build strong pipelines through partnerships with high schools, community colleges, and community organizations – particularly in rural areas; Develop more strategic on-campus and off-campus recruitment activities for in-person recruitment events; Continuously evaluate recruitment outcomes and alignment of messaging with student career goals

Key Performance Indicators (KPIs)	
Application Growth from Target Populations [Year-over-year increase in applications from identified priority groups (e.g., rural students, transfer students)]	Personalized Outreach Engagement Rate [Engagement with tailored communications (e.g., open rates, click-through rates, responses - Reflects how well data-driven, personalized messaging resonates with prospective students)]
Conversion Rate by Recruitment Channel (Number and percentage of prospects who progress from inquiry → application → enrollment, segmented by channel)	Recruitment Format Effectiveness Rate [Application and enrollment rates by format (e.g., campus tours, high school visits, virtual info sessions, college fairs)]
Partnership Pipeline Yield [Number of applicants and enrolled students generated through partnerships (high schools, community colleges, community organizations)]	Cost and Engagement Depth per Enrollment by Format [Total cost of each recruitment format divided by enrolled students generated from that format; Level of engagement within each format (e.g., event attendance vs. active participation, time spent, follow-up actions taken)]
In-Person Recruitment Event Effectiveness [Year-over-year improvement in key event metrics (attendance, application rate, yield rate, and participant satisfaction)]	Recruitment Outcome Review Cycle Completion Rate [Frequency and consistency of formal reviews of recruitment data (e.g., quarterly or per cycle)]
Messaging Alignment with Career Goals [Number and percentage of incoming students who report that recruitment messaging accurately reflected their academic and career goals (via surveys, orientation feedback, or first-term check-ins)]	Multi-Touch Attribution [The combination of recruitment formats that contribute to a student's decision (e.g., event + email + campus visit)]

Strategic Initiative 1.3

Develop pathways and incorporate more options within academic programs for entry and degree progression

Foster strong partnerships with high schools, community colleges, and employers to create seamless pipelines for student entry and degree progression; Implement scholarships, flexible and streamlined program structures; align with Tennessee Transfer Pathways and reverse transfer options; Offer interdisciplinary cross-listed courses and minimize prerequisites to facilitate degree advancement and enrich the academic experience for all students

Key Performance Indicators (KPIs)	
Pathway Enrollment Rate [Number and percentage of students entering through formal pathways (dual enrollment, transfer agreements, employer partnerships)]	Flexible and Interdisciplinary Enrollment Rate (Enrollment in redesigned academic options, including accelerated pathways, hybrid/online formats, reduced-prerequisite structures, and cross-listed/interdisciplinary courses)
Transfer and Pipeline Conversion (Number of students in partner pipelines who matriculate as enrolled students)	Time-to-Degree (Average time or credits required for students to complete their degree)
Credit Transfer Efficiency Rate (Percentage of transfer credits applied toward degree requirements without loss)	Pathway and Progression Options Inventory [A comprehensive, regularly updated inventory of all available entry and progression pathways, including: High school dual enrollment and early college options; Community college articulation and transfer agreements (including Tennessee Transfer Pathways); Employer-based and workforce pipelines; Reverse transfer opportunities; Accelerated and flexible degree options; Interdisciplinary and cross-listed course pathways; Reduced prerequisite or restructured program pathways]

Strategic Initiative 1.4

Build strategies to continuously strengthen knowledge acquisition, application, and critical thinking in all academic programs

Implement peer mentoring and supplemental instruction programs to enhance collaborative learning; Integrate success coaching, case studies, and simulations to provide practical, real-world experiences that deepen understanding and engagement; Fostering interdisciplinary approaches to address grand challenges will encourage innovative thinking and equip students with the skills needed to tackle complex issues in their fields.

Key Performance Indicators (KPIs)	
Development of Structured Academic Support Programs (new or redesigned peer mentoring, supplemental instruction (SI), and success coaching programs aligned with gateway or high-impact courses)	Training of Support Personnel (Number and percentage of peer mentors, SI leaders, and success coaches trained and certified using standardized institutional protocols)
Faculty Adoption and Participation [Number and percentage of faculty incorporating structured support strategies (peer mentoring, applied learning, interdisciplinary activities) into course design]	Interdisciplinary Support Initiative Development (New interdisciplinary learning modules, courses, or co-curricular experiences designed to address grand challenges and enhance traditional instruction)
Course Integration of Support Strategies [Courses (especially gateway/core) with formally embedded support components (e.g., assigned peer mentors, SI sessions, coaching touchpoints, simulation modules)]	Assessment and Continuous Improvement (Number and percentage of support programs with defined learning objectives, assessment plans, and annual review processes tied to course outcomes)

