



Year Five Progress Report
Strategic Plan
Pathways to Excellence 2025

July 2025

Introduction

The Tennessee State University (TSU) Strategic Plan, *Pathways to Excellence 2025*, was presented and approved by the Board of Trustees during the September 2020 meeting. The initial strategic plan was crafted with five strategic goals, and twenty-four (24) objectives which then led to the development of 55 strategies. However, in August 2021, based on lessons learned during year one of implementation, the strategic plan was modified to from 24 to 19 objectives with only 36 strategies remaining. Year five marks the final year of the ***Pathways to Excellence 2025***; and as TSU ends its fifth year of implementation, we are pleased to report on the progress towards achieving our goals this academic year. Every stakeholder involved in this process has contributed to the tremendous progress made. We are committed to continuing to work towards our goals and to making TSU the best university it can be. Through the hard work and dedication of our faculty, staff, students, and alumni, we have made significant strides in all areas of the plan.

A summary of results for the thirty-six strategies of the five-year plan are outlined on pages 4-58 of this report in table format and include Year Five (2024-2025) performance targets, assessment results, and conclusion. Page 59 of this report provides the University's Dashboard with updated progress of the key performance indicators.

Year Five Implementation - Lessons Learned

In the fifth year of executing the University's five-year strategic plan, we have gleaned significant insights that have streamlined our strategies and expedited progress toward our institutional objectives. Key lessons include the critical need in providing the necessary support to sub-committee members newly assigned to reporting results for the plan by providing help desk hours throughout Spring 2024. It is essential that the strategic plan is articulated transparently and comprehensively to all stakeholders to foster a unified commitment. Our assessment practices are deliberately linked to institutional goals, ensuring that every action and outcome directly contributes to the University's institutional goals. This unity ensures that each department and unit is synchronized with common objectives, enhancing collaborative efforts and optimizing resource allocation. Continuous evaluation of each unit's impact and ongoing improvements have been pivotal in driving systemic enhancement. Furthermore, our collaborative engagements with stakeholders have been instrumental in advancing our strategic goals. These partnerships have not only expanded our capabilities but also enriched the educational ecosystem.

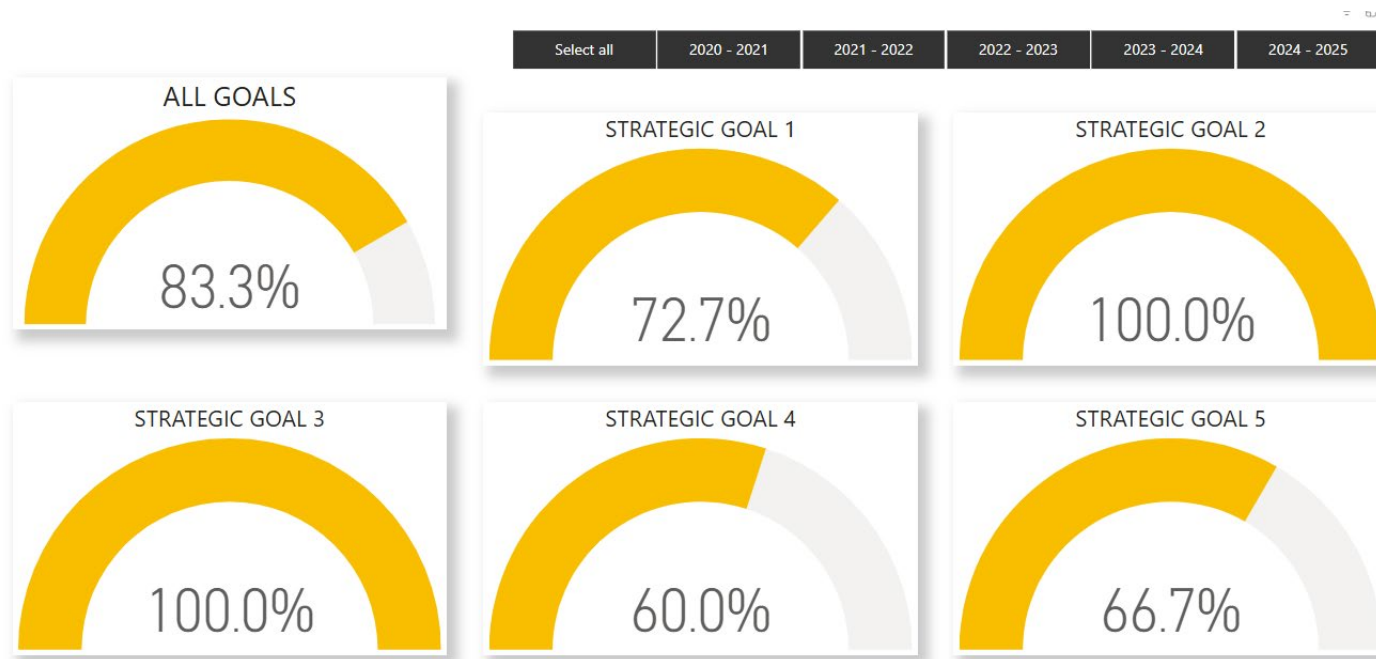
Year Five Result Progress

As the graphic below indicates, 100 percent (100%) of the strategies have reported results. Of those strategies evidencing results, 94.4% reported that the benchmark had been met.

Strategic Goal	Strategies	Strategies with Results	% of Strategies with Results	% of Strategies with Results = Benchmark Met
STRATEGIC GOAL 1: ATTRACT, PREPARE, AND GRADUATE SCHOLARS TO CHANGE THE WORLD	11	11	100.0%	90.9%
STRATEGIC GOAL 2: CULTIVATE AN ORGANIZATIONAL CLIMATE THAT PROMOTES COLLABORATION, CONTINUOUS IMPROVEMENT, AND HIGH PERFORMANCE	9	9	100.0%	88.9%
STRATEGIC GOAL 3: CREATE A TRANSFORMATIVE EDUCATIONAL ENVIRONMENT THAT IMPACTS MIDDLE TENNESSEE AND BEYOND	8	8	100.0%	100.0%
STRATEGIC GOAL 4: GENERATE REVENUE AND CAPACITY TO REINVEST IN STRATEGIC PRIORITIES	5	5	100.0%	100.0%
STRATEGIC GOAL 5: PROMOTE, STRENGTHEN AND SUSTAIN ACADEMIC EXCELLENCE IN TEACHING AND LEARNING	3	3	100.0%	100.0%
Total	36	36	100.0%	94.4%



Strategic Goal Completion Rate: The University has made continual progress in advancing our collective strategies within five strategic goals. To date, thirty (30) strategies were completed, six (6) strategies were not completed during the five-year plan. Based on all reported data, strategic goal completion rates are depicted in the graphic below.



GOAL 1: ATTRACT, PREPARE, AND GRADUATE SCHOLARS TO CHANGE THE WORLD

GOAL 1. OBJECTIVE 1: GROW UNDERGRADUATE AND GRADUATE ENROLLMENT

	Performance Target	Results	Conclusion
Strategy 1 Expand recruitment and enrollment of traditional high school population within the state of Tennessee and within the 250-mile radius.	3% annual increase in freshman enrollment	Fall 2023 – 2151 Fall 2024 – 1203 44.1% Decrease	Performance Target Not Met Strategy Status: Not Completed
Strategy 2: Expand recruitment and enrollment of transfer students.	3% annual increase in transfer student enrollment	Fall 2023- 218 Fall 2024- 253 16.1 % Increase	Performance Target Partially Met Strategy Status: Completed
Strategy 3: Expand recruitment and enrollment of international students	3% annual increase in international student enrollment	Fall 2023: 222 Fall 2024: 247 11.3% Increase	Performance Target Met Strategy Status: Completed
Strategy 4: Expand recruitment and enrollment of non-traditional student populations.	3% annual increase in nontraditional student enrollment	Fall 2023 – 1,103 Fall 2024: 988 10.4% Decrease	Performance Target Not Met Strategy Status: Not Completed
Strategy 5: Expand recruitment and enrollment of graduate populations within Nashville, the state of Tennessee, and worldwide.	3% annual increase in graduate student enrollment	Fall 2023: 1,433 Fall 2024: 1,253 12% Decrease	Performance Target Not Met Strategy Status: Not Completed

