

Discovery
VANDERBILT
Learning

*An Academic
Strategic Plan
in Service to
Humanity*

ACADEMIC STRATEGIC PLAN

ANNUAL REPORT – 2016-2017 ACADEMIC YEAR

TABLE OF CONTENTS

Introduction	3
Trans-Institutional Program Awards	4
By the Numbers.....	4
ACTION.....	4
IMPACT	5
NEXT STEPS	9
Chancellor Faculty Fellows	9
By the Numbers.....	9
ACTION.....	10
IMPACT	10
NEXT STEPS	10
University Courses	11
By the Numbers.....	11
ACTION.....	11
IMPACT	11
NEXT STEPS	12
Immersion Vanderbilt	12
By the Numbers.....	12
ACTION.....	12
NEXT STEPS	14
The College Halls	14
By the Numbers.....	14
IMPACT	15
Education Technologies	15
By the Numbers.....	15
IMPACT	16
NEXT STEPS	17
Graduate Education	17
ACTION.....	17
NEXT STEPS	18
International Strategy	18
ACTION.....	18
NEXT STEPS	19
Conclusion	19



INTRODUCTION



ACTION & IMPACT

When it was launched in 2014, the Academic Strategic Plan aspired to shape the future of higher education and to foster the creation of knowledge that together improve the human condition. Now in its third year of implementation, many of the programs borne from the plan have begun to become a vibrant part of the university’s fabric and are facilitating lasting and meaningful change. The trans-institutional approach of the plan itself is helping to enhance the undergraduate and graduate student experience with efforts focused on topics ranging from Educational Technologies and Residential Education to University Courses and Graduate Education.

The Trans-Institutional Programs (TIPs) awards are starting to produce measurable outcomes as collaborative teams comprised of faculty from across campus continue to address some of society’s most pressing problems. The University Courses program, rooted in the cross-college teaching initiative, launched last year as well with more than 80 students enrolled across the inaugural cohort’s four classes.

The Immersion Vanderbilt initiative progressed this past year as well, with the unveiling of its new [website](#), the introduction of the four immersion pathways and the rollout of the iSeminar



series. While still gathering input, the faculty in the four undergraduate schools/colleges are engaged in designing and approving their plans for the Immersion Vanderbilt initiative (planned launch for the entering first-year students in the Fall 2018).

Working groups for the Graduate Education and International Strategy initiatives are in the process of soliciting feedback and preparing recommendations for next steps, while Educational Technology initiatives such as MOOCs, the LeadingLines podcast series, and the BOLD Fellows program are permeating discovery and learning in all corners of campus.

A more robust and comprehensive communications platform was rolled out during this past year with an overhaul of the Academic Strategic Plan [website](#) and the introduction of a blog site ([VU BreakThru](#)) that gives faculty and students involved with the TIPs and University Courses initiatives a platform from which they can communicate key discoveries, research breakthroughs and much more. Features such as an interactive timeline that documents key milestones of each initiative, and a dynamic slider that rotates through highlights from each of the Plan's four pillars are just two of the new website's highlights. In addition, the new-look website serves as a central hub for reporting, tracking and promoting efforts tied to the plan. The plan's initiatives and programs also either have or will have their own dedicated websites or webpages within provost areas as they become sustained and institutionalized parts of Vanderbilt University.

TRANS-INSTITUTIONAL PROGRAM AWARDS

BY THE NUMBERS

272 Total faculty engaged beginning with the pre-proposal process

13 of 31 "full" proposals were awarded new funding in 2016-17, and **2** existing programs were approved for additional funding

140 Faculty involved in the 15-funded proposals across all schools and colleges in 2016-17

\$7.7 Million in total funding for the 15 proposals

\$19.7 Million awarded in total over the last three years

ACTION

In Spring 2017, 13 new programs were funded. Projects include identifying best practices in public policy for the LGBT community, leveraging the "autism advantage" to fuel workplace innovation and understanding the complexity of life at the single-cell level.