Strategic Initiative 1.5

Expand and strengthen professional engagement and leadership experiences for students at all stages of their academic pathway

Establish mentorships that connect students with industry professionals and alumni early in academic programs; Implement experiential learning opportunities, such as internships, service projects, and leadership workshops to

develop practical skills and build professional networks; Strengthen student-led professional organizations that encourage active participation and foster leadership development

Key Performance Indicators (KPIs)	
Development of Mentorship Opportunities (Including Interdisciplinary Pairings) [Formal mentorship programs and partnerships established connecting students with industry professionals and alumni, including those that span disciplines and address grand challenge areas (e.g., rural health, quality of life, stronger, safer communities)]	Program-Level Integration of Experiential and Interdisciplinary Learning (Number and percentage of academic programs offering structured experiential learning opportunities, including at least one that incorporates interdisciplinary approaches to grand challenges)
Early Access to Mentorship and Professional Networks (Percentage of students with access to a structured mentorship opportunity in their first year, including exposure to cross-disciplinary or grand challenge-focused mentors/projects)	Growth of Student-Led Professional Organizations and Cross-Disciplinary Engagement [Number of active student-led professional organizations and collaborative initiatives, including those that partner across disciplines to address grand challenges (e.g., joint events, projects, or competitions)]
Expansion of Experiential Learning Opportunities that are Grand Challenge-Focused (New or expanded internships, service-learning projects, simulations, and leadership workshops that explicitly address grand challenges through interdisciplinary collaboration)	Leadership Development Opportunities Focused on Complex Problem-Solving [Leadership development experiences (e.g., academies, workshops, conferences) that emphasize interdisciplinary teamwork and solutions to grand challenges]

CBHS Strategic Objective 1 - Alignment with MTSU STRATEGIC PLAN 2035	
Strategic Initiatives 2.1.1.	Continually assess and adapt learner support structures to ensure students are equitably and optimally supported
Strategic Initiatives 2.1.2.	Expand, coordinate, and communicate support services through intentional onboarding and offboarding processes
Strategic Initiatives 2.1.3.	Fully integrate internships, applied experiences, and career services into the student learning experience
Strategic Initiatives 2.2.1.	Expand and promote comprehensive orientation and ongoing support systems for our diverse community of students, faculty, and staff
Strategic Initiatives 3.1.1.	Conduct campus and community assessments to inform and improve development of partnerships
Strategic Initiatives 3.1.2	Increase industry connections by leveraging and expanding existing internship programs
Strategic Initiatives 3.1.3	Develop integrated communication systems that foster collaboration with the community
Strategic Initiatives 3.2.3	Enhance our comprehensive recruiting strategy and more effectively articulate the multifaceted value of the MTSU educational experience

Strategic Objective 2

Create and optimize innovative degree programs and learning environments that are relevant and responsive to current workforce needs and career advancement

To better prepare students for evolving careers in behavioral and health sciences, the College should embed workforce alignment directly into the curriculum. This includes developing modular, stackable credentials

and certificates that allow students to build specialized skills alongside their degrees, as well as integrating industry-informed competencies into all programs. Regular curriculum review cycles, guided by employer advisory boards and labor market data, can ensure programs remain current, while embedding emerging topics such as AI in healthcare, telehealth, data analytics, and interprofessional collaboration.

Experiential and applied learning should be expanded as a core curricular expectation rather than an optional enhancement. This can include required shadowing opportunities, workshops, internships, clinical placements, service-learning, simulation-based courses, and project-based learning tied to real community and industry challenges. Embedding interdisciplinary coursework that addresses grand challenges - such as rural health, community wellbeing, and support for individuals with disabilities - will further strengthen students' ability to apply knowledge in complex, real-world contexts while building teamwork and problem-solving skills.

We can enhance career readiness by integrating professional development throughout the academic pathway. This includes scaffolded instruction in career competencies such as communication, leadership, ethical decision-making, and entrepreneurship, as well as structured engagement with alumni and industry partners through mentorship, guest lectures, and co-designed coursework. Aligning curricula with clear career pathways, licensure requirements, and opportunities for advancement will ensure graduates are not only workforce-ready but also positioned for long-term professional growth and leadership.