GOAL 1. OBJECTIVE 2: DEVELOP INNOVATIVE APPROACHES TO RETAIN A DIVERSE STUDENT BODY

	Performance Target	Results	Conclusion
Strategy 1: Improve student participation in professional development and career readiness opportunities.	3% annual increase in utilization	During the 2024–2025 academic year, the Career Development Center continued its commitment to supporting students' professional growth and career readiness. This was achieved through nine Lunch and Learn sessions, seven tabletop recruiting events, and our Fall and Spring Career Fairs. These programs were bolstered by collaborations with corporate partners such as HCA, Amazon, Cintas, Advantage Solutions, and Teach for America. However, due to incomplete data collection during this period, percentage-based outcome measurements were inconclusive.	Performance Target Not Met Strategy Status: Completed

GOAL 1. OBJECTIVE 3: IMPROVE GRADUATION ATTAINMENT PERFORMANCE

	Performance Target	Results	Conclusion
Strategy 1: Widen the use of prior learning assessment.	3% annual increase in the number of students participating in Prior Learning Assessment (PLA)	The Prior Learning Assessment (PLA) program experienced exceptional growth between the 2023-2024 and 2024-2025 academic years. Total participation increased from 7 students to 95 students, representing a remarkable 1,257.1% growth - far exceeding the 3% target.	Performance Target Met Strategy Status: Completed

GOAL 1. OBJECTIVE 4: EXPAND ONLINE ACADEMIC PROGRAMS THAT ADDRESS THE DIVERSE NEEDS OF THE STUDENT AND CONSTITUENTS.

	Performance Target	Results	Conclusion
Strategy 1: Determine the new or existing degree programs to offer fully online based on data relevant to market demand.	Increase by one program every two years	Satisfactory progress was made toward meeting the goal to increase the number of online program offerings. Two additional degree programs were approved (Master of Science in Business Data Analytics and Graduate Certificate in Higher Education Teaching), resulting in a total of 39 programs approved for distance education delivery.	Performance Target Met Strategy Status: Completed
Strategy 2: Boost faculty participation in university online training to encourage faculty buy-in of additional online program offerings	Increase by ten (10) faculty each year	Strategy Status: Completed 2024	Performance Target Met

GOAL 1. OBJECTIVE 5: ESTABLISH A COMPREHENSIVE ON-BOARDING PROCESS INCLUSIVE OF ORIENTATION, TUTORIAL SUPPORT, ADVISEMENT, REGISTRATION, AND OTHER ACADEMIC AND STUDENT SUPPORT SERVICES.

	Performance Target	Results	Conclusion
Evaluate the onboarding process.	Achieve 75% student satisfaction annually	Strategy Status: Completed 2021	Performance Target Met

GOAL 1. OBJECTIVE 6: PROVIDE STUDENT ACCESS TO EXPERIENTIAL LEARNING, RESEARCH AND ENGAGEMENT OPPORTUNITIES.

	Performance Target	Results	Conclusion
Strategy 1: Grow and track student involvement in high impact practices within curricular and co-curricular.	2% Annual Increase of student involvement in high impact practices	During the 2024–2025 academic year, the <i>Career Development Center</i> target performance was met by coordinating and collaborating with numerous departments and employers to deliver a total of 21 information sessions and 10 career readiness workshops for students. These events provided valuable insights into industry trends, job search strategies, and professional development, directly connecting students with experts and potential employers. To build on the progress made in 2024–2025, the Career Development Center aims to further strengthen its impact by expanding collaborations with academic departments and student organizations, developing industry-specific programming, and incorporating virtual engagement tools. Efforts will also focus on enhancing marketing strategies, establishing a faculty liaison program, and implementing outcome tracking to assess and improve the effectiveness of services. These initiatives are designed to broaden student reach, deepen engagement, and ensure continued alignment with evolving workforce needs.	Performance Target Met Strategy Status: Completed

A number of students in the *College of Life and Physical Sciences* participated in High Impact Educational Practices. The Dr. Levi Watkins, Jr. Scholars (Cohort/Learning Community) take all of their Science and Mathematics core courses together. This allows students to work closely with one another while common topics from Chemistry and Biology are covered. These students also gain shadowing experience by working with Physicians at local hospitals. There are about 45 students from the College of Life and Physical enrolled in the Dr. Levi Watkins, Jr. Accelerated Pathway Program. Students in the College also participated in Biology Day and Chemistry Day. These common intellectual experiences expose our students to various topics in the fields of Biology and Chemistry. About 30% of our students participated in High Impact Educational Practices meeting the target performance goal for AY2024-25.

For the *College of Liberal Arts*, 203 students enrolled in capstone, senior project, or senior seminar courses where they conducted independent research under the guidance of a faculty member. 189 or 93.1% completed successfully. 147 students participated in internships which is a 19.5% increase over 2023-2024 which saw 123 placements meeting the target performance goal for AY2024-25.

During the 2024-2025 academic year, students from the *College of Agriculture* actively engaged in High-Impact Practices (HIPs). Specifically, seventy-five Dean's Scholars program students, dedicated to undergraduate research and extension, collectively contributed to research and extension-related endeavors. Additionally, the College facilitated global learning and study abroad opportunities across various countries, including Senegal, Kenya, Panama, India, Italy, London, India, and Australia. Throughout the academic year, students proactively pursued internships, securing placements at several organizations. These internships encompassed a range of institutions, including University of Tennessee, Farm Foundation, IRCO Digital, Tribal Health Experiential Student Internship Seminar (THESIS), University of Wisconsin-Madison, Kansas State University, Hibbett Sports, City of San Francisco, NOAA Fisheries, Kentucky Equine Management Internship, USDA NRCS, Metro Water Service, Virginia Tech, Mobilize Green, University of Maryland, Cawaco R&D, National Crop Insurance (NCIS), University of Arkansas Medical Sciences, UT Soil Plant and Pest Center, USDA ARS, Massachusetts Institute of Technology, VetUp! Purdue, Farm Credit Mid America, PSEG Institute of Sustainability, Clyde York 4-H,

and ADM. placements meeting the target performance goal for AY2024-25

Programs within the *College of Engineering* (architectural engineering, civil engineering, mechanical engineering, electrical engineering, computer science and applied & industrial technologies) implemented high impact practice (HIP) in required internships, field experiences, and capstone design courses for graduation.

The *College of Business* submitted a plan to the accreditation agency AACSB to review its curriculum twice within a five-year period. As part of this process, the College conducted a full curriculum review in Spring 2025 and the changes expected to be implemented started in Fall 2025. Our freshman students participate in the UNIV-1000 course, which contained several high impact practices. In the Accounting Department, we have collaborated with the accounting firm KPMG, to present a course which prepares students to function in an accounting firm environment. Total 99 students participated in the College's Capstone course and 98 students passed with a grade of C or better. One of the College of Business's faculty also represented TSU as a Technology Enhanced Learning Ambassador for the TBR HIP Ambassador Program.

Within the *College of Education* faculty integrates high-impact practices such as research projects, action research, and field-based inquiry into coursework and supervision. These experiences support student learning while also contributing to faculty research agendas that explore teacher development, student outcomes, and educational equity. The Psychology BS program continues to track participation in HIP practices in undergraduate research participation, peer tutoring, study abroad, and psychology honor societies. Traditionally, graduate students in the doctoral program have received support through graduate assistant opportunities, as they have been available through the State of Tennessee or Title III funding. This year, three PhD students are participating in a POTUS scholar program, which provides tuition and a TA/RA position with a stipend, as well as travel funding. The Psychology department faculty are serving as mentors for these students.