2017 Funded Programs

[Full Program Descriptions](#)

1. **Adaptive eBooks for Building Children’s Language Skills** – School of Engineering, Peabody College, School of Medicine (Clinical)
2. **Addressing the Epidemic of HPV-Associated Cancers** – School of Medicine (Clinical), Peabody College, School of Nursing, School of Engineering
3. **Biomedical Microscopy – Immersion, Innovation, Discovery (BioMIID) at VBC** – School of Medicine (Basic Sciences), College of Arts and Science, School of Engineering
4. **Center for Autism and Innovation** – College of Arts & Science, School of Medicine (Clinical), School of Engineering, Owen Graduate School of Management
5. **Data Science Visions** – College of Arts & Science, School of Medicine (Clinical), School of Medicine (Basic Science), School of Engineering, Peabody College
6. **Vanderbilt Brain Institute** - College of Arts and Science, School of Medicine (Basic Sciences), School of Engineering, Peabody College
7. **Materials Durability and Environmental Research Hub** – School of Engineering, College of Arts and Science, School of Medicine (Clinical)
8. **A Reinvestment in Cryo-Electron Microscopy at Vanderbilt** – School of Medicine (Basic Sciences), School of Medicine (Clinical), College of Arts and Science
9. **Understanding the Complexity of Life One Cell at a Time** – School of Medicine (Basic Sciences), School of Medicine (Clinical), College of Arts & Science, School of Engineering
10. **Vanderbilt LGBT Policy Lab** – School of Medicine (Clinical), College of Arts and Science, Divinity School, Law School
11. **The Vanderbilt Microbiome Initiative** – College of Arts & Science, School of Medicine (Clinical), School of Engineering
12. **Vandy Reach: Putting Obesity Science to Work** – College of Arts and Science, School of Medicine (Clinical), Peabody College, Law School, Owen Graduate School of Management
13. **VUSAT Initiative** (*Brings together the resources of Engineering, Anthropology, Earth & Environmental Sciences and Astronomy to design and develop a Space-based platform to study the evolving ecology on earth*) – School of Engineering, College of Arts and Science

[Full Program Descriptions – 2015](#)

[Full Program Descriptions – 2016](#)

IMPACT

Faculty from across campus are working together to make transformative discoveries, engaging students along the way. Through the programs faculty, students and staff host events, publish papers, garner national media mentions, secure external funding and industry support, and submit patent applications.



In terms of sheer numbers, more than 250 faculty members and hundreds of students from each of Vanderbilt's 10 schools and colleges are working together to address topics ranging from health care and educational technologies to the environment and big data through the TIPs program. Additionally, TIPs projects have secured more than \$12 million in external funding and produced nearly 500 undergraduate student immersive experiences. Approximately 300 graduate and professional students also have been involved with TIPs projects during the past two years.

The TIPs program has become a significant avenue for launching new immersion opportunities. Undergraduate immersion experiences include independent research projects in Africa, field work in Brazil, summer internships, lab and social science research, senior design projects, ethnographic field work at community sites and outpatient clinics in and around Nashville.

National media, including the *Wall Street Journal*, *National Geographic*, *NBC News* and *National Public Radio*, have showcased TIPs projects. In November 2016, the ViSE-affiliated lab STORM was featured in an *NBC News* article titled "Robots vs. Cancer: How Tech is Tackling Biden's Moonshot." In June 2016, ViSE was mentioned by the *Wall Street Journal* in its story "Six New Medical Technologies Worth Watching." The Program for Music, Mind and Society, meanwhile, has seen an increase in attention recently, with National Public Radio and the BBC visiting campus this spring to learn more about the groundbreaking research associated with the project.

Below are some specific program highlights:

- **TIPs 2015 – NetsBlox: Digital Learning Technology for Computer Science Education**
Led by Vanderbilt Professor of Computer Engineering Akos Ledeczki, the project team has developed a program called NetsBlox, an intuitive visual programming platform that uses distributed programming and the computational thinking behind it, as a teaching tool. During the Spring 2017 semester, Ledeczki introduced NetsBlox in his college classroom with CS 1103, a required course for all non-computer science majors in the School of Engineering. While the main focus of the course is to teach programming using MATLAB, the curriculum started with two weeks of NetsBlox's visual programming to help with the steep learning curve of studying computer programming from scratch. The project has caught the eye of the National Science Foundation, winning two separate grants. First came a two-year, \$300,000 STEM + Computing EAGER grant to accelerate the program's development. Then, in partnership with Stanford University and SRI, Vanderbilt received a three-year \$2.5 million STEM + Computing grant to help advance new multidisciplinary approaches to, and evidence-based understanding of, the integration of computing in STEM teaching and learning.



