



## ACADEMIC STRATEGIC PLAN

*ANNUAL REPORT – 2017-2018 ACADEMIC YEAR*

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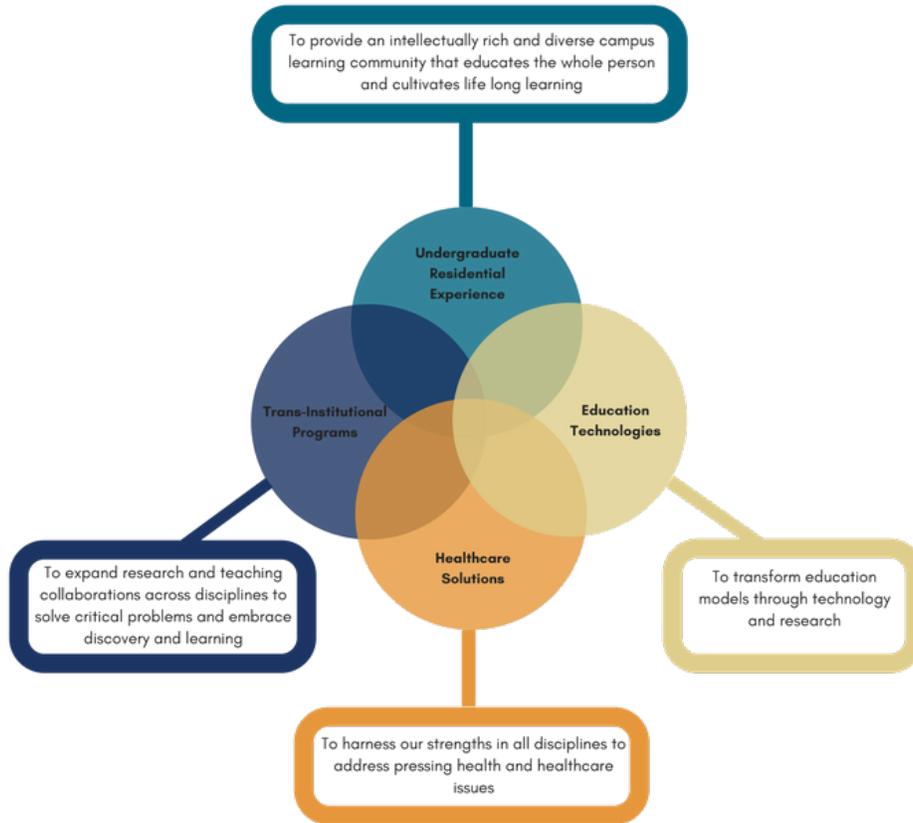
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# INTRODUCTION



## IMPACT

Four years since its launch in the fall of 2014, the Academic Strategic Plan is making significant and measurable impact across multiple initiatives and cross-cutting themes. Programs that launched at the outset of the plan are now flourishing as vital parts of the university’s framework. These new initiatives, all of which adhere to the plan’s overarching focus of serving humanity, have enriched the undergraduate and graduate student experience, facilitated faculty teaching and research, and allowed Vanderbilt to remain or be positioned on the cutting edge of several new and emerging fields.

Vanderbilt’s steadfast commitment to providing a truly innovative undergraduate residential experience is fully evidenced in the expansion of the Residential College system. Strategic plans are being acted on both in the construction of new colleges as well as the faculty leadership and programming essential for extending the academic experience beyond the classroom. The new E. Bronson Ingram College opens in fall 2018, and ground broke on Residential College “A” in the West End Neighborhood plan in December 2017. The Immersion Vanderbilt initiative, which officially becomes a degree requirement for all first-year undergraduates beginning in fall 2018, will provide resources and structure upon which students can brainstorm, plan and execute



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their immersive experiences. Together, Vanderbilt's unique educational experience builds community and prepares all for future success.

Having funded dozens of budding initiatives and established centers over the past four years, the Trans-Institutional Programs (TIPs) initiative has, collectively, engaged more than 400 faculty, generated nearly \$40 million in external funding, supported hundreds of immersive experiences for undergraduate, graduate and professional students, and collected national and international media attention.

The University Courses program, meanwhile, saw more than 200 students enrolled across 10 offerings this past year alone. These courses bring together faculty and students from all corners of campus, challenging the scholars involved to study today's most pressing challenges from diverse perspectives.

The Academic Strategic Plan has also allowed Vanderbilt to find new ways to invest in its rising star faculty, with the Chancellor Faculty Fellows program on-track to award more than \$4 million to 51 individuals by the end of fiscal year 2020. Additionally, of the 39 Fellows across the first three cohorts, 17 have been promoted to full professor, 18 hold or have been appointed to leadership positions and four have been awarded endowed chairs.

On the research front, the Provost's Initiative to Enhance Research and Scholarship has secured a potentially transformative \$65 million agreement with Deerfield Management to fuel a drug discovery program via Ancora Innovations, LLC, and positioned faculty to be even more competitive for grants and contracts.

Vanderbilt's commitment to attracting the top talent to its graduate education programs is paying dividends with the first cohort of 86 Russell G. Hamilton Scholars set to arrive on campus in fall 2018. The Academic Pathways program is in full swing recruiting and mentoring cohorts of postdoctoral fellows on trajectories for academic positions. Meanwhile, implementation of an international strategy has begun with the development of a visiting global scholars program and an international media and outreach campaign currently under way.

New on-line degree programs, initiatives for digital literacy and investments in classroom technology are hallmarks of progress in leveraging key educational technologies to support learning excellence.

Regular updates on each of the plan's major initiatives and cross-cutting themes can be found on the Academic Strategic Plan [website](#), which serves as a central hub for reporting, tracking and promotional efforts tied to the plan. Many of the plan's initiatives and programs have become sustained and institutionalized parts of the university with their own dedicated webpages within the Office of the Provost. The [VU BreakThru](#) blog, meanwhile, provides faculty and students involved with the TIPs and University Courses initiatives a platform to communicate key discoveries, research breakthroughs and much more.



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## TRANS-INSTITUTIONAL PROGRAM AWARDS

Designed to serve as a catalyst to invest in new ideas, cutting-edge research and the development of infrastructure, TIPs awards support emerging and existing trans-institutional centers and institutes with the potential to address society's grand challenges and to position Vanderbilt as a leader in a given area. Since the program began in 2015, 50 programs involving more than 400 faculty from each of Vanderbilt's schools and colleges have been awarded funding. Many of these programs, which have combined to attract nearly \$40 million in external funding, are now taking their work to new heights post-TIPs funding demonstrating the importance of the infusion of resources.