Student involvement in high-impact practices has been significantly expanded through the department's EDLD Chair Awards program, which recognized outstanding student achievements in research methods, statistics, and analysis, with recipients including Tanuel Ford, Chasitie Goodman, and Nicole Marie Healy. The Chronicle of Excellence in Leadership publication has provided all students with opportunities to engage with current educational leadership topics and research trends, featuring sections on ethical leadership and emerging dissertation topics. Additionally, two major departmental events have enhanced student engagement: the Fall 2024 Motivational Speaker Series with themes of "Believe in Yourself" (October) and "Building Your Dream" (November) AWC, and the "In the Spirit of Excellence" panel discussion on April 17, 2025, which featured accomplished doctoral students and alumni including DeeAnne Miree (2024 National Distinguished Principal Award recipient) and Johnny Croft (2024 CMA Foundation Music Teacher of Excellence Award winner).

In partnership with the Department of Teaching and Learning and the Metro-Nashville Public Schools (MNPS), the Pre-Residency and Residency students participated in high-quality instructional materials (HQIM) workshops. Facilitators from MNPS, led the workshops for aspiring educators and department faculty to reinforce the importance of using such resources when planning and instructing learning.

In the past year, all programs within the *College of Health Sciences* successfully implemented at least one high-impact practice (HIP). The most prevalent HIP involves student participation in internships, co-ops, field experiences, student teaching, or clinical placements. Programs such as Dental Hygiene, Healthcare Administration & Planning, Physical Therapy, Occupational Therapy, Cardiorespiratory Care Sciences, Health Information Management, Nursing, and Speech Pathology & Audiology have integrated these experiences, primarily driven by professional accreditation requirements for supervised clinical practice. Additionally, service learning has emerged as another common HIP, particularly within programs like Health Sciences, Public Health, and Human Performance & Sport Sciences. Research collaborations with faculty members are also notable, particularly in graduate programs such as Physical Therapy, Occupational Therapy, and Speech Pathology. These initiatives not only enhance educational outcomes but also ensure that our students are well-prepared for their professional careers.

The College of Public Service houses the *Department of Social Work and Urban Studies* and the *Department of Public Administration*. The data from both departments to address this strategy are as follows. 100% of seniors in the Department participate in HIPs. All social work seniors engage in a semester-long field practicum. All urban studies seniors engage in senior projects which includes either a research project one-on-one with faculty, a policy analysis project with faculty, or an internship placement. All graduate students in Public Administration Department complete HIPs appropriate to the nature and level of the program, including at a minimum - MPA capstone project course at end of studies; MPA internships for pre-service students; MPS professional project course at end of studies; PhD proposal defense, dissertation preparation and dissertation defense)

Undergraduate Studies Service

Learning: During AY 2024-2025, 74% of first-year students participated in one or more HIP, which is a 9% decrease over the previous year. This means we did not meet the target of an annual 2% increase. 84% of seniors participated in one or more HIP. This is a slight decrease of 1% from the previous year. While it does still show overall growth from 80% in 2022, it does not meet the annual 2% increase target. Considering both decreases, TSU saw an overall decrease of 10% of student involvement in HIPs for 2024.

***GOAL 2: CULTIVATE AN ORGANIZATIONAL CLIMATE THAT PROMOTES COLLABORATION,
CONTINUOUS IMPROVEMENT, AND HIGH PERFORMANCE***

GOAL 2. OBJECTIVE 1: BUILD AND ENHANCE A CULTURE THAT UTILIZES AND SUPPORTS ASSESSMENT, ACCREDITATION, COMPLIANCE, AND STRATEGIC PLANNING.

Performance Target	Results	Conclusion
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Strategy 1: Provide training opportunities to faculty and staff on assessment.

At least 2 training sessions offered per academic year

The *Office of Institutional Effectiveness, Research, Assessment and Planning (OIERPA)* Assessment and Accreditation Academic Year: 2024 - 2025 Assessment Method: Method 2 – Course-Embedded Assessment
Tool/Activity: [e.g., Capstone Project, Final Exam, Rubric Scoring, etc.]
Student Learning Outcome (SLO)
Assessed SLO #: Upon completion of the program, students will be able to analyze and interpret quantitative data using appropriate statistical methods and software tools. Performance Criterion: [e.g., 80% of students will score 3 or higher on a 4-point rubric]
Assessment Activities Undertaken Students were required to complete a capstone research project in their final semester. As part of this project, students: Collected or were provided with a dataset relevant to their field of study Selected appropriate statistical methods (e.g., t-tests, ANOVA, regression analysis) Used statistical software tools (e.g., SPSS, R, Excel, or Python) to analyze the data Interpreted the results in a written report, discussing implications and limitations Presented their findings in a formal presentation or poster session
Assessment was embedded in the following course(s):
o Course Name/Code: [e.g., BUS 401 – Capstone Experience]
" Delivery Modes Included:
o Traditional (On-campus)
o Online/Off-Campus

Performance Target Met
Strategy Status: Completed

<p>Strategy 2: Evaluate new and existing processes relative to enhancing a culture that supports assessment, accreditation, and compliance.</p>	<p>Annual increase in faculty/staff knowledge</p>	<p>The annual assessment survey was administered in Fall 2024 to capture faculty and staff perception of the University's assessment process and respondent's level of knowledge. On the survey item " As a result of the training sessions offered, I have an increased understanding of the institutional assessment process," 87% of respondents strongly agreed/agreed. The results indicate the performance target was met in 2024-2025. An analysis of the results finds the Fall 2024 survey results are an increase of 15 percentage points compared to prior year which demonstrates significant effectiveness of assessment training initiatives.</p>	<p>Performance Target Met Strategy Status: Completed</p>
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During the 2024-2025 reporting period, OIERPA implemented key strategic initiatives to strengthen institutional compliance and accreditation and assessment processes. The department conducted a comprehensive presentation to the Chairs Council focused on critical components of the upcoming SACSCOC Fifth-Year Interim Report. This session provided department chairs with detailed updates on prior year assessment reporting status and emphasized the crucial nature of the 2024-2025 assessment cycle. As these reports represent the final phase of a three-year assessment cycle for the Fifth-Year Interim Report, their compliance is particularly significant for institutional accreditation. The presentation also highlighted substantial improvements in institutional processes. Notable advancements include an enhanced Faculty Credentialing system and significant upgrades to the SPOL platform. These improvements have resulted in more efficient data collection, enhanced reporting capabilities, improved user experience, and more robust assessment documentation procedures.

In a parallel initiative to foster a culture of compliance, OIERPA collaborated with the Tennessee Higher Education Commission (THEC) to deliver a comprehensive presentation to academic leadership. This session, attended by department chairs, college deans, and Academic Affairs vice presidents and associate vice presidents, focused on the SACSCOC Substantive Change process and academic modification procedures. This collaborative effort has strengthened institutional understanding of regulatory requirements, enhanced cross-departmental communication on compliance matters, and improved the alignment of academic processes with accreditation standards.

<p>Strategy 3: Maintain continuous compliance with institutional and programmatic accreditation requirements.</p>	<p>100% of required institutional and programmatic accreditation report requirements met.</p>	<p>The Office of Institutional Effectiveness, Research, Assessment and Planning reported For the 2024-2025 academic year one program - Applied Industrial Technology - was scheduled for a programmatic accreditor site visit. The program successfully completed its self-study report and received the ATMAE accreditation team for a successful campus site visit. At the institutional accreditation level, the University continued its self-study process and preparation of the SACSCOC Fifth-Year Interim Report maintaining compliance with all standards and requirements. In addition, compliance with SACSCOC Standard 14.2 of the Principles of Accreditation was demonstrated with the timely submission of nine (9) substantive changes. Results find the systematic integration of accreditation requirements into our operational processes has fostered a proactive approach to compliance,</p>	<p>Performance Target Met Strategy Status: Completed</p>
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GOAL 2. OBJECTIVE 2: IMPROVE CUSTOMER SERVICE AND ENHANCED QUALITY AND RESPONSIVENESS TO INTERNAL AND EXTERNAL DEMANDS.

	Performance Target	Results	Conclusion
<p>Strategy 1: Develop university guidelines and expectations for customer services.</p>	<p>Develop university guidelines and expectations for customer services.</p>	<p>Strategy Status: Completed 2022</p>	<p>Performance Target Met</p>

Strategy 2: Provide training opportunities to faculty and staff on customer service.