-
- **TIPs 2016 – Africa at a Crossroads: Challenges and Prospects**

An interdisciplinary team of faculty from the College of Arts & Science, Peabody College, Blair School of Music and School of Medicine (Clinical) has come together to build – for the first time at Vanderbilt – an interdisciplinary community of Africanists to explore the widespread notion that contemporary socio-economic, cultural and political indicators demonstrate that Africa now stands at a pivotal point – marked by both infinite possibilities and lingering challenges. This past April, the project sponsored Vanderbilt’s first-ever Africa Week to help raise awareness of opportunities to engage with Africa. The weeklong event served as the culmination of the first year of the project. It featured guest lecturers, panel discussions, an African drum clinic, African dance lessons and a three-day Teach In with eight VU professors exploring topics such as the global health crisis, African politics, the legacies of Nelson and Winnie Mandela and much more. Hundreds of people attended the events across campus, and organizers are already starting to think about plans for a second Africa Week next spring.
 - **TIPs 2016 – Vanderbilt Program for Next Generation Vaccines – Integrating Structural Biology with Big Data**

The project team enrolled eight graduate and post-graduate trainees into their training program, with each trainee co-mentored by at least two faculty. Several major equipment purchases were made, including an expansion of the ACCRE high-performance computing center. Team members organized the [Vanderbilt Symposium on Modeling Immunity](#), which attracted approximately 100 attendees to campus for the April 27 event that featured expert international speakers and project trainees presenting their work during a poster session. A new program [website](#) was also launched during Year 1. Industry support and collaboration are expected moving forward, and project organizers plan to submit applications for external funding in the coming years.
 - **TIPs 2015 – ViSE: Bringing Engineers and Surgeons Together**

Hosted approximately 22 seminars with 34 speakers throughout the year, with an average attendance of 64. Fifth-annual end-of-year symposium attracted more than 100 attendees and featured keynote speaker and a poster session. Secured three separate NIH grants, totaling \$3,876,240 to support future research. International collaborations have been formed with foreign institutions in Ireland, England, Italy, Netherlands and the United Kingdom. Six undergraduate students will be immersed in ViSE-affiliated labs this summer for internships.

To showcase the impact of the TIPs program and encourage broader participation, each program has a dedicated [webpage on the Strategic Plan site](#). Additionally, a new blog site entitled [VU BreakThru](#) was launched to allow for faculty and students involved with these projects the opportunity to share their experiences.



In March 2017, the inaugural TIPs Fair was hosted to give TIPs participants the opportunity to interact and learn from each other as well as acquaint new faculty with the trans-institutional approach. The event, which attracted more than 100 faculty members, featured more than half of the currently awarded projects. In addition to giving TIPs faculty a platform from which they were able to communicate the highlights of their research, the event helped to seed further collaboration and sparked engaging conversations amongst the attendees.

To provide additional support for trans-institutional research and research more broadly the Provost's Initiatives to Enhance Research and Scholarship (PIERS) was launched. The initiative's motto is "shape opportunity; seize opportunity," reflecting its interlinked goals of shaping the national research dialogue and seizing opportunities to support research and scholarship in an increasingly competitive international environment. Core activities under this initiative from this academic year include:

- **Website Reorganization and Design** – The [Research @ Vanderbilt](#) website was redesigned and relaunched to direct faculty, students and staff to resources and to promote the ground-breaking discoveries and scholarship by Vanderbilt faculty and students within the context of the Academic Strategic Plan.
- **Vanderbilt University Research Council** – The council was established to evaluate projects to increase recognition and establish Vanderbilt as the leader in important and emerging thematic areas of research and scholarship and in trans-institutional learning and discovery
- **Sponsored Programs Administration** – Research administrative processes were cohered and streamlined under Assistant Provost for Research Administration and Operations to include sponsored projects, research integrity, export control, and visas. In FY17, 2,354 proposals were submitted; 891 awards were received; and funded proposals amounted to \$225,836,459.
- **Enhanced Limited Submissions Process** – New processes have been implemented to select Vanderbilt proposals for limited submission opportunities at Federal R&D agencies and foundations, and a coordinated effort was made with VUMC to develop standard operating procedures for coordination between VU and VUMC.
- **Leveraged Proposal Organization and Development** – This program provides support services to advance faculty-led proposal development for prestigious or complex extramural sponsorship of research.