### ACTION

In spring 2018, six new TIPs programs were awarded funding. Projects include developing new digital methods for identifying, studying and preserving historic cultural expressions; leveraging the university's assets for personalized medicine with new microbial resources; and elevating and understanding structural barriers and forms of resilience black women and girls experience across various social contexts in society.

#### 2018 Funded Programs

[Full Program Descriptions](#)

1. **Digital Cultural Heritage Research Cluster** – Blair School of Music, College of Arts and Science, Divinity School and School of Engineering
2. **The Initiative for Personalized Microbial Discovery and Innovation** – College of Arts and Science, Law School, School of Medicine (Basic Science) and School of Medicine (Clinical)
3. **A Sychrotron-like X-ray Source for Structural Biology at Vanderbilt** – College of Arts and Science, School of Medicine (Basic Science), School of Medicine (Clinical)
4. **Vanderbilt Initiative for Interdisciplinary Geospatial Research** – College of Arts and Science, School of Engineering, Law School and School of Medicine (Clinical)
5. **Vanderbilt Initiative for the Study of Antimicrobial Resistance Drivers** – College of Arts and Science, School of Medicine (Clinical) and Peabody College
6. **Vanderbilt Initiative for the Intersectional Study of Black Women and Girls in Society** – College of Arts and Science, Divinity School, Law School and Peabody College

<b><u>By the Numbers (2017-18)</u></b>
• <b>192 total faculty</b> engaged beginning with the pre-proposal process in fall 2017.
• <b>6 “full” proposals</b> awarded new funding in spring 2018.
• <b>59 faculty</b> involved in the six newly funded proposals.
• <b>\$5.4 million</b> in total funding awarded to the six new programs.
• <b>\$25.1 million</b> awarded in total over the first four years of the TIPs initiative.

Two existing TIPs programs, Data Science Visions and the Vanderbilt Brain Institute, were awarded additional re-investment funding through TIPs this year.



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- **Data Science:** Last year, a number of TIPs proposals were submitted that centered on big data and data science. Realizing the strategic importance of this area for Vanderbilt, the involved faculty spent this year building the community through a set of activities and pilot initiatives. In conjunction, a task force developed a proposal for a new masters in data science and a working group developed an overall strategic plan for a proposed Vanderbilt Data Science Institute. In May 2018, a proposal was submitted for TIPs seed funding to launch the institute. The proposed plan projects that the institute will be financially sustained by tuition revenue and grant funding and will allow for continued investments in this important area. As a result, the proposal, after feedback from various parties was incorporated, was approved and the institute will launch in 2018-19.
  - **Vanderbilt Brain Institute:** We successfully recruited leading neuroscientist Lisa Monteggia as the Barlow Family Director of the Vanderbilt Brain Institute. The Brain Institute will continue to receive support from the TIPs program to further position the institute for success in both discovery and learning. In addition, specific TIPs funding is earmarked for the development of new modes and methods for treating curing and caring for those with mental illness. This work directly supports the recommendations in a report from the Chancellor's Strategic Planning Committee on Mental Health and Wellness that was released in spring 2018.

#### **Fostering Excellence in Trans-Institutionalism Across Campus**

- In December 2017, a **TIPs Proposal Development Workshop** was held to provide guidance to faculty whose pre-proposals had been moved to the full proposal stage of the application process. TIPs Council and Review Panel members helped facilitate the session, which focused on best practices for preparing a full proposal.
- In April 2018, the second annual **TIPs Fair and Reception** was hosted at the Student Life Center ballroom. The event attracted more than 100 attendees, provided TIPs faculty the opportunity to interact and learn from each other, and introduced new faculty to the initiative. The Fair featured a diverse cross-section of 18 currently-funded TIPs programs from areas such as health solutions; earth and environment; society, policy and education; and technology innovations.
- A **TIPs orientation workshop** was held in June 2018 to provide members of newly-awarded TIPs with information on resources available, processes and procedures to adhere to, and marketing opportunities. Lead faculty, collaborators and award administrators attended the event.
- **Promotion:** To further showcase the impact of the TIPs program and share the progress with the broader community, each of the 50 awarded programs has its own [webpage on the Academic Strategic Plan site](#). Additionally, the [VU BreakThru](#) website allows the faculty and students involved with these awards the opportunity to share their experiences. To date, more than 70 TIPs blogs have been published.



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## INITIATIVE IMPACT

- **50 programs** have been awarded funding – involving more than **400 faculty**.
- Nearly **500 undergraduate students** have engaged in a variety of immersive experiences.
- More than **300 graduate and professional students** have participated in the programs.
- TIPs programs have secured nearly a combined **\$40 million in external funding**.
- TIPs programs have been featured in **national and international media** publications, such as the *Wall Street Journal*, *National Geographic*, *NBC News*, *National Public Radio*, *BBC* and *USA Today*.
- Many of the 24 Vanderbilt Initiative Award (ViA) programs that no longer receive TIPs funding have flourished and become sustained entities. For example, led by professor of engineering Akos Ledeczki, the [NetsBlox](#) initiative has received multiple external grants from the National Science Foundation to continue its research and implementation of its prototype.
- In its final year of ViA funding, the [Vanderbilt Program for Next Generation Vaccines](#) has secured more than \$7 million in external funding and has begun to build a thriving on-campus community that involves faculty as well as undergraduate, graduate and professional students. Co-led by professor of chemistry Jens Meiler and professor of pediatrics Jim Crowe, the program hosted a symposium in April that featured expert international speakers and attracted more than 100 attendees.
- Entering its fourth year of Vanderbilt Re-investment Award (VRA) TIPs funding, the [Vanderbilt Institute for Surgery and Engineering](#) supports 10 technical laboratories spanning three engineering departments. Having attracted more than \$12 million in external funding from NIH and NSF, the program, which is led by Cornelius Vanderbilt Chair in Engineering Benoit Dawant, is currently thriving and poised for continued impact.

## NEXT STEPS

TIPs pre-proposals for the fifth awards cycle will be accepted beginning in fall 2018. Given the level of attendance and participation at the second annual TIPs Fair, a third fair will be hosted in spring 2019. The TIPs program will be involved in the Faculty Funding and Research Fair in September. New blogs highlighting currently funded programs will continue to be added to VU BreakThru.