At least two trainings per years

In a continued effort to promote operational excellence and customer-focused service, the ***Division of Business and Finance*** launched a campus-wide training initiative led by the ***Office of the President and Human Resources***. Designed with input from departments across the division—including Budget, Procurement, Human Resources, Facilities, and Information Technology. The training developed by Tonya Turner and Linda Spears was offered twice in this fiscal year to enhance employee productivity and customer relations it focused on enhancing employee productivity, strengthening cross-departmental collaboration, and improving the overall campus experience. The training series was offered to all employees across the university and received overwhelmingly positive feedback. As a result, the training will become a mandatory component of onboarding for all new hires within the division. In response to the unique needs of senior leadership, a specialized executive training program was also developed and is currently underway. This track supports new administrators as they integrate into the university's financial and operational framework. The Office of Human Resources played a critical role in the success of this initiative, facilitating session throughout the year. Their efforts ensured consistent delivery and engagement across multiple departments and audiences. This strategic investment in employee development reflects the Division's commitment to cultivating a high-performance culture, continuous

Performance Target Met
Strategy Status: Completed

learning, and exemplary service delivery.

Due to the positive response from recipients, mandatory training for new hires began August 2024. A second training session was held May 2025 and was positively endorsed by Interim President Dwayne Tucker. Training sessions this year included a hands-on training laboratory staffed by Brittany Cosby. The first training session was attended by 110 employees and the second had 52 employees.

The *Office of Technology Services* consistently provides training for faculty and staff that's readily available for all employees of the institution. The training materials covers concepts on new/existing system implementation/utilization, professional development, and cybersecurity awareness. Our OTS training team provides ongoing training to new employees that are on-boarded with the university. Training is accessible via several methods: online documentation via web, online training modules, in-person training, and on-demand training requests.

- New Web Editor Training - Conducted 8 New Web Editor Training Sessions open to all faculty/staff to learn web editing tools and concepts. Conducted virtually.
- Campus-Wide Training for Faculty/staff - Conducted training on professional development regarding faculty/staff utilizing existing IT services for their job duties. Training was conducted in-person during the Fall 2024 and Spring 2025 semester.
- New Graduate Student Orientation - Conducted training on IT Services to graduate students for the Fall 2024 and Spring 2025 semester.
- Cybersecurity training - Provide Cybersecurity training via the platform KnowB4 to faculty/staff – training is provided monthly via online modules.
- Dynamic Forms: OTS Banner trainer participated in HR Training Session for Dynamic Forms as a consultant – training was provided virtually as requested on-demand.
- Banner Training – OTS Banner trainer provided comprehensive Banner Training enterprise-wide to all

faculty staff. Training is accessible via online documentation and made available via virtually on-demand as requested. All materials are regularly kept up-to-date. · Tiger Tech Tips – Produced information and instructions on various technology utilization, quick troubleshooting, and how-to demonstrations for campus faculty/staff – distributed monthly to all faculty/staff via employee mailing distribution list. · Modern Campus Training - Produced Multiple Training, How-to- and Troubleshooting Videos for faculty/staff to manage their department websites and fulfill their duties as content managers – training was available virtually on-demand as requested:

GOAL 2. OBJECTIVE 3: ENHANCE TECHNOLOGY INFRASTRUCTURE TO PROVIDE VARIOUS COMMUNITIES TECHNOLOGICAL RESOURCES NEEDED TODAY.

	Performance Target	Results	Conclusion
Strategy 1: Develop a comprehensive training plan for technology tools across the university.	Establish benchmark 2021-2022	Strategy Status: Completed 2022	Performance Target Met

GOAL 2. OBJECTIVE 4: IMPROVE INSTITUTION-WIDE OPERATIONAL AND ORGANIZATIONAL EFFECTIVENESS IMPROVEMENT AND EFFICIENCY INITIATIVES.

	Performance Target	Results	Conclusion
<p>Strategy 1: Encourage academic programs who are below the 97% expected performance target to create a local developed major field test (THEC QAF Standard 2)</p>	<p>Number of local developed major field assessments transitioned each year and 5% improvement in MFA performance scoring</p>	<p>During the 2024-2025 academic year, eight programs were scheduled by THEC QAF for scoring, one was to administer the ETS and seven to administer locally development MFAs. For 2024-25 six of the programs were programs which had developed local tests within the period AY 2021, 2022 and 2023; all executed in accordance with the strategic initiative. This process included administration of pilot exams to establish the baseline. THEC Year 4 recommended points compared to Year 1 revealed an increase of 7 points, an increase of 4 points over Year 2 MFA, and for Year 3 the results were the same compared to Year 4 results.</p>	<p>Performance Target Met Strategy Status: Completed</p>
<p>Strategy 2: Develop and implement a program review system for administrative and academic support units.</p>	<p>Establishment of a review system</p>	<p>Strategy Status: Completed 2022</p>	<p>Performance Target Met</p>
<p>Strategy 3: Conduct a comprehensive quality assurance review of the processes, procedures, and policies across the Division of Academic Affairs.</p>	<p>Establishment of a review system</p>	<p>Strategy Status: Completed 2022</p>	<p>Performance Target Met</p>

GOAL 3: CREATE A TRANSFORMATIVE EDUCATIONAL ENVIRONMENT THAT IMPACTS MIDDLE TENNESSEE AND BEYOND

GOAL 3. OBJECTIVE 1: ALIGN ACADEMIC PROGRAMS TO BUILD AND EXPAND PARTNERSHIPS WITH THE FAST-GROWING TECHNOLOGY, HEALTHCARE, MUSIC-RELATED, AND OTHER BUSINESSES IN THE NASHVILLE METRO REGION.

Performance Target		Results	Conclusion
Strategy 1: Grow external corporate, governmental, and community partnerships with academic programs.		The College of <i>Life and Physical Sciences</i> established an Memorandum of Understanding (MOU) with Belmont University's Thomas A. Frist, Jr. College of Medicine.	
	Develop at least one new external partnership annually per college.	During the 2024-2025 Academic Year, the <i>College of Agriculture</i> established or enhanced 15 new partnerships with the following entities: Outside Magazine, TEVA, HBCU Outside, Titans, UBS, Ardent Mills, Bayer, John Deere, Land Trust of Tennessee, Nashville Black Wellness Collective, David Mesfin Art, The Student Conservation Association, Peace Corps, Farm Credit Mid-America, and Corteva Agriscience.	Performance Target Met Strategy Status: Completed

In the ***College of Liberal Arts***, the Department of Communications continued its partnership with NBCUniversal News Group as part of the "NBCU Academy, a center for journalism excellence, features on campus and online training and development programming." In November 2024, the Department of Music hosted the HBCU Music Industry Career and Internship Fair which featured 30 companies meeting with students from Art, Communications, and Music.

The ***College of Business*** is consistently involved in the development of corporate relationships. It is essential that we develop these relationships to grow the number of our student internship opportunities. Total 40 students participated in Internships for 2024-2025 in all disciplines in the College of Business. Our numbers have been relatively consistent. We plan to do more cooperative work with the Small Business Administration and other community stakeholders. The College always seek for new partnerships and internship opportunities for the students.

College of Engineering has added partnership with Columbia State Community College, Southwest University of Science and Technology to grow external partnerships with academic programs. It added 2 external partnerships.