Strategic Initiative 2.1

Continuously enhance and refine course content for all degree programs

Continuous enhancement of course content and degree programs achieved through structured, data-informed review processes that incorporate faculty expertise, student feedback, employer input, and labor market trends; Establish regular curriculum assessment cycles to ensure programs remain current, aligned with industry needs, and responsive to emerging fields; Ongoing faculty instructional development, integration of innovative teaching methods (e.g., simulation, applied learning, and technology-enhanced instruction), and collaboration with industry and community partners to incorporate contemporary professional practices in learning experiences

Key Performance Indicators (KPIs)	
Curriculum Review and Alignment [Number and percentage of degree programs completing a scheduled, data-informed curriculum review cycle (e.g., every 2–3 years) that incorporates faculty expertise, student feedback, employer input, and labor market data]	Student Engagement in Curriculum Improvement [Number and percentage of programs systematically collecting and utilizing student input (e.g., course feedback, engagement data, advisory groups) to inform course and program refinements]
Course Enhancement Implementation [Percentage of courses updated annually based on assessment results, student engagement feedback (e.g., surveys, focus groups), and emerging industry trends]	Faculty Engagement in Instructional Innovation (Faculty participating in professional development and applying new pedagogical approaches or discipline-specific advancements to course design)
Integration of Applied and Innovative Learning Strategies (Number of courses incorporating high-impact practices such as simulation, case-based learning, technology-enhanced instruction, or project-based experiences tied to real-world applications and a listing of these practices)	External Stakeholder-Informed Curriculum Changes (Number of programs implementing curriculum updates based on input from industry partners, alumni, and advisory boards and a listing/description of these updates)

Strategic Initiative 2.2

Create and incorporate value-added elements in all degree programs

Value-added elements embedded across all degree programs and clearly mapped where critical thinking, applied learning, and career-relevant skills are developed throughout the curriculum; Ensure flexible pathways through streamlined prerequisites, varied course formats (in-person, online, hybrid), and year-round offerings to support timely degree completion; Interdisciplinary connections, cross-listed courses, and integration of honors, research, community engagement, and experiential learning (e.g., clinicals, service-learning, study abroad) to further enrich the student experience; Internal and external degree program alignment as connected pathways - supporting entry for freshmen and transfer students while linking to graduate education through accelerated options - creating cohesive, flexible, and career-focused academic experiences (also see Strategic Initiatives 1.3 and 1.5)

Key Performance Indicators (KPIs)	
Value-Added Curriculum Mapping (Degree programs with documented curriculum maps showing where critical thinking, applied learning, and career-relevant competencies are intentionally developed and assessed)	Interdisciplinary and Cross-Program Integration (programs with cross-listed courses, shared curriculum, or formal interdisciplinary collaborations with other degree programs)
High-Impact Practice Integration [Embedding experiential learning components (e.g., clinicals, internships, service-learning, research, study abroad, honors) as required or structured elements within the curriculum]	Student Participation in Value-Added Experiences [Number and percentage of students engaged in at least one value-added experience (e.g., research, community engagement, study abroad, internships) prior to graduation, informed by student engagement data]
Flexible Pathway Implementation [Programs offering streamlined degree progression (e.g., reduced prerequisites, multiple delivery formats, year-round course availability) to support timely completion]	Pathway Alignment and Progression Rate [Number and percentage of programs with clearly defined pathways connecting entry points (freshman/transfer) to improve the number of students graduating with intended credit hours for degree completion and/or entry into accelerated program options]

Strategic Initiative 2.3

Continuously improve academic facilities, infrastructure, and equipment

Continuous improvement of academic facilities, infrastructure, and equipment can be achieved through strategic, data-informed planning that aligns investments with evolving workforce needs and program priorities. Regular input from faculty, students, and industry partners can guide upgrades to labs, simulation spaces, clinical environments, and technology to ensure students train with current, practice-relevant tools. Creating shared, interdisciplinary environments - such as simulation centers, research labs, and collaborative learning spaces - can maximize resources while fostering teamwork across programs like nursing, speech-language pathology, exercise science, nutrition, social work, psychology, hospitality, and public health. These shared spaces should be designed to support interprofessional education, applied learning, and community engagement. Sustained success will require coordinated scheduling, ongoing maintenance and renewal plans, and pursuit of external funding and partnerships to support innovation. Together, these efforts create flexible, modern learning environments that enhance student preparation and reflect real-world practice settings.