-
- **Industry Sponsorship of R&D** – The Center for Technology Transfer and Commercialization took on promoting industry sponsorship of R&D as one of its core objectives and will be working with faculty as part of a larger effort to support and diversify sponsorship of research. VU319, a potential new drug for Alzheimer’s disease and schizophrenia developed by Vanderbilt University scientists, was administered July 29, 2017 to the first volunteer enrolled in a first-in-human phase 1 clinical trial at the Vanderbilt Institute for Clinical and Translational Research with trials ongoing.
 - **Research Information Technology Special Project** – A working group of faculty and IT staff drafted a set of recommendations for new and enhanced services and infrastructure to serve the needs of Vanderbilt researchers.
 - **Oak Ridge National Lab (ORNL) Collaborations** – A series of visits between leadership and researchers at ORNL and Vanderbilt have taken place to promote collaborations between the institutions and increase Vanderbilt researchers’ access to ORNL’s unique instruments and facilities.

NEXT STEPS

Given the level of attendance and participation at the TIPs Fair, a second fair will be hosted in Spring 2018. The event will be expanded to welcome all awarded programs. For the fourth award cycle, additional workshops will be held to help faculty write proposals that foster deeper collaboration among faculty and set them up for success. In addition, we will target outreach to faculty in the humanities and social sciences to further diversify the portfolio of awards.

CHANCELLOR FACULTY FELLOWS

BY THE NUMBERS

40 Chancellor Faculty Fellows

14 selected in Inaugural cohort of 2014-15

14 selected in 2nd cohort of 2015-16

11 selected in 3rd cohort of 2016-17

\$1.56 million awarded to the 40 fellows

\$40,000 per fellow, annually for two years



ACTION

The Chancellor Faculty Fellows announced its third cohort with 11 new fellows this year.

Programming included:

- Dinner with Dean of the Martha Rivers Ingram Commons Vanessa Beasley and first-year students
- Dinner with the Vanderbilt University Board of Trust
- Panel discussion on being promoted from associate to full professor

IMPACT

As a key tool for faculty development and retention, fellows have enjoyed added freedom to innovate and advance their work with the additional funding. Feedback from fellows revealed that the funding advanced their work in important ways from allowing them to purchase equipment, present research at conferences, hire staff, reduce teaching load, take a sabbatical, for example.

Select highlights of Fellows to date:

- Derek Griffith, associate professor of medicine, health and society and member of the 2016 cohort, launched the Center for Research on Men's Health and the 2017 TN Men's Health Report Card.
- Julián Hillyer, associate professor of biological sciences and member of the 2016 cohort, was elected president of the American Society of Parasitologists.
- Christopher Loss, associate professor of public policy and higher education and history and member of the 2016 cohort, co-edited and published [*The Convergence of K-12 and Higher Education: Policies and Programs in a Changing Era*](#) and signed a contract with the University of Pennsylvania Press for the forthcoming *Front and Center: Academic Expertise and its Challenges in the Post-1945 United States*.
- Rachel Teukolsky, associate professor of English and member of the 2015 cohort, received a Summer Stipends award from the National Endowment for the Humanities (NEH) for her current book project.

NEXT STEPS

Feedback from the fellows indicated that they wanted to learn more about the each other's research, learn about institutional priorities and participate in career development programming. Next year's programming will feature structured opportunities for the fellows to present their research to each other, engage with university leadership and have opportunities to interact with Chancellor Faculty Fellows from prior years.