## PROVOST'S INITIATIVE TO ENHANCE RESEARCH AND SCHOLARSHIP (PIERS)

Developed to advance discovery and trans-institutional research, the Provost's Initiative to Enhance Research and Scholarship (PIERS) drives growth and recognition of Vanderbilt research and scholarship. By building a shared vision, a sense of community, and a special emphasis on



facilitation of research collaborations across VU-VUMC, PIERS has fostered and developed key industry partnerships and developed programming to assist faculty in continuing to be highly successful with winning external funding awards.

## ACTION

### Seizing Opportunities to Advance Research: Prestigious Collaborations & Projects

- Launched Ancora Innovation, LLC, in collaboration with healthcare investment company *Deerfield Management*, involving a Deerfield commitment of \$65 million to accelerate drug development and commercialization. Established the request for proposals process to fund projects at up to \$3-5 million per year. Currently reviewing 40+ pre-proposals from faculty.
- Deepened relationships with two pharmaceutical companies (Boehringer Ingelheim and Lundbeck), signed licensing agreement with new pharmaceutical start up (Appello, Inc.) and began first clinical trials of VU319, a Vanderbilt-developed drug to treat Alzheimer's disease and schizophrenia.
- Launched L-POD and re-established the Limited Submission Opportunity (LSO) process. Used the former to provide support for seven strategic federal funding opportunities including preparing for the anticipated 2019 competition by NSF Engineering Research Center (ERC) with available funds of up to \$18 million, supporting a proposal to the prestigious Department of Education National Resource Center program for language and area/international studies with the Center for Latin American studies, and managing a submission to the NSF GEOPATHS program aimed at broadening undergraduate participation from underrepresented groups in Geosciences careers, which was recently recommended for funding by NSF.

### By the Numbers (2017-18)

- **\$8.8** million in industry sponsored research awarded.
- **\$16.6** million YTD in licensing revenue.
- **56** U.S. patents issued.
- **1,971** proposals submitted.
- **206** disclosures reviewed.
- **1,003** Material Transfer Agreements (MTAs) processed.
- **717** awards received with total award value of **\$199** million.
- **345** sub-awards between VU and VUMC.
- **7** teams involving **225 faculty** supported by L-POD submitted proposals requesting a total of **~\$41** million in funding.
- **89** LSO calls with **131** applications and **39** approvals to submit.
- **8+** events focused on building partnerships with sponsors.
  - Hosted Army Research Labs (ARL) Chief Scientist. Later supported **14** faculty and students to visit ARL to identify research ideas of joint interest to lay the foundation for a collaborative research agreement (CRADA) to target the Open Campus pilot program that has **\$8 million** earmarked for distribution.
  - Visited Oak Ridge National Laboratory (ORNL) and later hosted scientists and leaders from Oak Ridge at a collaborative workshop at Vanderbilt involving **11** faculty.



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### **Shaping Future Research Opportunities: Developing Strategic Relations & Services**

- Appointed assistant professor of biochemistry and biomedical informatics Carlos Lopez to serve as the Vanderbilt ORNL liaison to advance key research themes that align with both Vanderbilt and ORNL priorities.
- Hosted faculty meeting focused on diversification of funding to the National Science Foundation.
- Refined research operations by streamlining export control and implementing two System Security Plans for NIST 800-171 compliance with VUIT.
- The Research IT Special Projects Working Group, which was charged in 2017 with laying the groundwork for enhancing research IT services, met 12+ times throughout the year and hosted six open house events to gather ideas and input on IT needs and capabilities. The group established a research IT services and resources portal and research IT consultation service, and published a report in summer 2018 that outlined the following recommendations for next steps:
  - Conduct a focused study to understand scalable storage and processing needs.
  - Hire research software engineers to serve customized computer programming needs.
  - Allocate resources to support training and access to research IT services and infrastructure.
  - Established a faculty advisory committee with representatives from all 10 Vanderbilt schools and colleges to provide guidance on delivery of research IT services and resources.

### **NEXT STEPS**

#### **Seizing Opportunities to Advance Research: Prestigious Collaborations & Projects**

- Complete one cycle of *Ancora* request for proposals (invite full proposals, review them and announce final projects selected for funding) in fall 2018.
- Enhance trans-institutional collaborations by moving to a shared administrative model for all research centers and institutes.
- Diversify and grow the portfolio of sponsored research by:
  - Expanding industry engagement efforts through the Center for Technology Transfer and Commercialization.
  - Expanding federal engagement efforts through L-POD targeting Department of Defense agencies.
  - Expanding collaborations with ORNL.
  - Exploring relations with the Sandia Academic Consortium via Universities Research Association, Inc.

#### **Shaping Future Research Opportunities: Developing Strategic Relations & Services**

- Leverage synergies between the Data Science Institute priorities and Research IT Special Projects Working Group recommendations.
- Expand LSO and L-POD programs.



- Appoint 2018-19 LSO+ Committee Members and enact further upgrades to LSO process.
- Develop and implement L-POD faculty development activities for fall 2018 and spring 2019.

## CHANCELLOR FACULTY FELLOWS

Designed to serve as a mechanism to invest in recently-tenured faculty from across campus, the Chancellor Faculty Fellows program supports Vanderbilt scholars at a critical time in their careers. Through a variety of interactive professional development opportunities, the program’s structure provides a forum for faculty to share their academic interests with others on campus and enrich the One Vanderbilt community. Since the program launched in 2015, more than \$4 million has been invested in 51 faculty members.

### ACTION

- TIPs Council **reviewed and recommended 12 new fellows** to the Provost and Chancellor. Fellows were selected and notified in January 2018 and will start July 1, 2018.
- **Programming included:**
  - Three sessions about each other’s research.
  - A dinner with the Board of Trust.
  - A reception with the Faculty Heads of House at the Commons.
  - A dinner for the fourth cohort with university leadership.
- Previous and current fellows participated as panelists in Vanderbilt’s Faculty Insights workshops.
- Fellows utilized their funding on staff, equipment and course buyouts to innovate and advance their work.

**By the Numbers (2017-18)**

- **12 faculty** selected in fourth cohort.
- **\$40,000** “provided to each fellow, annually for two years.