Key Performance Indicators (KPIs)	
Facilities and Equipment Review (Programs completing an initial and regularly scheduled, data-informed review of facilities, labs, simulation spaces, and equipment aligned with workforce and program needs)	Student and Faculty Access and Satisfaction with Learning Environments (Student- and faculty-reported access to and satisfaction with labs, technology, and learning spaces, informed by surveys and engagement metrics)

Shared and Interdisciplinary Space Utilization [Increase number of programs actively using shared facilities (e.g., simulation centers, collaborative labs) to support interdisciplinary teaching, learning, and research]	Technology Modernization and Integration [Regularly updating and integrating current, industry-relevant technologies (e.g., simulation tools, digital health platforms, data analytics software, instructional technologies) into teaching and learning environments, based on defined review cycles and stakeholder input]
Alignment of Facilities with Industry Standards (Increase programs with facilities and equipment that meet or exceed current professional, clinical, or industry standards)	External Funding and Partnership Support for Infrastructure (Increase amount of facility, equipment, and technology enhancements supported through external funding, grants, or industry partnerships)

CBHS Strategic Objective 2 - Alignment with MTSU STRATEGIC PLAN 2035	
Strategic Initiatives 1.1.1.	Continually refine the inventory and delivery of dynamic curricular programs to ensure ongoing and emerging needs are met
Strategic Initiatives 1.1.2.	Solidify our reputation as a recognized leader in instructional excellence through enhanced faculty professional development and innovative pedagogies
Strategic Initiatives 1.1.3.	Continuously update campus facilities, equipment, and technology
Strategic Initiatives 1.2.1.	Fully support development of new research/scholarship focused degree programs
Strategic Initiatives 2.1.3.	Fully integrate internships, applied experiences, and career services into the student learning experience
Strategic Initiatives 3.1.1.	Conduct campus and community assessments to inform and improve development of partnerships
Strategic Initiatives 3.1.2	Increase industry connections by leveraging and expanding existing internship programs
Strategic Initiatives 3.1.3	Develop integrated communication systems that foster collaboration with the community

Strategic Objective 3

Advance research, scholarship and creative activity that promotes human flourishing

To advance research, scholarship, and creative activity that promotes human flourishing, the College of Behavioral and Health Sciences can invest in building a strong, collaborative research ecosystem aligned with its grand challenges: healthy living, rural health, intellectual and developmental disabilities, and stronger, safer communities. This includes developing interdisciplinary research clusters, seed funding programs, and internal grant competitions that prioritize projects addressing these areas, while fostering partnerships with healthcare systems, community organizations, and industry to ensure research is relevant and impactful.

The College can further support faculty and student scholarship by expanding infrastructure for research development, including grant writing support, undergraduate and graduate research opportunities, and integration of research into the curriculum. Creating pathways for students to engage in applied research, community-based participatory research, and creative works tied to real-world challenges will strengthen both learning and impact, particularly in underserved and rural populations.

Finally, promoting dissemination and translation of research into practice will be critical. This can include supporting publications, presentations, and creative outputs, as well as encouraging innovation, commercialization, and policy engagement. By aligning research efforts with community needs and the College's grand challenges, CBHS can generate meaningful knowledge, improve lives, and contribute to sustainable, scalable solutions that enhance human flourishing.

Strategic Initiative 3.1

Build and sustain a high-impact research faculty

Recruit, retain, and support faculty whose expertise advances cutting-edge research aligned with CBHS grand challenges, particularly in rural health and healthcare outcomes. Implement adjustable workload models that recognize and reward research, scholarship, and creative activity through reassigned time, clear expectations, and incentives for productivity and external funding.

Key Performance Indicators (KPIs)	
Strategic Faculty Hiring Alignment [New faculty hires whose research agendas align with degree program strategic initiatives and CBHS grand challenges (e.g., rural health, community wellbeing, disabilities, safer communities)]	Increase External Funding (Increase number of faculty submitting external grant proposals and the number of faculty serving as PI/Co-PI on funded projects)
Increase Number of Research-Active Faculty [Faculty demonstrating active engagement in research, scholarship, or creative activity with external partnerships and students (e.g., publications, presentations, grant submissions)]	Scholarly Productivity per Faculty Member (Increase the number of peer-reviewed publications, presentations, or creative works per faculty member annually)
Reassigned Time Utilization for Research (Expand reassigned time for research and scholarship and increase eligible faculty receiving and effectively utilizing reassigned time to support research productivity, as evidenced by scholarly outputs and grant activity)	Grand Challenge Research Engagement and Impact [Research, scholarship, and creative activity with internal and external collaborations that align with CBHS grand challenges (e.g., rural health, healthy living and quality of life, intellectual and developmental disabilities, stronger and safer communities), including the number of projects, publications, and funded grants that demonstrate measurable impact on community and health outcomes]

Strategic Initiative 3.2

Strengthen research infrastructure and support systems

Develop a comprehensive research support ecosystem that enhances competitiveness and productivity, including pre-award and post-award support, grant writing assistance, internal seed funding aligned with external funding opportunities, and dedicated leadership (e.g., an Associate Dean for Research). Expand support for graduate assistants and research staff to increase capacity for sustained scholarly activity.