Faculty within the *College of Education* department engaged in collaborative research and service initiatives with school districts, state agencies, and educational organizations. These partnerships strengthen the practical relevance of faculty scholarship and create reciprocal opportunities for applied research, field-based studies, and policy-aligned program development. This year, the MS Counseling, Clinical Mental Health Program established three new relationships with practicum sites. The EDLD department has expanded external partnerships through the "In the Spirit of Excellence" panel discussion which was scheduled for April 17, 2025, featuring accomplished doctoral students and alumni including DeeAnne Miree (2024 National Distinguished Principal Award recipient), Johnny Croft (2024 CMA Foundation Music Teacher of Excellence Award winner), and other distinguished professionals. The department also initiated a Motivational Speaker Series in Fall 2024 that continued into Spring 2025, featuring industry professionals who shared valuable insights with students. These events have strengthened connections with K-12 districts, higher education institutions, and community organizations. The EDLD department has expanded external partnerships through the "In the Spirit of Excellence" panel discussion which was scheduled for April 17, 2025, featuring accomplished doctoral students and alumni including DeeAnne Miree (2024 National Distinguished Principal Award recipient), Johnny Croft (2024 CMA Foundation Music Teacher of Excellence Award winner), and other

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The *College of Health Sciences* (COHS) is working to establish a MOU with Milwaukee Area Technical College (MATC) to allow MATC graduates in Respiratory Therapy and Health Information Technology programs to pursue their undergraduate degrees at TSU. The proposed MOU components for the Cardiorespiratory Care Sciences (CRCS) and Health Information Management and Administration (HIMA) programs are currently under review by the Office of General Counsel. Although last year's report projected that these components would be finalized in academic year 2024-2025, it now appears that their implementation may be postponed to the following academic year. In addition, the COHS is actively collaborating with the Office of International Programs and Academic Global Engagement to establish an MOU with Sefako Makgatho Health Sciences University in South Africa. This agreement is also under review by the Office of General Counsel and represents a significant step in our commitment to global partnerships in health education.

The *College of Public Service* houses the Department of Social Work and Urban Studies and the Department of Public Administration. The data from both departments to address this strategy are as follows. The Department of Social Work and Urban Studies engages with a variety of community and industry partners. Each program has an advisory board that meets at least 3x annually with members from key leaders in the fields of social work (e.g. Veteran's Administration) and urban studies (e.g. Civic Design Center, Metro Planning Department). Moreover, the Department, during AY24-25 held the following events in partnership with industry leaders: 1) CARES Speaker Series - virtual presentations from social work leaders on issues impacting older adults. Speakers during this academic year included: Folks at Home, Community Life Bridge, Rooted Together Village. 7 total events held; 2) Urban Plan Workshop - in partnership with Urban Land Institute - held an all day workshop simulating the process of neighborhood planning.; 3) FBI Academy - in partnership with the FBI Nashville Field Office - all day session with FBI leaders on careers at the FBI.; 4) CARES Conference on Aging - two day conference with the State of Tennessee's Adult Protective Services on financial issues impacting older adults. Lastly, the Department recently signed a MOU with the Tennessee Department of Correction for the Professional Management Academy Cohort 5 which partners TDOC employees with urban studies faculty and curriculum. The Department of Public Administration engages with leaders in

agencies and organizations which have expertise relevant to our academic programs through the College Advisory Board's committees selected to connect with programs as follows: 1. MPA, PhD, Graduate Certificates - Advisory Committee – Municipal Technical Advisory Service; Institute for Public Service (UTK); Education Strategy Group (DC-based higher ed policy consulting firm); Tennessee Advisory Commission on Intergovernmental Relations; 2. MPS Advisory Committee – Tennessee Department of Corrections; Tennessee Department of Human Services; Tennessee Bureau of Investigation. In another example of a program connecting state agencies with our department and programs, “Command College” is an agency cohort-based delivery of the Graduate Certificate in Public Administration Executive Leadership, by agreement between the Department of Public Administration and state agencies. The current contract is with the Tennessee Department of Corrections, and we are beginning the 11th cohort in the summer of 2025. The program began in the summer of 2013. A new MOU for the program is currently being established for implementation in the fall 2025 semester. Students completing this program often continue to complete the MPS program in our department, or the MPA program.

GOAL 3. OBJECTIVE 2: ENHANCE COORDINATED EFFORTS INTERNALLY AND EXTERNALLY TO IMPROVE ENGAGEMENT WITH ALL STAKEHOLDERS.

Performance Target		Results	Conclusion
Strategy 1: Recruit alumni donors.	2% annual increase in alumni donors	<i>Office of Alumni Relations</i> FY2025 YTD Alumni Giving Update – Year-over-Year Comparison Alumni Giving increased from \$1,263,329.79 in FY2024 to \$1,395,170.54 in FY2025 — an increase of \$131,840.75. Alumni Donors rose from 1,721 to 1,757, a gain of 36 donors. The Alumni Participation Rate reached 10%, reflecting an overall increase of 2% from the previous year. These trends highlight positive momentum in both giving and engagement among alumni. (As of May 12, the numbers are expected to change (increase) by 6/30/25)	Performance Target Met Strategy Status: Completed

<p>Strategy 2: Cultivate a professional network among alumni to provide job shadowing, mentorship, and employment opportunities.</p>	<p>3% annual increase in the number of opportunities</p>	<p>For the 2024–2025 academic year, the <i>Career Center’s</i> goal was to revamp the Student Motivational Task Force. This group is intended to consist of alumni working in talent acquisition roles within their respective organizations. The vision for the Task Force includes classroom engagement where members reinforce the importance of utilizing Career Services, discuss workplace do’s and don’ts, share personal experiences and lessons learned, and provide insights on how to succeed professionally. Additionally, they will share employment opportunities available within their companies. While no data indicates that this initiative was actively pursued during the year, we are enthusiastic about picking up where the previous Career Development Center leadership team left off. Goal for 2025–2026: To formally launch and embed the Student Motivational Task Force into academic and career development programming, establish measurable outcomes, and begin tracking student engagement and alumni participation.</p>	<p>Performance Target Partially Met Strategy Status: Completed</p>
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The *Office of Alumni Relations* used three (3) initiatives to cultivate a professional network among alumni to provide job shadowing, mentoring, and employment opportunities: the “Alumni Exchange” lecture series, a partnership with Big Brothers Big Sisters of Middle Tennessee and a partnership with TSU's Career Development Center. Through these three initiatives, the Office of Alumni Relations was able to pair alumni executives with students for the purpose of providing mentoring and networking opportunities, resume and career building workshops, and job placement, internships and fellowships. During the Alumni Exchange series, Ninety-two (92) students attended the series, seven (7) alums agreed to be panelists and to provide mentorship opportunities and nine (9) students were connected and paired with an alum from various different industries including a commercial pilot from Southwest Airlines, an executive from Procter & Gamble, several entrepreneurs who own restaurant franchises, a funeral home, hair salons and a thriving non-profit organization. Through the Big Brothers Big Sisters (BBBS) College Advancement Program (CAP), the Office of Alumni Relations hosted two (2) EmpowerU micro-mentoring sessions where sixty-two (62) attended the first session and seventy-six (76) attended the second session. Both sessions were administered by two (2) TSU Alums and at least twenty (20) students were paired with a mentor during these micro-mentoring sessions. Through the partnership with the Career Development Center, students were encouraged to join the career platform Handshake. Handshake is the all-in-one career network for students to connect with recruiters, find jobs, internships, co-ops

and full-time career opportunities. Out of sixty-two (62) members of Pre-Alumni Council student organization, nineteen (19) members signed up to utilize Handshake. These new opportunities are an increase of at least 3% in terms of alumni/student participation from last year which satisfies our target goal.

There was also an overall increase for Alumni Participation Rate, Donor Engagement and funds raised within the fourth year of fifth-year strategic plan. These increases were to staff recruitment for key Institutional Advancement positions by the AVP for a Senior Director of Estate Planning and Major Gifts and a Director of Stewardship. Established a strategic fundraising plan that aligned with the mission, goals and needs of the University. There were four major fundraising programs that were implemented: Donor Acknowledgement, Reunion 2025, Close the Gap Fund and Giving Tuesday. Increased Alumni engagement through chapters, travel and events and introduced financial opportunities to support the University.v

GOAL 3. OBJECTIVE 3: ENHANCE PARTNERSHIPS WITH THE BUSINESS COMMUNITY TO ENHANCE OVERALL OPERATIONS OF THE UNIVERSITY AND THE PLACEMENT OF GRADUATES.

	Performance Target	Results	Conclusion
Strategy 1: Develop partnerships for career placements.	5% annual increase in partnership placement opportunities	Strategy Status: Completed 2024	Performance Target Met

Strategy 2: Establish, expand, and sustain business partnerships/relationships to secure internships.