### INITIATIVE IMPACT

- **51** Chancellor Faculty Fellows selected as of January 2018
  - 14 selected in inaugural cohort of July 1, 2015 – June 30, 2017
  - 14 selected in second cohort of July 1, 2016 – June 30, 2018
  - 11 selected in third cohort of July 1, 2017 – June 30, 2019
  - 12 selected in fourth cohort of July 1, 2018 – June 30, 2020
- \$4.08 million awarded to the 51 fellows by the end of FY20
- Several faculty members who have received the Chancellor Faculty Fellow designation have gone on to achieve significant accomplishments. Below is sampling of four such faculty members and their accomplishments:



- **Julia Cohen**, associate professor of modern Jewish history and a 2017-19 Chancellor Faculty Fellow, was named a board member of the [Association for Jewish Studies](#). She began a three-year term in December 2017.
- **Sonya Sterba**, associate professor of psychology and a 2017-19 Chancellor Faculty Fellow, will receive the 2018 Anne Anastasi Distinguished Early Career Contributions Award from the American Psychological Association, Division 5 (Quantitative & Qualitative Methods). She is also the recipient of an Early Career Impact Award from the Federation of Associations in Behavioral and Brain Sciences.
- Associate professor of chemistry **Renā A.S. Robinson** and associate professor of anthropology **Tiffany Tung**, 2017-19 Chancellor Faculty Fellows, were both named as [SEC Academic Leadership Development Program fellows](#) for 2018-2019.
- **Muktar Aliyu**, associate professor of health policy and medicine and a 2015-2017 Chancellor Faculty Fellow, is a co-principal investigator on two new major NIH grants
- **Julián Hillyer**, associate professor of biological sciences and a 2016-2018 Chancellor Faculty Fellow, was elected president of the American Society of Parasitologists. He is serving as vice president this academic year and will take the helm in 2019. In 2017, Hillyer was named the director of the A&S Program in Career Development.
- **Daniel Sharfstein**, professor of law and a 2015-2017 Chancellor Faculty Fellow, released *Thunder in the Mountains: Chief Joseph, Oliver Otis Howard and the Nez Perce War* (W.W. Norton & Company, 2017).
- **Rachel Teukolsky**, associate professor of English and a 2015-2017 Chancellor Faculty Fellow, received an NEH Summer Stipend in 2017 based on the strength of her book project, *Picture World: The Aesthetic Life of Images in Britain's Machine Age*
- **Publications**
  - 307 articles were published in FY18 by the 39 fellows in the first three cohorts. Two recent examples can be found below:
    - **Seth Smith**. Conrad BN, Barry RL, Rogers BP, Maki S, Mishra A, Thukral S, Sriram S, Bhatia A, Pawate S, Gore J, **Smith, SA**; Multiple sclerosis lesions affect intrinsic functional connectivity of the spinal cord. *Brain*, Volume 141, Issue 6, 1 June 2018
    - **Terry Maroney** had a chapter published in a book. *Emotion as a Judicial Virtue*, in ARISTOTLE ON EMOTIONS IN LAW AND POLITICS (Liesbeth Huppel-Cluysenaer & Nuno Coehlo eds., Springer, 2018).
- **Leadership**
  - 18 of the 39 fellows in the first three cohorts hold or have been appointed to hold leadership positions at Vanderbilt
    - First cohort



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- Five of the 14 are in leadership positions at Vanderbilt. Another fellow was selected to start as a Faculty Head of House in summer 2018 (FY19).
  - Second and third cohorts
    - 12 of the 25 fellows are in leadership positions at Vanderbilt
  - Endowed Chairs
    - Four of the 39 fellows in the first three cohorts now hold endowed chairs
  - Promotion
    - 17 of the 39 fellows in the first three cohorts were promoted to professor, or held that rank based on the processes in the respective schools/colleges.
      - First cohort
        - Six of the 14 have been promoted from associate professor to professor since being named a Chancellor Faculty Fellow. Two fellows (Daniel Sharfstein and Sean Seymore) were already professors when they started as fellows. In total, eight of the 14 are professors.
      - Second cohort
        - Seven of the 14 are or have been approved to be promoted from associate professor to professor.
      - Third cohort
        - One of the 11 has been promoted from associate professor to professor.

## NEXT STEPS

Based on feedback gathered from previous fellows and members of this year's cohort, next year's programming will include six lunch opportunities with university leadership. There will also be sessions led by the Division of Communications to introduce services – such as photography and video support, web and social media training, and event promotion – available to faculty. Other programming surrounding external prizes and awards, mentoring peers, and balancing faculty and administrator responsibilities will be added.

## UNIVERSITY COURSES

The University Courses program leverages the natural synergies across Vanderbilt's schools and colleges, providing faculty the opportunity to develop unique and innovative classes to be taught to a diverse group of undergraduate and graduate students from across campus. Sixteen courses have been approved over the first three years of the program, and more than 200 students were enrolled across 10 offerings during the 2017-18 academic year.



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## ACTION

The third set of University Courses was announced in March 2018. The new courses will be offered beginning in 2018-19 and potentially in future years following approval by the appropriate school/college curriculum committees. They are:

- The Causes and Consequences of LGBTQ Public Policies
- Cultural Heritage in Context: The Future of the Past
- The Ethics of Artificial Intelligence (AI)
- From Academic Insight to Entrepreneurial Impact
- Planetary Health, Policy and Social Justice

[Full Course Descriptions Here](#)

- A [webpage](#) for each course was created to showcase the approach and to identify the various degree requirements the courses fulfill.
- The [VU BreakThru](#) blog allows faculty and students involved with these courses the opportunity to share their experiences. To date, more than 47 University Courses blogs have been published.
- **72 students enrolled across three courses during the fall 2017 semester.**
- **139 students enrolled across seven courses during the spring 2018 term.**
- **16** courses approved and offered over the first three years of the program, which brings together faculty from different departments, teaching a subject from diverse viewpoints.
- In **Design Thinking, Design Doing**, professors from Owen and Peabody Colleges led a course focused on providing an introduction to theories and practices of design.
- In **The History and Science of Brewing**, an anthropology professor teamed with a biochemistry faculty member to provide students with a historical, cultural and religious perspective on the use and abuse of alcohol, an understanding of the neuroscience of reward and addiction, and the actual biochemical process involved in brewing and consuming beer.
- Taking students off campus to enrich the learning experience was utilized by several courses. For example, students enrolled in **Race, Place and Power** visited The Hermitage, accompanied by archaeologist Larry McKee.

### **By the Numbers (2017-18)**

- **5 courses** selected from the **12** submitted.
- **2** of 5 designated as multicultural courses.
- **12 faculty** involved with awarded courses, representing **6 schools and colleges**.
- **211 students** enrolled across **10 offerings** this academic year.