UNIVERSITY COURSES

BY THE NUMBERS (2016-17)

6 courses selected from 13 submitted

2 of 6 designated as multicultural courses

15 faculty involved, representing 6 schools and colleges

ACTION

The second set of University Courses was announced in February 2017. The new courses will be offered during the 2017-18 academic year and potentially in future years following approval by the relevant curriculum committees. They are:

- Data Science Methods for Smart City Applications
- Design Thinking, Design Doing
- The History and Science of Brewing
- Race, Place and Power
- Rhythm of Change: African Music and African Politics
- Virtual Reality for Interdisciplinary Applications

[Full Course Descriptions Here](#)

A [webpage](#) was created to showcase the approach to learning and to outline to students how the courses would fulfill degree requirements for the different schools. Additionally, a new blog site entitled [VU BreakThru](#) was launched to allow faculty and students involved with these courses the opportunity to share their experiences.

IMPACT

The University Courses program enjoyed an incredibly successful first year in 2016-17 with all four of the courses offered reaching full enrollment. Launched to foster interdisciplinary teaching and learning, this program offers students courses that leverage “One Vanderbilt” and address “big ideas” or “grand challenges.”

The initiative brings together faculty from different departments, teaching a subject from two different points of view. For example, in **Justice, Mercy and Mass Incarceration**, professors from the Divinity School and the Law School explored the moral and legal ramifications of our country’s current form of punishment. In **The Nation’s Health: From Policy to Practice**, a professor from the School of Medicine teamed up with a professor from Medicine, Health and Society to examine ways that health reform at the national and state levels trickles down to local communities, and vice versa.

The idea of taking students off campus to enrich the learning experience was also incorporated by three of the courses. For example, students from **Historic Black Nashville** visited The



Hermitage, Fort Negley, Fisk University and the Nashville Library Archives. Meanwhile scholars in **Justice, Mercy and Mass Incarceration** class expanded their learning through a visit to the Public Defender's Office and a local prison.

Collaborative problem solving was utilized in the **Tackling Big Problems with Mobile Cloud Computing** course as students from Engineering and Arts & Science formed teams to develop mobile applications for real-life clients. One team, for example, worked with Dr. Heidi Silver to develop a mobile application to improve malnutrition screening at Vanderbilt University Medical Center. Another team took up a project that originated in the Law School and created a mobile application for Legal Aid. The tool allows Tennesseans to make smarter decisions during the legal process.

The feedback from the students enrolled in the first year of University Courses was overwhelmingly positive. One student, who was enrolled in the **Tackling Big Problems with Mobile Cloud Computing** course last fall said, "The class was undoubtedly a defining moment in my college experience. The volume of cross-college interaction between varying disciplines and professional levels would not have transpired without the structure this course provided."

NEXT STEPS

During the Spring 2017 semester, the Office of the Provost hosted a University Courses workshop to showcase the program and provide best practices as it relates to preparing a proposal and drafting a syllabus. Several faculty members who taught a University Course during the 2016-17 academic year were on-hand to share their experiences and speak with event attendees. A second University Courses workshop will be held this fall to help faculty interested in the program draft a proposal and syllabus.

IMMERSION VANDERBILT

BY THE NUMBERS

3 Undergraduate schools approved immersion as a graduation requirement

10 Road show presentations

10 i-Seminars offered

19 Committee members in 2016-2017

50 People attended Design as an Immersive Vanderbilt Experience (DIVE) boot camps

ACTION

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 creation of a tangible academic project. The initiative took several steps forward during the AY16-17 year. Led by Vice Provost Geer's office, [the Immersion Vanderbilt Committee](#) launched a new



[website](#), created the iSeminar series and – via Roadshow presentations – began collecting feedback from faculty and staff about how the Provost’s Office can best support the school/college efforts for the program.

- **Roadshow presentations** were designed to support the process of gaining input from the undergraduate schools and answer questions raised by the curriculum committees and councils of the undergraduate schools. Committee members met with faculty from each undergraduate school to relay key program components and think about the best ways to implement the program.
- **I-Seminars through the Commons** were intended to prepare students to pursue their passions through rigorous, compelling and unique projects. Led by a faculty cohort that included faculty members from each of Vanderbilt’s four undergraduate schools, [iSeminars](#) were offered for the first time during the Spring 2017 semester.
- **Committee Outreach** – Committee members held meetings with potential campus partners to develop ideas for connecting Immersion Vanderbilt to their existing programs.