2% annual increase

Career Center: During the 2024–2025 academic year, several students participated in internships with various organizations. However, the total number of participants remains inconclusive due to the absence of a dedicated staff member to oversee this initiative. The Career Development Center continues to encourage students to report internship experiences through the Banner system. In addition, students who wish to be spotlighted are asked to provide the name of the employer with which they will be interning, along with a professional headshot. To strengthen and expand the Internship Spotlight initiative for the 2025–2026 academic year, the Career Development Center plans to implement key enhancements. These include assigning dedicated staff to oversee internship tracking and spotlights, improving outreach through collaboration with faculty, enriching content with student stories and multimedia elements, increasing visibility via social media, and celebrating student achievements through an annual recognition event. These efforts aim to elevate the program’s impact and further promote experiential learning across campus.

Students in the *College of Life and Physical Sciences* participated in shadowing experiences and internships.

For the 2024-2025 Academic Year, *College of Agriculture* students secured internships with 42 individual business, non-profits, universities, or partners.

College of Engineering helped students to conduct at least one internship before their

Performance Target Met
Strategy Status: Completed

graduation. The college has an industrial corporate open day, engineering career fair, monthly corporate day, monthly tabletop day, and engineering weeks to provide connection between industrial partners and students for internship opportunity.

The *College of Business* has focused on junior and senior students in all disciplines to attempt to secure a minimum of one internship opportunity prior to graduation. Several of our business and community partners have participated in both University and specifically College of Business events focused on internship and placement skills for all business students. Because of the commitment of our advisory boards, we have had more internship availability than qualified students to fill them. While not an ideal situation, it has motivated students to commit more fully to academic pursuits to secure an internship. Students completing an internship have played a critical role in promoting the value of an internship while still enrolled. The College currently has five discipline specific advisory board and is continuously seeking more corporate partnerships

In the *College of Education* the Teaching and Learning department collaborates with K–12 districts, educational nonprofits, and state literacy initiatives to secure internships and practica. These partnerships often extend to joint research efforts, providing faculty with access to authentic data and settings for scholarship focused on educator effectiveness and school improvement. The Department of Educational Leadership faculty have enhanced research submissions through

several key initiatives during the 2024-2025 academic year. Dr. Elder, Dr. Roberts, and Dean Finch presented their ABD research work at the 2024 CPED Convening in Hawaii in October 2024, delivering a workshop titled "Navigating the 'All But Dissertation' (ABD) Journey: A Year-Long Support Program for Doctoral Students". They will also present at the 27th Annual International Conference on Education in Athens, Greece (May 19-22, 2025), with their journal article selected for publication. Dr. Quick's Seed Grant opportunities (\$5,000) were awarded to Dr. Roberts and Dr. McNeil, with extended opportunities available to all EDAD faculty to support increased research production. The department has developed a strategic internship opportunity for Summer I 2025 through EDAD 7080: Internship in Administration/Supervision, offering students practical experience within Tennessee State University's Office of Academic Affairs. Under Provost Melton's leadership, students will be paired with Vice Presidents and Directors for shadowing experiences, providing invaluable administrative insights. The Center for Strategic Learning (CSL) partnership has provided funding for MEd and EdD cohorts. These initiatives strengthen pathways for students to gain real-world leadership experience in both higher education and K-12 settings. The department collaborates with K-12 districts, educational nonprofits, and state literacy initiatives to secure internships and practica. These partnerships often extend to joint research efforts, providing faculty with access to authentic data and settings

for scholarship focused on educator effectiveness and school improvement.

The *College of Health Sciences* currently maintains 442 active clinical affiliation agreements. These agreements are vital for health sciences programs that incorporate clinical education components into their curricula, such as nursing, cardiorespiratory care, and physical therapy, facilitating student placements at various clinical sites for hands-on learning experiences. During the academic year 2024-25, we have established 30 new clinical affiliation agreements and 4 new MOU for clinical internships. Although there are 10 fewer clinical agreements than the previous academic year, it's important to recognize that many of these agreements cover multiple clinical sites across the state and region, thereby maintaining robust opportunities for our students. Additionally, there are over 25 clinical agreements currently under review by the Office of General Counsel, which are not reflected in the current totals. This ongoing evaluation process underscores our commitment to ensuring high-quality clinical education and expanding opportunities for student engagement in diverse clinical settings.

The *College of Public Service* houses the Department of Social Work and Urban Studies and the Department of Public Administration. The data from both departments to address this strategy are as follows. All graduates of the social work program must complete a semester of field instruction. This full-time placement allows students to work with agencies directly involved in social work. Students are

matched with agencies in their area of interest. We form new partnerships on a consistent basis and have had students placed this academic year at Meharry, the TSU Center on Aging, Metro Nashville Juvenile Courts, Veteran's Administration etc. In addition, the Department maintains key partnerships with organizations across the region via our Advisory Boards, research projects (e.g. HUD grant), TSU Center on Aging, and through service on community boards. Moreover, via the HUD grant, the Department established the TSU Urban and Community Research Center to engage in local research on public policies in the housing, transportation, and planning arenas. Three students are currently working with faculty at the Center and the Center established an advisory board comprised of key community and industry leaders including members from Urban Housing Solutions, Metro Social Services, Greater Nashville Regional Planning Commission, and Tennessee Department of Transportation. All programs in the Department of Public Administration are at the graduate-level. The MPA program includes an internship component but only for pre-service students (those with less than one year of professional-level experience in a public, nonprofit or government-facing setting), consistent with the expectations of our programmatic accreditor. The vast majority of our students are considered in-service, meaning that they are not required to do the internship but instead complete an internship exemption paper towards the end of their studies, documenting how their professional public service experience relates directly to the competencies of the

MPA degree and what they have learned. In the Academic Year 2024-2025, we did not have any MPA students who were required to complete an internship given the nature of our student population. When we do have a pre-service MPA student needing an internship (about once every several years), we work with the student to help them in locating an appropriate target public, nonprofit or government-facing organization for their internship experience.

GOAL 3. OBJECTIVE 4: CULTIVATE A CLIMATE OF INTERDISCIPLINARY RESEARCH AND CREATIVE ACTIVITIES FOR ALL STAKEHOLDERS.

	Performance Target	Results	Conclusion
Strategy 1: Develop research and creative activities to increase faculty and staff proposal submissions.	2% annual increase in submissions	Strategy Status: Completed 2021 The <i>College of Life and Physical Sciences</i> submitted 13 proposals this academic year. The <i>College of Liberal Arts</i> had 1 faculty member bring in new grant dollars as reported by Research & Sponsored Programs in the amount of \$90,223. Another faculty member had continuing grants. The Department of Music was awarded a National Endowment for the Arts Grant in the amount of \$30,000. The Department of Art and Design has several continuing small grants. 35 faculty members reported research and creative activity.	Performance Target Met
Strategy 2: Develop and increase the number of faculty research submissions within the colleges.	10% increase by 2025		Performance Target Partially Met Strategy Status: Completed

For the 2024-2025 fiscal year, *the College of Agriculture* faculty submitted 73 new competitive proposals totaling \$51,025,809.58. The College has received 84 total awards includes new awards, continuation awards, and amendments totaling \$31,655,249.57. For the 2023-2024 year, new funding of \$31,249,287.29 was obtained by College of Agriculture Faculty. College faculty submitted 98 new competitive proposals and received 86 total awards.

College of Engineering faculty received 40 news and ongoing external research grants, with total amount of \$16.1M as PI or co-PIs. The active research faculty has increased to 36. The faculty submitted 65 collaborative research proposals to security external research funding. Dr. Mu received \$4.2 M NSF PERM to enhance material research, Dr. Hong received 3 grants with a total of \$2.4 M to enhance cybersecurity physical system, US Air Force supported TSU to host two Aim High Flight Academies as the first HBCUs to host it. Dr. Sekmen received a \$1.25 M NSF grant to develop AI theory.