## INITIATIVE IMPACT

- More than **91 percent** of students enrolled in University Courses during the spring 2018 semester said they would **recommend the course to other students**.
- Nearly **95 percent** of survey respondents said that the **interdisciplinary nature of the course helped broaden their understanding of the subject matter**.
- Survey comments from students enrolled in a University Course during the spring 2018 semester include the following:



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- **The Nation's Health: From Policy to Practice** student: "One of my favorite classes at Vanderbilt. I have been inspired to be politically active and have begun reading daily newsletter, listening to daily podcasts and attended my first protest because of the information I learned in this course."
  - A **Social Entrepreneurship** student: "The professors came in with different backgrounds and converged on a single subject. They were each able to bring their own academic perspectives to the material and encouraged students to do the same."
  - A **Race, Place and Power** student: "It was one of the most profound academic experiences of my undergraduate career. I was challenged to critically analyze visual media and literature, voice my opinions and learn off campus."

## NEXT STEPS

The 2019 award cycle will begin this fall, with the fourth cohort of University Courses scheduled to be announced in spring 2019. The program will be featured in the Faculty Funding and Research Fair in September. Blogs highlighting the new courses will be added to VU BreakThru beginning this fall.

## IMMERSION VANDERBILT

Immersion Vanderbilt calls for each undergraduate student to participate in an intensive learning experience that takes place in and beyond the classroom and culminates in the completion of a tangible final project. The initiative, which will provide significant resources and added structure to support students as they develop their immersive experiences, becomes a requirement for all first-year undergraduate students beginning in fall 2018.

## ACTION

- **Immersion Pathways Workshops in The Ingram Commons** – During the 2017-2018 academic year, The Ingram Commons sponsored a series of workshops highlighting three of the four pathways of Immersion Vanderbilt: Creativity, International, and Research. Led by faculty, these workshops introduced first-year students in The Commons to issues, projects and opportunities in order to spark ideas for the diverse topics of Immersion projects.
- **iSeminars** – During the spring 2018 semester, 21 iSeminars were offered introducing 225 first-year students to the central tenets of Immersion Vanderbilt from discipline-specific perspectives. iSeminars are intended to prepare students to pursue their passions through rigorous, compelling and unique projects. iSeminar faculty members were from each of Vanderbilt's four undergraduate schools, and topics ranged from designing successful study abroad experiences to using the social sciences to solve environmental problems.



- **All four schools/colleges awarding undergraduate degrees** approved Immersion Vanderbilt as a curriculum requirement for all new first-year students starting in fall 2018.
- **Reconfigured student programs** to join others under the Immersion umbrella (DIVE, undergraduate research) or as Immersion partners (Career Center, Global Education Office) creating a robust team of Immersion partners that are aligned under the same organizational structure.
- **Hired the Associate Director of the Office of Immersion Resources** in January 2018 with a dedicated office in the Student Life Center. Added two Office of Immersion Resources coordinators, who started in August 2018.
- Worked with schools to assist in identifying faculty to serve as **faculty directors and coordinators** within schools.
- **Converted the Immersion Committee to the Faculty Steering Committee** with eleven Members representing all participating schools, the Office of Immersion Resources, and the Provost's Office.
- **Tested and acquired the UniHub system**, owned by Symplicity, to house the Immersion database and program plans.
- **DIVE Enhanced Courses** offered through Peabody, Arts and Science and Engineering, and the **University Course** "Design Thinking, Design Doing," created deep DIVE experiences for students to apply human-centered design methods toward semester long projects.
  - ME3890 Fall 2017: "How to Make (Almost) Anything" – Two student team projects, one working with Thistle Farms and the other with the Next Steps Program at Peabody, were each featured on Channel 5 local news.
  - THTR 2781 Fall 2017: "History of Fashion" – One student team project created a publication on sustainable fashion to raise awareness about the environmental and socioeconomic consequences of the fast fashion industry.
- **Co-Curricular Projects** such as the non-credit service-learning projects through OACS and the Tikun Olam Makers assistive technology makeathon offered students low-risk, high-reward learning experiences.

#### **By the Numbers (2017-18)**

**16 Pathways Workshops** offered at The Ingram Commons

- **8 International Pathways Workshops**
- **3 Creative Expression Pathways Workshops**
- **5 Research Pathways Workshops**

**79 undergraduate students** awarded **\$5,000-\$6,000** stipends through the Vanderbilt Undergraduate Summer Research Program (VUSR).

**25 iSeminars** offered in spring 2018 for the class of 2021.

**12 faculty** recruited to serve on the Immersion Vanderbilt Steering Committee.

**3 DIVE Enhanced Courses** and **1 DIVE University Course** reached **110 students**

**4 DIVE Co-curricular offerings** reached **75** students.

**5 DIVE Boot Camps** reached **125**

participants from all VU schools and colleges.

**152 first-year students** learned about DIVE through Vision Resource Orientation Sessions.



- **DIVE Boot Camps** offered students unique immersive experiences to apply design thinking skills to real world challenges including assistive technology, redesigning the library, improving quality of life for laryngectomies and working with non-profit community partners.
- **DIVE Faculty Director** appointed in fall 2018 with **5**-person DIVE committee formed in spring 2018. The DIVE committee members represent the Office of Immersion Resources, Office of Active Citizenship and Service (OACS), Center for Teaching, Vanderbilt Institutional Research Group and the Office of the Provost.
- **Center for Teaching (CFT)** hosted a monthly design thinking learning community for faculty, staff, and students interested in teaching design thinking. The Center also hosted a mini design thinking boot camp to introduce faculty to the problem-solving process prior to taking the Center's Course Design Institute.
- In the OACS' DIVE co-curricular projects, **50** students and **9** community partners worked on community-identified challenges. At the completion, 100 percent of the students demonstrated knowledge of and ability to apply the human-centered design process.
- In the Tikkun Olam Makers (TOM) Makeathon, another co-curricular project, **25** students, **9** need-knowers and other members from the Nashville community worked in multi-disciplinary teams to build assistive technology solutions. The DIVE boot camp and the makeathon were featured on Channel 4 local news.
- DIVE programmatic goals were met with the projected **4** co-curricular offerings, the **3** Enhanced Existing Courses, the **1** University Course and exceeded the projected Deep DIVE experiences by 45 percent (projected: **127**, recorded: **185**).

## INITIATIVE IMPACT

Impact will be assessed in future years, after the initiative has had the opportunity to fully develop.

## NEXT STEPS

- **Launch Immersion Vanderbilt** for incoming first-year students in fall 2018.
- **Increase programming to 20 Pathways workshops** in the Commons.
- **Add Office of Immersion Resources on-site office hours** at the Commons.
- **Increase Office of Immersion Resources presence** through Vanderbilt Visions, presentations with partner offices, co-sponsoring events and continuation of roadshows in schools and colleges.
- **Hire and on-board program coordinators, student workers, and peer advisors** in the Office of Immersion Resources.
- **Launch Opportunities Database and Program Tracking Portal** in January 2019. Using the UniHub system, both resources will be created and maintained in the Office of Immersion Resources with partner offices joining to coordinate advising efforts across departments.



