**Strategic Planning Report – 2015-2016**

**Unit:** Academic Faculty & Student Affairs

**Administrative Lead:** Dr. Lori S. Gonzalez, Vice Chancellor

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| **Strategic Priority** | **Initiative** | **Accomplishments** |
| Strategic Priority A:  Educate Outstanding Graduates Who Meet the Needs of the State & Its Communities | Simulation | * **Interprofessional Education and Clinical Simulation (IPECS) Center** offered five interprofessional educational activities, including the annual patient safety conference. These activities served over 300 learners from: Nursing, Dentistry, Dental Hygiene, Medical Laboratory Science, Medicine, Pharmacy, Nursing, EMT and Respiratory Therapy. |
| Teaching & Learning Center (TLC) | * Launched the Year of Online/Distance Education. * Led an Online Education task force which resulted in recommendations for:   + credentialing faculty who teach in the online/distance environment;   + end-of-course evaluation questions for online courses; and,   + template syllabus statements * offered nine professional development sessions for faculty focused on Interprofessional training. |
| Enhanced SASSI Services | * Created online videos and short audio recordings on student topics to provide information on challenges students face (i.e., tests, board prep, etc.). * Expanded online tutoring for second year Pharmacy (P2) students. * Increased number of tutoring session across campus by 56% from Fall 14 to Fall 15. * Created online Accommodation Request process. * Worked with Ed Tech to produce SASSI and Disability Services Orientation videos. * Produced short videos of students sharing experiences and quality approaches for preparing for boards. * Created and administered a seven-week board prep for Physician Assistant students. * Coordinated access to writing tutoring support through a partnership with UTK Writing Center (Pilot in Spring 2016). * Created, expanded and administered nursing board prep program. |
| Accreditation | * Academic Affairs continued its work with the Colleges to assist with specialty accreditation and to facilitate the execution of MOUs with partner institutions related to pipeline initiatives (i.e., early admissions programs, articulation agreements, dual degree programs). |
| Strategic Priority B:  Grow the Research Portfolio Focusing on Targeted Areas |  |  |
| Strategic Priority C:  Create Areas of Clinical Prominence While Expanding Outreach |  |  |
| Strategic Priority D:  Increase Visibility & Recognition of UTHSC Contribution |  |  |
| Strategic Priority E:  Align UTHSC Resources with Areas of Excellence |  |  |
| Strategic Priority F:  Expand & Strengthen Key Community & Other Partnerships |  |  |
| Cross Cutting Priority 6:  Recruit & Retain Faculty, Staff & Students Through Development, Support & Mentorship | Faculty Development | * Worked closely with UT Legal Counsel to complete an approved Faculty Handbook. * Regularized new faculty orientation for twice/year with recorded session once/year for review. |
| TIP Program | * OED Health Careers Program collaborated with COD to enable their first-time participating in TIP III. |
| Cross Cutting Priority 7:  Continue to Increase Diversity | Veteran Friendly Campus | * Student Affairs led the process that resulted in UTHSC becoming the first UT System campus to receive the Veteran Friendly Campus designation from THEC. The award is based on the successful fulfillment of eight criteria established by the Tennessee General Assembly.   + Hosted the first orientation for Veterans and military families. |
| Equity & Diversity | * Launched its inaugural campus programming for the commemorative month titled LGBT Pride Month in June 2015. * Collaborated with the AFSA and Human Resources in communications with Chancellor Steve Schwab to establish a Diversity and Inclusion Council (DIAC) and identify and appoint members of the DIAC from faculty, staff and students at UTHSC. * Identified course titles that will enable the pursuit and attainment for an internal Diversity and Inclusion Certificate. |
| Enhanced SASSI Services | * Provided ongoing training for SASSI staff on diversity and inclusion. * Provided training targeting quality approaches for working with graduate and professional students from diverse backgrounds. |
| Cross Cutting Priority G:  Increase Strategic Integration Across UTHSC | Faculty Development | * Faculty Affairs collaborated with OED and HR on implementation of HR Acuity, a system designed to track professional development activities. * Collaborated with HR on faculty processing to systematically move to “one front door” for faculty appointments. |
| Academic Data | * **Academic Affairs**   + Implemented Acalog, the new system for maintaining and publishing the Academic Catalog.   + Served an instrumental role in implementing the new Axiom software, which automates the process of migrating data from various CAS systems into Banner. |
| Equity & Diversity | * Successfully launched Education Advisory Board (EAB) Sexual Climate Survey in March/April 2015 targeting UTHSC students that included working in conjunction with Institutional Research to analyze the data and complete a summary report of the survey that was shared with the executive administration. * Finalized UTHSC’s campus policy addressing Sexual Misconduct and Relationship Violence through collaboration with the Office of General Counsel in developing content and processes. * Worked with HR to setup access for OED to review and approve non-faculty exempt staff applicant pools in Taleo giving approval to conduct interviews. * Initiated research to purchase HR Acuity, and later partnered with HR and Faculty Affairs for final purchase, setup and implementation. * Developed and delivered training on “Sexual Misconduct and Your Mandatory Reporter Role”. |
| Student Processes | * Implemented automated communication workflows to improve communication with colleges and students. * Launched CAPP Degree Auditing System in Banner, which allows colleges and the Registrar to run automated checks to ensure that students have met degree requirements prior to graduation. * Implemented UniCAS (automated application system) for programs that do not have a formal computerized application system. Programs in Graduate Health Science and Health Professions participated. * Launched the Axiom Project in partnership with ITS – which allows data from the CAS systems to be downloaded into Banner, saving staff time and ensuring data integrity. |
| Cross Cutting Priority H:  Strengthen Organizational Effectiveness & Adaptability Through a Focus on a Culture of Excellence Across the Institution Including Staff, Faculty & Administration | Accreditation & Reorganization | * VCAFSA led the campus in a highly successful SACS accreditation process to become a separately accredited institution (under the direction of Alicia Dorsey and Cheryl Scheid). * Began a reorganization of Student Affairs, by contracting with AACRAO Consulting for a January 16 visit. * Replaced the Director of Libraries with new Interim Director beginning January 16. * Developed policies to support the work of the colleges. These included: credit for prior learning, effective date of student-related policies and general education. |
|  | Program Review Process | * Academic AffairsImplemented and initiated a program review process for those programs that do not have specialty accreditation. |
|  | Teaching & Learning Center (TLC) | * Faculty Affairs formalized Center for Instructional Innovation (now the Teaching & Learning Center). |
|  | Student Services | * GEB continued to provide excellent service to students as they completed the didactic portions of their programs. This required flexibility, attention to detail and extreme organization. * Student Affairs worked with the DOE to begin the process of securing independence from UTK in terms of financial aid. Competed the necessary E-APP and filed with the DOE. * Participated in the National Association of Student Financial Aid Administrators Standards of Excellence Review to identify potential compliance issues. |
|  | Student Success | * IE developed a statistical model of student success for COM. Model used to identify students at risk of not succeeding and used findings to tweak some aspects of the admissions process. Will introduce a similar analysis in COP. * Began the process of analyzing aspirational peers across a broad array of characteristics. |
|  | Library | * Library staff coordinated all planning and activities associated with the renovated library space. |
|  | International Affairs | * OIA continued to work with international students, faculty and staff to advise on immigration issues. The Office also focused on compliance with federal and state rules. |