Key Performance Indicators (KPIs)	
Research Leadership and Support Development [Establishment and effectiveness of an Associate Dean for Research and Scholarship, to implement structured support systems (e.g., mentoring, grant development, research strategy) and measurable increases in faculty research engagement and funding activity]	External Grant Submission and Success Rate (Number of external grant submissions and percentage of funded proposals, reflecting increased competitiveness supported by infrastructure and grant development resources)

Research Support System Development and Utilization [Establishment and expansion of core research support services (e.g., pre-award, post-award, grant writing, compliance, seed funding programs), and the percentage of faculty actively utilizing these services annually.]	Internal Seed Funding to External Funding Conversion Rate (Percentage of RIDI and other internally funded seed projects that result in external grant submissions and/or funded awards aligned with targeted RFPs)
Pre- and Post-Award Support Utilization [Number and percentage of faculty engaging with pre-award (e.g., grant development, proposal review) and post-award (e.g., grant management, compliance) support services]	Research Support Capacity Growth (Increase in the number of graduate assistants, research staff, and support personnel contributing to faculty research and scholarly productivity)

Strategic Initiative 3.3

Integrate students into research and creative activity

Embed undergraduate and graduate student engagement in research, scholarship, and creative work across all programs. Students should be involved in all faculty-led projects, community-based research, and applied scholarship, with an emphasis on addressing rural health disparities and improving community outcomes.

Key Performance Indicators (KPIs)	
Student Participation in Research and Creative Activity (Number of undergraduate and graduate students engaged in faculty-led research, scholarship, or creative projects prior to graduation)	Community-Engaged and Grand Challenge-Focused Student Research (Number of interdisciplinary student research projects addressing CBHS grand challenges, particularly rural health disparities and community outcomes)
Curricular Integration of Research Experiences [Number of degree programs embedding research, scholarship, or creative activity as a required or structured component of the curriculum (e.g., capstones, research courses, applied projects resulting in presentations at regional, national, international conferences and/or published in peer-reviewed professional outlets)]	Graduate and Undergraduate Research Support Capacity [Number of funded student research positions (e.g., graduate assistants, undergraduate research fellows) supporting faculty projects]
Student Co-Authorship and Presentation Rate [Number and percentage of students contributing to scholarly outputs (e.g., publications, conference presentations, creative works) with faculty]	Student Research Funding Investment and Utilization (Total amount of internal and external funding allocated to support undergraduate and graduate student engagement in research, scholarship, and creative activity, and the percentage of those funds actively utilized by students.)

Strategic Initiative 3.4

Advance collaborative, community-engaged research for impact

Foster interdisciplinary partnerships with industry, healthcare systems, and community organizations to co-develop and implement research that addresses relevant and pressing challenges. Prioritize community-engaged and translational research that improves health outcomes, particularly in rural and underserved populations, and strengthens the College's role as a driver of regional impact and innovation.

Key Performance Indicators (KPIs)	
Community-Engaged Research Participation (Number of faculty and programs involved in research partnerships with community organizations, healthcare systems, or industry)	Community-Impact Research Outcomes (Number of projects demonstrating measurable impact on community or health outcomes, particularly in rural and underserved populations)

Interdisciplinary Collaborative Research (Number of research projects involving multiple disciplines or cross-program collaboration within the College)	Translational Research and Implementation (Number of research projects that move beyond discovery to implementation, practice change, policy influence, or community-based application)
External Partnership Development and Sustainability (Number of active partnerships with community, industry, and healthcare organizations, including multi-year or recurring collaborations)	Externally Funded Collaborative Research (Amount and number of external funding awarded to collaborative, community-engaged research projects aligned with regional and grand challenge priorities)