As a result of these efforts, curriculum review committees and faculty councils in Peabody College, Blair School of Music and School of Engineering approved Immersion Vanderbilt as a graduation requirement for first-year students starting in Fall 2018.

DIVE (Design as an Immersive Vanderbilt Experience)

As a complement to Immersion Vanderbilt, the university’s Quality Enhancement Plan (QEP), which is a required part of the university’s accreditation, focused on developing an immersion program for students. After a competitive and campus-wide process, in May 2016, a proposal known as Design as an Immersive Vanderbilt Experience (DIVE) was chosen as the QEP and was further developed by a committee of faculty, students and staff. The program plan was presented to the Southern Association of Colleges and Schools Commission on College’s On-Site Committee in Spring 2017, and, pleased with the concept and plan, gave the university the green-light to move forward recommending no official changes.

Program specifics included four ways to facilitate the DIVE experience, which will be launched in Fall 2017:

- 1) **Boot Camps:** In order to provide broad campus exposure to human-centered designs. Open to undergraduates, graduate and professional students, staff and faculty.
- 2) **DIVE Co-curricular Projects:** The [Office of Active Citizenship and Service \(OACS\)](#) will form cohorts in Fall 2017.
- 3) **Enhanced Existing Courses:** [Course Design Institute](#) featured a design thinking track for faculty to better implement human-centered design into their courses in May 2017. DIVE-approved courses will be offered in a variety of departments, such as Theatre, Human and Organizational Development (HOD) and Mechanical Engineering.



-
- 4) University Courses: [“Design Thinking, Design Doing”](#) will be taught for the first time in Fall 2017 by David Owens and Rogers Hall. The course will provide an introduction to theories and practices of design.

NEXT STEPS

To support the launch of Immersion Vanderbilt next steps include:

- Launching the Provost-supported Office of Immersion Resources in Fall 2017.
- Working with OACS, DIVE Cohorts will be launched in Fall 2017 around the themes of affordable housing, the experience of displaced persons living in Nashville and food waste. This will provide students with a unique opportunity to work together with local non-profit organizations to address community-identified challenges in innovative ways.
- Supporting the College of Arts and Science as its faculty deliberate about Immersion Vanderbilt.
- Meeting with potential campus partners and continuing to build the program infrastructure.
- Prepare for the program to officially launch in Fall 2018.

THE COLLEGE HALLS

BY THE NUMBERS

2,763 students (nearly one-half of all undergraduates living on campus) resided in the College Halls system:

1,647 in The Martha Rivers Ingram Commons

706 in Warren (344) and Moore (362) Colleges

100 in McGill Hall

109 in McTyeire Hall

201 in The Mayfield Project

The Academic Strategic Plan calls for an expansion of the College Halls (also referred to as residential colleges), vibrant living-learning communities that create transformative experiences that are as important to students' college education as their work in the classroom. In the College Halls, students live alongside faculty and graduate student mentors, programming is frequently student-led and initiated, and residential dining is incorporated as an expression of community.

Construction on the new E. Bronson Ingram College continues and remains on schedule for opening in Fall 2018. In addition, West End neighborhood planning discussions were held with



students, staff and alumni to gain input on planning for potential Residential Colleges at Tarpley site, followed long term by the Residential Colleges at Towers project. The Dean of Students coordinated eight forums with student groups to discuss the West End Neighborhood Beautification proposal, and helped select a firm to incorporate the potential future residential colleges into the West End Neighborhood and a future greenway.

Residential college programming continues to expand across the university. On the Martha Rivers Ingram Commons, new programs range from i-Seminars (see Immersion section) to enhanced Visions modules promoting resiliency and student well-being. At Warren and Moore Colleges, weekly breakfasts in the faculty director home, called “Cereal Sundays,” encouraged communal dining and faculty visits offered additional opportunities for student-faculty interaction. Excursions to Mammoth Cave, Cummins Falls, the Nashville Symphony and a Nashville Predators game sold out in minutes. And new hugely popular programs like “Pins and Needles” (a succulent planting project) brought together a diverse set of students from the same hall who might not have spent time together otherwise.