The *College of Business* continuously reviews the SA status of all of our faculty for the AACSB accreditation purpose. As part of the requirements for reaccreditation, our faculty Intellectual Contributions committee is in the process of classifying the categories of our research to better align with our College of Business mission statement. The Intellectual contribution is identifying if any faculty does not meet the SA qualification standards for AACSB and creating a plan to help that faculty to

maintain the SA status. The faculty published a significant number of peer-reviewed journal articles and continuously seeking external grants.

The *College of Education* department of Teaching and Learning supports this goal by promoting faculty engagement in discipline-specific research across areas such as literacy, curriculum design, culturally responsive pedagogy, and trauma-informed teaching. Faculty are encouraged to align their research with program improvement, state and national priorities, and emerging trends in education, resulting in increased submissions to conferences and peer-reviewed journals. The Department of Educational Leadership faculty have enhanced research submissions through several key initiatives during the 2024-2025 academic year. Dr. Elder, Dr. Roberts, and Dean Finch presented their ABD research work at the 2024 CPED Convening in Hawaii in October 2024, delivering a workshop titled "Navigating the 'All But Dissertation' (ABD) Journey: A Year-Long Support Program for Doctoral Students". They will also present at the 27th Annual International Conference on Education in Athens, Greece (May 19-22, 2025), with their journal article selected for publication. Dr. Quick's Seed Grant opportunities (\$5,000) were awarded to Dr. Roberts and Dr. McNeil, with extended opportunities available to all EDAD faculty to support increased research production. The Department of Teaching and Learning supports this goal by promoting faculty engagement in discipline-specific research across areas such as literacy, curriculum

design, culturally responsive pedagogy, and trauma-informed teaching. Faculty are encouraged to align their research with program improvement, state and national priorities, and emerging trends in education, resulting in increased submissions to conferences and peer-reviewed journals.

During the academic year, the *College of Health Sciences* submitted a total of six proposals, amounting to \$11,863,184.10. The majority of these submissions were made by faculty members from the Department of Public Health, Health Administration and Information, and Health Sciences. These proposals were directed to several prominent funding entities, including the National Institutes of Health, Tennessee Higher Education Commission, Department of Health and Human Services, NSCA Foundation, and the Health Resources and Services Administration.

The *College of Public Service* houses the Department of Social Work and Urban Studies and the Department of Public Administration. The data from both departments to address this strategy are as follows. Through our Professional Management Academy (new MOU signed in March 2025), the Department partners with the Tennessee Department of Corrections to work directly with their employees to start academic pathways to degree completion through the offering of six accelerated courses. This directly impacts individuals across the state as the program is online and accessible regardless of physical proximity. This academic year,

3 PMA completers finished their Bachelor's degrees. Cohort 5 will begin in Fall 2025. A faculty member from Public Administration was selected in Spring 2025 as part of the JSU Network for Transformative Research (NTR) Project. The NTR team will leverage a diverse community of scholars to address the challenges of natural disaster resilience. The Command College contract (agency cohort-based delivery of the Graduate Certificate in Public Administration Executive Leadership, by agreement between the Department of Public Administration and state agencies) brought in \$45,000 (Summer and Fall 2024). In Spring 2025, an associate professor in public administration was invited to serve on the Editorial Board of the Public Administration Review, a premier journal in the field of public administration. It is the flagship journal of the American Society for Public Administration. This represents recognition of the research expertise in the college. Faculty applied for and received the SEED grant from TSU Research and Sponsored Programs, and research is active on that project. Two faculty from the PADM department contributed to a \$1.3 million NSF grant application led by faculty in Urban Studies. PADM faculty also participated in training workshops offered by RSP and have grant applications in progress.

Strategy 3: Grow user participation in research database software.

2% annual increase in enrollment

In 2024 the *Office of Sponsored Research* conducted a grant writing retreat registered 33 participants. In 2025, that number increased to 57, reflecting a 73% rise in engagement and underscoring the growing campus-wide interest in strengthening grant-writing capacity. This is an activity that will continue.

Performance Target Met
Strategy Status: Completed

	Performance Target	Results	Conclusion
Strategy 1: Develop a plan to incentivize faculty and staff research productivity.	Completed by 2025	Strategy Status: Completed 2023	Performance Target Met

GOAL 4: GENERATE REVENUE AND CAPACITY TO REINVEST IN STRATEGIC PRIORITIES

GOAL 4. OBJECTIVE 1: STRENGTHEN THE UNIVERSITY’S FISCAL POSITION TO ENHANCE AND DIVERSIFY CURRENT AND NEW REVENUE STREAMS.

GOAL 4. OBJECTIVE 2: GROW THE NUMBER OF COMPETITIVE SCHOLARSHIPS BY 10% PER ACADEMIC YEAR.

GOAL 4. OBJECTIVE 3: ENHANCE THE RESEARCH OUTPUT OF PERSONNEL, PROGRAMS AND FACILITIES TO SUSTAIN R2 RESEARCH STATUS AND PURSUE R1 RESEARCH STATUS.

	Performance Target	Results	Conclusion
Strategy 1: Raise \$1.25 million in new scholarship dollars from alumni and \$2.5 million in new dollars from corporate and private entities.	5% annual increase in faculty satisfaction within research infrastructure	Strategy Status: Completed 2021	Performance Target Met

Performance Target	Results	Conclusion
<p>Strategy 1: Increase faculty satisfaction with research infrastructure to support faculty research productivity (professional development, research facilities, and grant support services).</p>	<p>5% annual increase in faculty satisfaction within research infrastructure and support</p>	<p><i>Office of Sponsored Research</i> survey data revealed consistent themes around faculty and staff experiences with grant management. A significant majority of respondents were faculty (88%), and most strongly affirmed the critical role of research administration in project success. However, many participants reported only moderate familiarity with both pre- and post-award processes, and a high percentage indicated frequent or occasional need for support. The most commonly cited challenges in pre-award were developing budgets, identifying funding opportunities, and proposal writing, while post-award difficulties included managing budgets, delayed account number assignments, and reporting requirements. Concerns about resource adequacy, communication breakdowns, and the need for streamlined procedures were frequently echoed. Pre- and post-award grant workshops were developed to inform the understanding of pre- and post-award grants processes and resources; (31) faculty and staff registered for these pre-award and post-award workshops. This activity is considered on-going and will continue.</p> <p>The Department of Chemistry within the <i>College of Life and Physical Sciences</i> has been working to develop a PhD program in Chemistry. These efforts have halted due to various budget cuts.</p> <p>Performance Target Not Met Strategy: Not Completed</p>
<p>Strategy 2: Develop research-based doctoral degrees</p>	<p>Increase the number of programs by two by 2025</p>	<p>Performance Target Partially Met Strategy: Not Completed</p>

The ***College of Agriculture*** did not create a new research-based doctoral program this academic year.

The ***College of Engineering*** has enrolled 24 PhD candidates in PhD ENCS program. There were 2 PhD students who graduated in this academic year. The college provides strong support for faculty and PhD students with various research grants and fellowships. No new PhD programs were added in 2024-2025.

The ***College of Liberal Arts*** did not have a new research-based doctoral program this year.

The ***College of Business*** is very aware of the process to establish doctoral degrees within the AACSB and THEC process. As the College progresses with the number of research submissions and the quality of the publications, we will be able to entertain the idea of establishing a doctoral program. The College is also in the process of strengthening its graduate program to better accommodate a doctoral program.