- **Implement campus outreach and communication strategy** for incoming first-year students in fall 2018. An Immersion Vanderbilt informational video, several news stories, website updates, and marketing materials will be available by August 2018.
- **Collect data on Immersion Vanderbilt** through the Office of Immersion Resources to be used in program assessment and evaluation. Examples of the data include events hosted or co-sponsored by the Office of Immersion Resources or on behalf of Immersion Vanderbilt; number of students in attendance and relevant information, including majors and academic level; and partner offices involved.
- **Work with student organizations** such as VandyHacks and Design for America to increase the number of DIVE co-curricular opportunities.
- **Launch three DIVE local OACS cohorts** this fall on affordable housing, the experience of displaced persons living in Nashville and food waste.
- **Add two student representatives** to the DIVE committee.
- **Offer five DIVE Enhanced Courses** in fall 2018 as well as the **DIVE University Course**.
- **Plan five boot camps** for the fall on a range of topics from service-learning, informed consent, UX design and assistive technology.
- Work with VIRG to **score DIVE assessments** in summer 2018.
- **Meet with potential campus partners** and continue to grow the program infrastructure.

## THE RESIDENTIAL COLLEGE SYSTEM

The Residential College System was developed to advance the integration of the academic experience with residential life, and to create living learning communities amongst the diverse student body. Undergraduate students residing in the Residential College system live alongside Vanderbilt faculty and have the opportunity to extend their learning beyond the classroom by engaging in Immersion Pathways and iSeminar events. Nearly one-half of all undergraduates living on campus resided in a living-learning community in 2017-18, and that number will increase dramatically in 2018-19 with the opening of E. Bronson Ingram College in fall 2018.

### ACTION

- **Immersion Pathways** and **iSeminars** – see **Immersion Vanderbilt** section of this report.
- **11<sup>th</sup> Annual Lawson Lecture** – All first-year students, along with their faculty and student VUceptors, attended the 11<sup>th</sup> Annual Rev. James M. Lawson Lecture on September 24, 2017. The event convened a unique group of athletic pioneers for a public discussion on the topic of resilience in order to bring to life the themes of the Commons Reading, *Strong Inside: Perry Wallace and the Collision of Race and Sports in the South* by Andrew Maraniss. The conversation featured acclaimed sports journalist and author Sally Jenkins, Vanderbilt Head Women’s Basketball Coach Stephanie White and Vanderbilt Senior Associate Athletic Director Candice Lee. The event focused closely on the role of gender in athletics, both nationally and at Vanderbilt.



- **Mindfulness 101 Sessions** – A group of students joined faculty and staff from Moore College, Warren College and the Center for Student Wellbeing to learn more about mindfulness practices, the science of and research related to mindfulness and relaxation techniques to use when faced with stress. In support of Chancellor Zeppos’s Go There campaign, this program connected students with wellness-related resources on campus while providing them with education about methods to help build resilience and healthy coping skills.

**By the Numbers (2017-18)**

- **2,718** students (nearly one-half of all undergraduates living on campus) resided in a living-learning community residence:
  - **1,660** in The Martha Rivers Ingram Commons
  - 657** in Warren and Moore Residential Colleges
  - 104** in McGill Hall
  - 101** in McTyeire Hall
  - 196** in The Mayfield Project

- **New appointment of Residential Faculty** – In the spring semester, three vacant Faculty Head of House positions were filled. Natasha McClure, assistant professor of nursing, Dan Morgan, senior lecturer in Earth and environmental sciences, and Sean Seymore, professor of law and chemistry, will be the faculty heads of North House, Memorial House and East House, respectively. Sarah Igo, associate professor of history and director of the program in American studies, was selected as the inaugural faculty head of college position in E. Bronson Ingram College.
- **The Residential Colleges Programmatic Vision Committee Report** – During the spring semester, the residential colleges programmatic vision committee was appointed by Provost Wentz to craft the strategic vision going forward. The committee’s report expands upon the core elements of the Academic Strategic Plan and calls for students to engage in intentional, mutually beneficial educational experiences that develop intellect, community, personal wellbeing, self-discovery and cultural awareness.
- Vanessa Beasley was named **associate provost and dean for residential faculty**, a new position that will support faculty members as they work to create the most meaningful residential experiences for our students.
- In spring 2018, three Ingram family members made gifts totaling **\$20 million** to name Vanderbilt’s newest Residential College in honor of their late father, E. Bronson Ingram, who served the Board of Trust for nearly three decades. **E. Bronson Ingram College** will open in fall 2018 on the site of the former Vanderbilt and Barnard Halls.
- During the 2017-18 academic year, a timeline was developed for bringing **three more residential colleges online by 2023**. In December 2017, Vanderbilt secured Board of Trust approval to begin construction on the first of the three (Residential College A).

## INITIATIVE IMPACT

### The Ingram Commons

- **75 percent** of students report CommonVU was a practical orientation to Vanderbilt (fall benchmark).



- **88 percent** of students report Founders Walk to be both useful and enjoyable (fall benchmark).
- **85 percent** of students report “The Commons Addresses Sexual Violence” session to be useful (fall benchmark).
- **73 percent** of students report the “Alcohol Awareness and Community Responsibility” session to be useful (fall benchmark).
- This year, there were more than **560 programs** offered on The Ingram Commons. Total participation in those events was **30,062**.
- In an assessment of their community interactions, a majority of first-year students report (fall benchmark):
  - They have connected with and feel comfortable spending time with the other people on their floor.
  - They participated in at least one event hosted by their Faculty Head of House.
  - They understand the role of the Faculty Head of House.
  - They highly value living in a house with a faculty member.

#### **Upper-class Residential Colleges: Warren and Moore**

- **92 percent** of students attended at least one program sponsored by a residential community. The average number of events attended by these students is eight.
- This year, there were more than **340 programs** sponsored, representing the following Guiding Principles: 282 Community Engagement, 10 Diversity & Social Justice, 19 Health and Wellness, 13 Intellectual Excellence and 22 Personal Discovery. Average attendance across all programs (not just by residents) is 24.
- **75 percent** engaged in at least one meaningful conversation with their RA. These conversations focused on the following topics: 403 Intellectual Excellence, 424 Community Engagement, 422 Personal Discovery, 202 Health & Wellness, and 92 Diversity & Social Justice. Please note that a single conversation can touch on more than one topic within the Guiding Principles, hence the disparity in overall numbers.
- Overall Engagement: **98 percent** (669 of 684) Warren and Moore residents engaged in one of the two ways presented above. The majority engaged in at least one of each.