CBHS Strategic Objective 3 - Alignment with MTSU STRATEGIC PLAN 2035	
Strategic Initiatives 1.2.1.	Fully support development of new research/scholarship focused degree programs
Strategic Initiatives 1.2.2.	Invest appropriately in faculty and their scholarship
Strategic Initiatives 1.2.3.	Adjust policies and staffing structures to support excellence in research and creative activities
Strategic Initiatives 2.1.3.	Fully integrate internships, applied experiences, and career services into the student learning experience
Strategic Initiatives 3.1.1.	Conduct campus and community assessments to inform and improve development of partnerships
Strategic Initiatives 3.1.2	Increase industry connections by leveraging and expanding existing internship programs
Strategic Initiatives 3.1.3	Develop integrated communication systems that foster collaboration with the community

Strategic Objective 4

Potentiate human well-being and capacity by investing in faculty and staff

To potentiate human well-being and capacity, the College can invest in faculty and staff through expanded professional development in support services, peer support networks, continuous growth and development in teaching, research, leadership, and emerging areas in technology - such as AI in research, scholarship, and healthcare - alongside clear pathways for advancement. Competitive compensation, balanced workloads, and transparent expectations will support recruitment, retention, and job satisfaction.

A strong culture of well-being can be fostered through structured mentoring and personal and professional wellness initiatives that promote engagement, resilience, and belonging. Recognizing, celebrating, and rewarding excellence across teaching, research, and service further reinforces this culture.

Finally, creating an inclusive, collaborative environment—by supporting staff development, shared governance, and interdisciplinary engagement—will strengthen individual and organizational capacity, enabling faculty and staff to thrive and advance the College's mission.

Strategic Initiative 4.1

Strengthen workforce support, recognition, and retention

Advocate for competitive compensation, balanced workloads, and clear expectations to support recruitment and retention. Implement formal systems to recognize, celebrate, and reward excellence across teaching, research, service, and staff contributions, reinforcing a culture that values and invests in its people.

Key Performance Indicators (KPIs)	
Recruitment Effectiveness (Success in attracting qualified candidates, measured by time-to-fill positions, acceptance rates, and candidate quality aligned with departmental priorities)	Workload Balance and Satisfaction (Faculty and staff-reported satisfaction with workload distribution, clarity of expectations, and ability to meet professional responsibilities)
Faculty and Staff Retention (Number and percentage of faculty and staff retained annually, with attention to high-performing and high-demand roles)	Recognition and Reward for Accomplishments (Consistent recognition of faculty and staff receiving awards and acknowledgments for excellence in teaching, research, service, and staff accomplishments)
Competitive Compensation Alignment (Degree to which faculty salaries align with peer and benchmark institutions, and staff alignment with marketplace - measured through regular market analyses)	Employee Engagement and Climate (Results from faculty and staff surveys assessing engagement, sense of value, workplace culture, and organizational support)

Strategic Initiative 4.2

Expand professional growth, innovation, and career advancement

Provide continuous development opportunities in teaching, research, leadership, and emerging technologies, while establishing clear, transparent pathways for career progression. Support both faculty and staff through training, certifications, and leadership development to build capacity, community, and adaptability.

Key Performance Indicators (KPIs)	
Participation in Professional Development Activities (Number and percentage of faculty and staff engaging annually in development opportunities related to teaching, research, leadership, and emerging technologies)	Leadership Development Pipeline Growth (Number of faculty and staff participating in leadership development programs and advancing into formal or informal leadership roles)
Application of Professional Development to Practice (Number of participants demonstrating implementation of new skills or innovations in teaching, research, leadership, or operational practices)	Certification and Credential Attainment (Number of faculty and staff earning relevant certifications, credentials, or specialized training aligned with role expectations and emerging fields)
Career Pathway Clarity and Utilization [Number of faculty and staff with documented career progression plans and advancement milestones (e.g., promotion, leadership roles, certifications)]	Innovation in Teaching, Research, and Practice [Number of faculty and staff integrating innovative approaches (e.g., technology-enhanced instruction, AI applications, new research methods) into their work]

Strategic Initiative 4.3

Cultivate a supportive, inclusive, and high-quality workplace

Enhance workplace culture by promoting well-being and a sense of belonging through mentoring, peer support networks, and wellness initiatives. Foster an inclusive, collaborative environment that supports shared governance, interdisciplinary engagement, and meaningful participation in decision-making.