In the ***College of Education*** our faculty contributes to the foundation of research-based doctoral programs by providing expertise in education research methods, teacher preparation, and curriculum studies. Ongoing faculty scholarship informs course design and supports the development of doctoral-level inquiry that addresses equity, assessment, and instructional effectiveness. The Educational Leadership doctoral program has maintained robust

enrollment with 48 students (36 Higher Education, 12 PreK-12) during the 2024-2025 academic year. A comprehensive system of dissertation support resources (ABD Bootcamp) has been developed and made available via eLearn for all dissertation students, providing 24/7 access to critical research and writing resources. Assessment data from Fall 2024 shows 100% achievement rate on comprehensive examinations across all Student Learning Outcomes, demonstrating program effectiveness in developing research competencies among doctoral candidates. The Department of Educational Leadership faculty have enhanced research submissions through several key initiatives during the 2024-2025 academic year. Dr. Elder, Dr. Roberts, and Dean Finch presented their ABD research work at the 2024 CPED Convening in Hawaii in October 2024, delivering a workshop titled "Navigating the 'All But Dissertation' (ABD) Journey: A Year-Long Support Program for Doctoral Students". They will also present at the 27th Annual International Conference on Education in Athens, Greece (May 19-22, 2025), with their journal article selected for publication. Dr. Quick's Seed Grant opportunities (\$5,000) were awarded to Dr. Roberts and Dr. McNeil, with extended opportunities available to all EDAD faculty to support increased research production. Faculty in Teaching & Learning contributes to the foundation of research-based doctoral programs by providing expertise in education research methods, teacher preparation, and

curriculum studies. Ongoing faculty scholarship informs course design and supports the development of doctoral-level inquiry that addresses equity, assessment, and instructional effectiveness.

In May 2024, the PhD in the *College Public Health Sciences* received approval from the Tennessee Higher Education Commission (THEC). Following this, the program's prospectus was approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in Fall 2024. During the Spring 2025 semester, efforts were focused on promoting the program and preparing for the admission of the inaugural class, which is set to begin in August 2025.

The *College of Public Service* houses the Department of Social Work and Urban Studies and the Department of Public Administration. The data from both departments to address this strategy are as follows. The College of Public Service currently has one doctoral program named Ph.D. Public Policy and Administration. The program has been in existence since 1998. The program is currently listed as a low producing program however, several aspects of the program have been changed to increase enrollment, retention and graduation. The Ph.D. in Public Policy and Administration is our contribution to the R2 status of the university. The program has now moved fully online, and the program currently has 44 students taking courses, studying for qualifying exams or

Strategy 3: Offer university-sponsored research grants to promote faculty research activity.

One (1) research grant annual increase

writing dissertations. This is the largest number of students we have had in the program since its inception. Plans have been made for the Social Work program to begin the development of a Ph.D. in Social Work. The Social Work program received an additional line to hire someone specifically qualified to begin the process of starting the Ph.D. program in Social Work, but this person only committed to TSU for two years and has since resigned from her position effective July 31st. Once we are permitted to rehire the position, we will be seeking a new candidate that possesses the knowledge to begin creating a Ph.D. program in Social Work.

In FY2025, the *Office of Research and Sponsored Programs*

awarded 71 seed grants to faculty, marking a substantial increase of over 50% compared to the 46 seed grants awarded in FY2024. This growth demonstrates the Office's continued commitment to supporting early-stage research and advancing faculty-led innovation across the university. This activity is considered on-going and will continue.

Performance Target Met
Strategy: Completed

***GOAL 5: PROMOTE, STRENGTHEN, AND SUSTAIN ACADEMICE EXCELLENCE IN
TEACHING AND LEARNING***

GOAL 5. OBJECTIVE 1: ATTRACT AND RETAIN TALENTED AND HIGHLY QUALIFIED FACULTY AND STAFF.

	Performance Target	Results	Conclusion
Strategy 1: Review salary compensation packages for all faculty and staff.	Within + or - 5% of the average competitive salary for the Southeast region or appropriate market.	Due to the low financial status of the University there were no funds available to conduct a comprehensive salary review for faculty and staff	Performance Target Not Met Strategy: Not Completed

GOAL 5. OBJECTIVE 2: CREATE AND ENHANCE THE PROFESSIONAL DEVELOPMENT OF FACULTY AND STAFF THROUGH A COORDINATED APPROACH.

	Performance Target	Results	Conclusion
Strategy 1: Create a faculty development program.	Creation of a comprehensive sustainable faculty development program	Strategy Status: Completed 2022	Performance Target Met
Strategy 2: Reinstate the annual teacher of the year award to recognize innovative teaching.	Recognition established	Strategy Status: Completed 2024	Performance Target Partially Met

University Dashboard (Internal)	Baseline 2019-2020	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025	Progress		2025 Goal	
ENROLLMENT (Fall 2024)							<div></div>	<div></div>	<div></div>	
Total Enrollment	8081	7615	8077	9219	8198	6310	<div></div>	<div></div>	<div></div>	10313
Undergraduate	5875	6000	6375	7678	6765	5057				7498
Transfer Student	502	327	493	288	218	257				410
Online Undergraduate	157	400	885	541	281	224				500
Graduate Enrollment	2206	1615	1702	1541	1433	1253				2815
Online graduate enrollment	256	461	390	377	371	266				575
RESEARCH AND DEVELOPMENT (FY 2023)										
Total Research Expenditures (FY23)	15,636,928	15,236,000	15,377,000	26,880,000	18,012,000	28,246,000	<div></div>			25,183,429
Total Research Salaries and Wages (FY23)	9,398,894	8,216,972	8,278,862	8,201,960	8,393,142	10,676,919			<div></div>	11,995,635
STUDENT SUCCESS										
First-Year Retention Fall 2024	64%	64%	53%	62%	60%	33%	<div></div>	<div></div>	<div></div>	78%
Four Year Graduation Rate (2020 cohort)	18%	20%	21%	22%	21%	15%				26%
Six Year Graduation Rate (2018 cohort)	32%	27%	31%	33%	34%	35%				41%
Degrees Awarded by fiscal year (2024)										
Total Degrees Awarded	1592	1492	1470	1272	1288	1236	<div></div>	<div></div>	<div></div>	1957
Bachelors	1081	968	985	795	756	710				1380
Masters	336	354	303	368	374	383				429
Doctorates	75	94	88	63	79	87				96
STEM Discipline Graduates	218	236	267	274	205	229				278
New Graduate Programs (AY 2024)										
Masters	2	2	1	0	2	1	<div></div>	<div></div>	<div></div>	5
Doctorates	1	1	0	1	0	0				5
Number of graduating seniors who pursue Graduate school and professional degrees	76	144	185	174	154	159	<div></div>			
FINANCIAL RESOURCES (FY 2023)										
State appropriations	45,552,833	49,127,338	54,886,375	53,001,100	59,264,609	62,256,588	<div></div>	<div></div>	<div></div>	64,800,000
Government grants and contracts	631,141	65,162,280	70,391,767	68,246,164	134,363,423	90,517,691				75,000,000
Private gifts, grants, and contracts	1,280,013	1,458,854	1,434,757	1,700,548	2,072,047	3,687,667	<div></div>			
Investment Income	820,457	1,569,311	1,201,082	350,025	182,627	559,436			<div></div>	3,200,000
Value of Endowment Assets (End of Year)	61,064,388	61,551,259	63,020,117	63,520,117	92,159,036	100,119,402	<div></div>			77,935,353
FACULTY (2024)										
Faculty to student ratio	14:1	12:1	14:1	14:1	12:1	13:1	<div></div>	<div></div>	<div></div>	19:1
Full- Time Faculty	320	366	337	353	374	396				368
Faculty Tenured	209	227	200	194	186	203	<div></div>	<div></div>	<div></div>	240
Faculty Tenured-track	91	121	128	125	135	140				105
Full professor	102	108	97	106	100	99				117
Associate	100	116	107	103	106	107				115
Endowment / Chairs of Excellence	2	2	2	2	2	2				5
Staff FTE (2024)										
Staff FTE	1355	1207	1267	1295	1362	1344			<div></div>	1400
RANKING AND RECOGNITION										
US News (HBCU Ranking) 2025	29	31	35	34	26	29	<div></div>	<div></div>	<div></div>	Top 5
US News (National Ranking) 2025	TBD	298-389	299-391	331-440	395-435	392-434				Top 200
College Affordability and Transparency (Net Price Change)*	7.51%	4.50%	11.00%	21%	4%	8%	<div></div>			<div></div>
College Affordability and Transparency (Tuition & Fee Price Change)*	9.34%	21.20%	15.90%	2.50%	-7.50%	-7.50%		5%		
Carnegie Classification 2024	R2	R2	R2	R2	R2	R2			<div></div>	R1

*2024 Report (2022)

Green =Target Met