#### **NEXT STEPS**

- Under the direction of associate provost and dean of residential faculty Vanessa Beasley, recommendations from the **Residential Colleges Programmatic Vision Committee Report** will be further implemented.
- **E. Bronson Ingram College** will open and be home to 340 upper class students.
- Construction and design continues on **Residential Colleges A, B and C** in the West End Neighborhood of campus.
- Construction and extensive landscaping will transform the **West End Neighborhood** into an inclusive, welcoming neighborhood through the Future VU initiatives that support the Academic Strategic Plan.



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## EDUCATION TECHNOLOGIES

During the 2017-18 academic year, a variety of innovative education technology initiatives were both developed and executed across campus. Students in Vanderbilt's new, online master's and doctoral programs offered by Peabody College provided positive feedback about their experiences, with enrollments forecasted to more than double between August 2017 and August 2018. The Digital Literacy Committee released a seminal report – the [White Paper on Digital Literacy](#) – providing a clear path for the Vanderbilt community to develop the digital acumen necessary to thrive in our increasingly technological landscape. Through the Adobe Creative Suite pilot program, 1,000 students and faculty will receive Adobe Creative Suite licenses to utilize in the classroom beginning this fall. Educational technologies were woven throughout the Vanderbilt experience in 2018 – from teaching and learning in the classroom to research and beyond.

### ACTION

- The publication of the [VU White Paper on Digital Literacy](#) moves Vanderbilt into a new era of digital education. First steps toward a digital literacy microcredential will begin in AY18-19 with the identification of specific courses to create three “microcredentials” in the areas of critical digital literacy, data visualization, and production and computational thinking. The microcredentials are planned to launch in AY19-20.
- Top Hat launched in fall 2017 as the first classroom response system to be adopted campus-wide at Vanderbilt, supporting both multiple-choice and free-response polling questions.
- The Vanderbilt Institute for Digital Learning partnered with the Wond'ry to launch the [Emergent Technology Lab](#) in order to expose the VU community to technologies such as virtual reality, blockchain, and artificial intelligence.
- Vanderbilt's Peabody College of Education and Human Development and 2U, a cloud-based software that hosts online coursework, partnered to successfully offer two popular programs, including an online master's of education (M.Ed.) and an online doctor of education (Ed.D), providing a national audience for Peabody's world-renowned faculty. A high degree of satisfaction was reported by students in these programs, with a combined 91 percent retention rating for the second term.
- Brightspace, Vanderbilt's new course management system, launched campus-wide in fall 2017. In addition to successfully advancing the University's teaching mission through daily course management, this platform has the potential to support a variety of future online offerings.
- ENGM 3100: Finance and Accounting for Engineers is Vanderbilt's first online course designed for currently enrolled Vanderbilt students. A summer 2018 offering, this course sets a precedent for Vanderbilt courses to reach students who are off-campus during the summer but remain interested in taking coursework.



## INITIATIVE IMPACT

### Leading Lines

- Since launching in 2016, the Leading Lines podcast has published 40 episodes that have been downloaded or played more than 13,000 times collectively.

### BOLD Fellows Program

- 35 Fellows, with 6 more starting Fall 2018
- 35 faculty mentors, with 4 more starting Fall 2018
- 26 projects completed, with 5 more in progress and 6 starting Fall 2018
- 16 conference presentations by Fellows
- 3 peer-reviewed publications by Fellows, with 1 more submitted

### Coursera

- Since 2014, nine Vanderbilt schools have offered more than 27 MOOCS, taught by 27 faculty members, reaching more than 1.5 million learners

### VIDL Innovation Grant Program

- Since 2014, more than 50 grants have been awarded, totaling in excess of \$188,000

## NEXT STEPS

- Create a Destiny One-Brightspace interface to be implemented in January 2019. This will allow Vanderbilt to launch its own online content, including degree programs, nondegree microcredentials and short courses.
- In fall 2018, Vanderbilt will launch a pilot program to offer students in select lecture courses access to online textbooks, creating an affordable avenue to obtain course readings and materials.
- In fall 2018, Vanderbilt will launch a pilot program to offer up to 1,000 licenses to students and faculty to utilize Adobe Creative Suite in the classroom.

## GRADUATE EDUCATION

With ties to all four pillars of the Academic Strategic Plan, graduate education has emerged as a priority area of focus. In order to remain competitive with peer institutions and to help recruit the top students, the Chancellor announced in fall 2016 plans to build a \$300 million endowment to support graduate education and research. A significant portion of the

### By the Numbers (2017-18)

#### Education Technology Committees

**38 faculty, 19 staff and 5 students**

participated in the following committees:

- Associate Deans Advisory Panel on Classroom Technology
- Digital Literacy Committee
- Educational Technology Effectiveness Committee
- Education Technology Strategy Committee VIDL Advisory Board

#### Leading Lines

- **20 new episodes** were downloaded or played more than **7,000** times.

#### Coursera

- **16 MOOCS** were offered involving **23 faculty members** reaching **382,919 learners**.

#### VIDL Innovation Grants

- **9 grants** totaling **\$57,837** were awarded through the VIDL Innovation Grant program.



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endowment (\$125 million) is earmarked to support the Russell G. Hamilton Scholarships and Leadership Institute.

## ACTION

- **The Russell G. Hamilton Scholarships** were designed to attract the best graduate students, increase diversity, and prepare them for myriad careers in and out of academia. The university awarded 86 Russell G. Hamilton Scholarships this year, with those students set to begin their studies at Vanderbilt in fall 2018. Overall yield (for all PhD programs) based on offers accepted for fall 2018 was up 2 percent from last year.
- Over the course of the year, a committee developed a plan that will focus on providing **formalized leadership training** for Vanderbilt graduate students. Training is planned to include practical skills (budgeting/accounting, project management, etc.); critical thinking (team-building, establishing trust, etc.); and additional workshops (digital literacy, ethical leadership, communication skills, etc.).
  - Available to all graduate students, the two-semester leadership program will result in the completion of a capstone project with community partners.
  - Programming is set to launch in spring 2019.
- As part of [the planning for a future graduate and professional student village](#), in the spring 2018, Vanderbilt announced executive and advisory committees that will work closely with an external development advisory firm to determine the best site, time frame and management model for the village. Vanderbilt is considering a public-private partnership for the project.