Key Performance Indicators (KPIs)	
Well-Being Program Development [Number of well-being-focused events, programs, and initiatives developed and offered annually (e.g., workshops, retreats, wellness activities)]	Mentorship and Peer Support Participation (Number of faculty and staff engaged in formal mentoring programs or peer support networks)

Utilization of Wellness and Support Programs (Number of faculty and staff accessing wellness initiatives, employee support services, or work-life balance programs)	Shared Governance and Engagement (Number of faculty and staff participating in committees, task forces, or decision-making bodies across the College)
Well-Being Initiative Impact and Engagement (Frequency of well-being events and level of faculty and staff participation, along with measured impact on reported well-being, engagement, and workplace satisfaction)	

CBHS Strategic Objective 4 - Alignment with MTSU STRATEGIC PLAN 2035	
Strategic Initiatives 1.2.2.	Invest appropriately in faculty and their scholarship
Strategic Initiatives 2.1.2	Expand, coordinate, and communicate support services through intentional onboarding and offboarding processes
Strategic Initiatives 2.2.1.	Expand and promote comprehensive orientation and ongoing support systems for our diverse community of students, faculty, and staff
Strategic Initiatives 2.3.1	Update philosophies, policies, and practices to align with current employment marketplace realities
Strategic Initiatives 2.3.2	Vigorously pursue competitive compensation rates for employees
Strategic Initiatives 2.3.3.	Create robust onboarding and ongoing professional development programs that include transition plans for all roles
Strategic Initiatives 3.1.1.	Conduct campus and community assessments to inform and improve development of partnerships
Strategic Initiatives 3.1.3	Develop integrated communication systems that foster collaboration with the community

Strategic Objective 5

Strengthen community engagement and professional networks that support the academic mission and maximize regional impact

We will expand and nurture lasting partnerships with healthcare systems, community organizations, schools, and industry to co-develop programs, research, and service initiatives that address regional needs - particularly in areas such as rural health and community well-being.

The College will enhance professional networks by building more intentional and structured engagement with alumni, advisory boards, and industry leaders through mentorship programs, guest lectures, collaborative projects, and continuing education opportunities. These connections strengthen workforce alignment, expand career pathways for students, and reinforce the College's role as a regional partner and thought leader.

Improving marketing and communication strategies will be critical to amplifying this impact. This includes developing a coordinated approach to storytelling, digital presence, and outreach that highlights partnerships, student success, research outcomes, and community impact. Leveraging data-driven marketing, targeted messaging, and consistent branding will increase visibility, strengthen recruitment, enhance donor engagement, and position the College as a hub for innovation and engagement in behavioral and health sciences.

Strategic Initiative 5.1

Expand community-engaged partnerships aligned with CBHS grand challenges

Develop and sustain strategic partnerships with healthcare systems, community organizations, schools, and industry to co-create programs, research, and service initiatives that address CBHS grand challenges (e.g., rural health, healthy living and quality of life, disabilities, safer communities) and improve regional outcomes.

Key Performance Indicators (KPIs)	
Partnership Development Rate [Number of new formalized partnerships (e.g., MOUs, contracts, affiliation agreements) established annually with healthcare systems, community organizations, schools, and industry]	External Funding Leveraged Through Partnerships [Total dollar amount of external funding (grants, contracts, philanthropy) secured through community-engaged partnerships]
Active Partnership Engagement (Partnerships with at least one co-developed activity (program, research project, internship, or service initiative) implemented within a given year)	Community Impact/Outcomes [Measurable improvements tied to partnership activities (e.g., increased access to care, improved health indicators, program participation rates, reduced disparities), as defined per initiative]
Co-Created Grand Challenge Initiative [Number of jointly developed initiatives addressing CBHS grand challenges (e.g., rural health, disabilities, safer communities), including programs, grants submitted/awarded, or service interventions]	Partnership Sustainability and Scale [Number of partnerships sustained beyond 3 years and/or expanded (e.g., multi-project collaborations, regional replication, or increased service reach)]

Strategic Initiative 5.2

Strengthen professional networks and workforce pathways

Enhance engagement with alumni, employers, and advisory boards through mentorship programs, internships, guest instruction, and continuing education. Build clear pipelines that connect students to careers while positioning CBHS as a regional leader in workforce development.