IMPACT

- According to the Quality of Life Survey (QLS), a majority of students (81.1%) attended at least one program per semester that a residence hall sponsored – an increase of 2% over last year.
- Additionally, first-year students (95%), students living in a living learning community (96%) and Warren and Moore residents (90%) attended more residence hall sponsored programs than the general student population.
- In general, the vast majority of students, regardless of type of residence hall in which they resided, participated in residence hall sponsored events.
- New housing options, such as Warren and Moore College Halls, provide students with even more opportunities to engage, and after three years of existence, students in Warren and Moore are attending more events than peers in non-living learning community housing.

The QLS is administered by the Office of the Dean of Students to all undergraduate students annually in December-January. This survey was last administered in December 2016-January 2017, and analysis above is from this most recent survey administration.

EDUCATION TECHNOLOGIES

BY THE NUMBERS

10 separate committees convened in 2016-17, including:

- Academic Affairs Application Oversight Committee
- Associate Deans Advisory Panel on Classroom Technology
- Course Management System Advisory Committee



-
- Desktop Support Faculty Advisory Committee
 - Educational Technology Effectiveness Committee
 - Educational Technology Strategy Committee
 - Faculty Senate Online Education Task Force
 - Library Digital Projects Support Committee
 - Technology Review Standing Committee
 - VIDL Advisory Board

67 faculty, **38** staff, and **8** students served on the committees

18 grants totaling **\$45,647** awarded through the Vanderbilt Institute for Digital Learning's (VIDL) Innovation Grant Program

4,800 downloads of Leading Lines podcast

9 digital scholarship workshops hosted by the Jean and Alexander Heard Library

16 MOOCs offered involving **23** faculty members, reaching **256,574** learners

Educational Technologies efforts continued to make significant strides during the 2016-17 academic year, keeping Vanderbilt on the cutting-edge of digital learning advancements. Between the introduction of the Center for Digital Humanities, the transition to Brightspace as its new course management system, the launch of the second season of the Leading Lines podcast, the unveiling of additional MOOCs and the successful implementation of a new course evaluation system, 2017 was a banner year for Vanderbilt's educational technologies.

ACTION

- Vanderbilt and 2U, a cloud-based software that hosts online coursework, executed a contract to begin work producing professional degree programs at Peabody College. Enrollment has so far exceeded expectations.
- Brightspace was selected as the new course management system, replacing Blackboard in summer 2017. The selection was made by a committee of faculty, staff and students following a needs-assessment and vendor-selection process organized by the Center for Teaching.
- The [Center for Digital Humanities](#) opened on January 26, creating a dynamic hub in Buttrick Hall for scholarly projects using digital tools.
- Justice, Mercy, and Mass Incarceration, taught by Graham Reside, will launch as a [MOOC](#) in May. This course is the first MOOC from the Divinity School.

IMPACT

- Following a review of practices, Vanderbilt successfully implemented a new course evaluation system in Fall 2017. Participating schools included the Blair, Arts & Science,



Divinity, The Graduate School, Peabody College and the School of Engineering. The new software system was utilized in over 45,000 evaluations in Fall 2017.

- The Library executed semester-long programming in conjunction with Places & Spaces: Mapping Science, an exhibit of 100 data maps and interactive components curated by the Cyberinfrastructure for Network Science Center at Indiana University.
- [Vanderbilt Institute for Digital Learning \(VIDL\)](#) and the [Center for Teaching](#) produced the second season of [Leading Lines](#), a podcast about the use of educational technology in higher education.
- VIDL launched a four course Coursera specialization in conjunction with the Owen Graduate School of Management entitled “Business Essentials for Managers.” Upon completion of the four-course series, participants will receive a certificate of completion from Vanderbilt.

NEXT STEPS

- Associate Provost John Sloop launched a university-wide committee on digital literacy charged with:
 - Providing a definition of digital literacy that will apply to undergraduate, graduate and professional student.
 - Recommending curricular and co-curricular initiatives to facilitate the development of the digitally literate student.
 - A recommendation from the committee will be forthcoming this fall.