## NEXT STEPS

- Soft launch of Russell G. Hamilton Leadership Institute in fall 2018; further programming to begin in spring 2019.
- Conduct comprehensive financial analysis and determine an appropriate development and management model for the Graduate and Professional Student “Village.”

## INTERNATIONAL STRATEGY

The Academic Strategic Plan makes clear Vanderbilt’s commitment to advance discovery and learning in service to humanity by addressing challenges big and small, both local and global. To fulfill the vision of the plan, the university has embarked upon an international strategy that will further its global engagement. Vanderbilt began this process by charging an International Strategy Working Group with developing a set of recommendations, and university officials are now exploring how to best implement those moving forward.



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## ACTION

- The International Strategy Working Group issued its final report in December 2017. The report included a summary of current practices, an assessment of strategies implemented at peer universities, a survey of faculty and a summary of stakeholder feedback from across campus. From the report, four specific recommendations were made:
  - Create an institute specifically tasked with spearheading international efforts
  - Develop and implement a comprehensive, university-wide international media and outreach strategy.
  - Adapt administrative structures to better support and foster international research across the university.
  - Create a “Global Fellows” (or similarly titled) program to bring more international visitors and graduate students to campus.
- In the spring 2018, the Provost announced the first phase of action, which includes three primary components:
  - A global scholars program;
  - An international media and outreach campaign; and
  - A review of administrative improvements and exploration of potential administrative leadership structures
- The International Strategy webpage was revamped to include separate pages for each of these components.

## NEXT STEPS

- The Global Scholars program model will be developed and distributed for feedback from all stakeholder groups including the Vanderbilt University Research Council and the Humanities Committee.
- A second phase of actions ranging from launching a rapid-response award program to designing a web portal to proposing a detailed framework for developing an institute will be developed in the summer 2018 with further activity and actions through the academic year.

## HEALTHCARE SOLUTIONS

The Academic Strategic Plan clearly laid out its vision that Vanderbilt become a national hub for identifying novel and cutting-edge solutions in healthcare delivery and policy. By harnessing its strengths across campus, the university is strategically poised to develop and implement innovative and multi-disciplinary solutions that improve personal and community health, impact disease prevention, advance the quality, equity and accountability of healthcare services, and train future leaders and scholars in healthcare. This pillar of the plan is embodied fully through many of the initiatives including the TIPs, University Courses and Chancellor Faculty Fellows.



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## ACTION

- The renovation of the Annette and Irwin Eskind Biomedical Library and Learning Center was completed and re-opened in July 2018. This facility has been completely reimaged and redesigned to support state-of-the art library resources for the biomedical community, and to provide innovative classroom and education spaces to support MD education in Curriculum 2.0.
- The School of Medicine now supports a new [Medical Innovators Development Program](#) – a unique PhD/MD program – that is utilizing the Wond’ry for endeavors.

## ACADEMIC STRATEGIC PLAN INSPIRED INITIATIVES

A number of initiatives, while not part of the original Academic Strategic Plan document, are directly inspired by it. They range from enhancing our approach to shared governance to advancing the humanities at Vanderbilt. Below is a summary of initiatives underway that have been and will continue to be shaped by the guiding principles of the Academic Strategic Plan.

- **Enhancing Faculty Voices in the Public Sphere** – A campus committee developed a set of recommendations aimed at elevating Vanderbilt’s national and global profile while helping inform a public hungry for expert knowledge. The recommendations included creation of a “Public Voices Fellow” program which give faculty the skills and training needed to gain a wider audience for their work to extend its impact. The program, and an expansion of faculty resources, are in development
- **Shared Governance** – Building on strong existing relationships, a Shared Governance Committee recommended that Vanderbilt University expand the partnership between the administration and faculty, with particular attention paid to enriched communication and broadened faculty involvement. A set of recommendations were made by the committee and a resulting action list was developed by the Office of the Provost. Feedback is currently being collected and the action items, which includes a Shared Governance portal and a best practices toolkit, will be rolled out next academic year
- **Humanities** – A report, titled “[Manifesto and Recommendations for the Humanities at Vanderbilt](#),” proposed several initiatives aimed at strengthening connections between the humanities and other disciplines and advancing the humanities at Vanderbilt generally. The Office of the Provost is developing a set of action items inspired by the report and is currently collecting feedback. The action items will be rolled out next academic year.
- **Library Collections Initiative:** Also, in support of the humanities and the entire campus, during the AY17-18, a call was launched for proposals to acquire new permanent and special collections in support of faculty research and scholarship. A set of ad hoc committees reviewed submissions on a rolling basis throughout the year. Nearly



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\$750,000 in funding was approved to support ten projects across a range of disciplines, such as philosophy, history, music, English, film and education.

- **Sports and Society** – Faculty were invited to submit proposals for a Sports and Society Micro-Grant Program, which was launched to provide funding to support research and curricular enrichment on topics related to sports and society in areas such as race, law, gender, education, medicine, the media and more. A total of 17 proposals were submitted in the late spring 2018, seven of which were recommended for funding in AY18-19 by a review committee. This program is part of a larger initiative designed to explore how sports impact society, and how society impacts sports, across a variety of disciplines.

## CONCLUSION

The university is making significant strides across each of the plan's four pillars, and the collaborative, trans-institutional process that began in the Vision phase and continued throughout the Action phase, has led to measurable results in the Impact phase. The plan has sparked innovation and challenged the Vanderbilt community to tackle some of society's grand challenges, setting an example that will resonate for years to come.

The impact of the Academic Strategic Plan can be seen in all corners of campus. From the millions of dollars in external funding that have been secured because of the TIPs initiative to the hundreds of Vanderbilt students that have been exposed to new and innovative learning via the University Courses program, the collaborative nature of the plan has furthered the One Vanderbilt approach. The university's commitment to faculty can be seen through the millions of dollars invested in the Chancellor Faculty Fellows program and through the PIERS initiative, which has helped strengthened many of Vanderbilt's industry partnerships. The opening of E. Bronson Ingram Hall in fall 2018 will provide another tangible example of Vanderbilt's on-going drive to provide all of its undergraduate students a comprehensive four-year residential experience. The university has also made strides with regard to two of the plan's cross-cutting themes: graduate education and international strategy and a number of other strategic-plan inspired initiatives. Deeper impact will certainly be felt in the years to come as the programs and initiatives directly tied to the 2014 plan continue to expand and evolve.