Key Performance Indicators (KPIs)	
Network Expansion and Engagement [Number of actively engaged alumni, employers, and advisory board members participating annually in CBHS activities (mentorship, guest lectures, internships, etc.) and type of engagements]	Employer Partnership Outcomes (Number of internships, job placements, and repeat hires facilitated through CBHS employer relationships)
Student Participation in Experiential Pathways [Number and percentage of students participating in internships, practica, mentorship programs, or other workforce-aligned experiences prior to graduation]	Workforce Placement and Career Readiness (Percentage of graduates employed in their field or enrolled in advanced study within 6 months of graduation)
Mentorship Program Effectiveness [Accomplishments and satisfaction ratings from both students and mentors (via annual surveys)]	Employer-Sponsored Education Agreements [Number of active employer service agreements and total enrolled “company-sponsored” students (employees or nominated students receiving the corporate tuition rate) per academic year]

Strategic Initiative 5.3

Advance strategic marketing and storytelling for impact

Implement a coordinated, data-informed marketing and communication strategy that elevates the College's visibility by showcasing student success, faculty expertise, community partnerships, and measurable impact tied to the grand challenges. Strengthen branding, digital presence, and targeted outreach to key stakeholders.

Key Performance Indicators (KPIs)	
Digital Engagement and Reach Growth (Growth in website traffic, social media reach, and engagement rates (clicks, shares, comments) across CBHS platforms)	Audience Conversion Rate [Percentage of target audiences (prospective students, partners, alumni) who take a desired action after engagement (e.g., apply, inquire, attend events, partner with CBHS)]
Strategic Content Production and Alignment [Number of high-quality, data-informed stories and marketing assets produced annually that explicitly align with CBHS grand challenges (e.g., student success, faculty expertise, community impact)]	Brand Perception and Awareness [Changes in brand awareness and perception among key stakeholders (students, alumni, employers, community partners), measured through periodic surveys or sentiment analysis]
Media and Thought Leadership Impact [Number of earned media placements, expert features, and faculty contributions (e.g., interviews, op-eds, speaking engagements) highlighting CBHS expertise and impact]	Campaign ROI and Impact Metrics [Return on investment for major campaigns, including cost per lead, cost per enrollment, and measurable outcomes tied to grand challenges (e.g., partnership inquiries, program participation)]

Strategic Initiative 5.4

Grow philanthropy and donor engagement through CBHS grand challenge initiatives

Leverage the College's grand challenges to build compelling cases for support that attract donors, alumni, and philanthropic partners. Expand fundraising efforts to support scholarships, community-based programs, research initiatives, and facilities that drive regional impact and innovation.

Key Performance Indicators (KPIs)	
Donor Pipeline Development and Qualification [Number of new prospective donors (individuals, foundations, corporate partners) identified and qualified annually with interest aligned to CBHS grand challenges]	Major Gift and Strategic Investment Growth [Number and total value of major gifts (e.g., \$25K+ or institution-defined threshold) and multi-year commitments supporting our academic programs and grand challenge initiatives]
Grand Challenge-Aligned Fundraising [Total dollars raised annually in support of initiatives tied to CBHS grand challenges (scholarships, research, community programs, facilities)]	Donor Retention and Stewardship Effectiveness (Percentage of donors who give in consecutive years, along with satisfaction and engagement levels measured through stewardship touchpoints)
Donor Engagement and Participation (Percentage of alumni, partners, and identified prospects who engage with CBHS through giving, events, campaigns, or advisory involvement)	Impact Reporting and Outcomes [Percentage of funded initiatives with documented outcomes (e.g., student scholarships awarded, community impact metrics, research outputs) communicated to donors annually]

CBHS Strategic Objective 5 - Alignment with MTSU STRATEGIC PLAN 2035

Strategic Initiatives 1.1.1.	Continually refine the inventory and delivery of dynamic curricular programs to ensure ongoing and emerging needs are met
-------------------------------------	---

Strategic Initiatives 1.1.2.	Solidify our reputation as a recognized leader in instructional excellence through enhanced faculty professional development and innovative pedagogies
Strategic Initiatives 1.1.3.	Continuously update campus facilities, equipment, and technology
Strategic Initiatives 1.2.1.	Fully support development of new research/scholarship focused degree programs
Strategic Initiatives 3.1.1.	Conduct campus and community assessments to inform and improve development of partnerships
Strategic Initiatives 3.1.2.	Increase industry connections by leveraging and expanding existing internship programs
Strategic Initiatives 3.1.3.	Develop integrated communication systems that foster collaboration with the community
Strategic Initiatives 3.2.1.	Strengthen, disseminate, and ensure consistent use of the university's overall marketing and brand strategies
Strategic Initiatives 3.2.2.	Create and invest in strategic funding enhancement plan that effectively engages state, alumni, and donor partners
Strategic Initiatives 3.2.3.	Enhance our comprehensive recruiting strategy and more effectively articulate the multifaceted value of the MTSU educational experience