GRADUATE EDUCATION

ACTION

The Academic Strategic Plan recognizes graduate education as a priority area of focus that cuts across all four pillars. We must make critical improvements in graduate education at Vanderbilt in order to remain competitive with peer institutions and attract the best students.

Furthermore, Vanderbilt must invest in resources to support those students while they are here in order to prepare them for varied careers in a dynamically changing market. This past year the university focused on planning for improving graduate and professional student housing on campus. A student survey was conducted to collect feedback regarding housing options for graduate and professional students. In conjunction with [FutureVU](#), the campus land use planning process, a working group was formed to tackle the issue of graduate and professional student housing on campus.

In the fall of 2016, the Chancellor announced that a \$300 million endowment would be built over the next several years. The endowment will support both graduate education and research. Building on the work of the Graduate Education Study Group, the Provost launched a collaborative, rapid cycle process, and an ad hoc faculty committee who developed a [short](#)



[report](#) identifying four proposed thematic areas for future investment in graduate education and research:

- Creating new graduate Ph.D. scholarships
- Supporting graduate student career development
- Launching and sustaining global engagement, and interdisciplinary and trans-institutional research
- Launching fundraising initiatives to create new endowed chairs and faculty fellows.

NEXT STEPS

Further refinement of these areas of focus began in the summer of 2017 and will continue into the fall. Additional feedback from new faculty working groups will be gathered in the fall to review designs for the graduate Ph.D. scholarship and education programs, and to charge the working groups with designing implementation plans.

INTERNATIONAL STRATEGY

ACTION

Developing an international strategy to strengthen and advance Vanderbilt's international research, scholarship and creative expression while raising the global profile of the university as a research institution is the charge of the International Strategy Working Group (ISWG), which comprises faculty from a wide range of disciplines. Like graduate education, Vanderbilt's international strategy impacts all pillars of the strategic plan. This year's focus has been working on ways to elevate the global profile of Vanderbilt as a research institution, commensurate with its national prominence. Additionally, the Vanderbilt community has called for more international engagement as a way to promote diverse cultural and academic perspectives.

To ensure that the university developed a robust strategy the committee took a three-pronged approach. They evaluated existing practices, researched best practices beyond Vanderbilt, and gathered extensive feedback from the Vanderbilt community.

Opportunities for Vanderbilt faculty members across all schools to interact with the working group included:

- A faculty-wide survey to better understand the faculty's energy and passion for the topic; response was extremely positive with 571 responses received.
- Town hall meetings in Peabody College, College of Arts & Science, School of Engineering and the Medical School.
- Brainstorming lunches that included invited representatives from all schools.



-
- Meetings with the deans and relevant associate deans from each of Vanderbilt's 10 schools and college, along with many others high-ranking administrators – including Vice Chancellors and Vice Provosts.

From this work, the group produced an executive summary with four primary goals that build on Vanderbilt's strengths and supports the Academic Strategic Plan and its commitment to equity, diversity and inclusion:

- Bring more international visitors and graduate students to campus, and provide on-campus housing for international visitors.
- 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 an institute specifically tasked with spearheading these efforts.

NEXT STEPS

Over the course of the 2017 summer, the working group is compiling a full report to be released in the fall 2017 and used as a tool to garner feedback on the recommendations and next steps.

CONCLUSION

The positive effects of the Academic Strategic Plan extend well beyond what was initially envisioned or directly articulated in the plan. The TIPs and the Chancellor Faculty Fellows initiatives not only direct resources to Vanderbilt's most promising collaborations and leading faculty, they serve as important tools for faculty development and retention, helping them take their careers to the next level. New digital technologies like MOOCs are expanding Vanderbilt's international reach and reputation. And perhaps most importantly, all of our initiatives offer significant opportunities to further Vanderbilt's commitment to equity, diversity and inclusion. From multi-cultural University Courses on Race, Place and Power and TIPs on Healthcare in the U.S. South, to expanded mental health and well-being programming in the college halls.

The collaborative process that began in the Vision phase and continues today through the Action and Impact phases has created avenues through which all in the community can share their vision for the future of Vanderbilt. The process has furthered our One Vanderbilt spirit and collaborative approach to taking on the most exciting opportunities and challenges.

