

Discovery
VANDERBILT
Learning

*An Academic
Strategic Plan
in Service to
Humanity*

ACADEMIC STRATEGIC PLAN

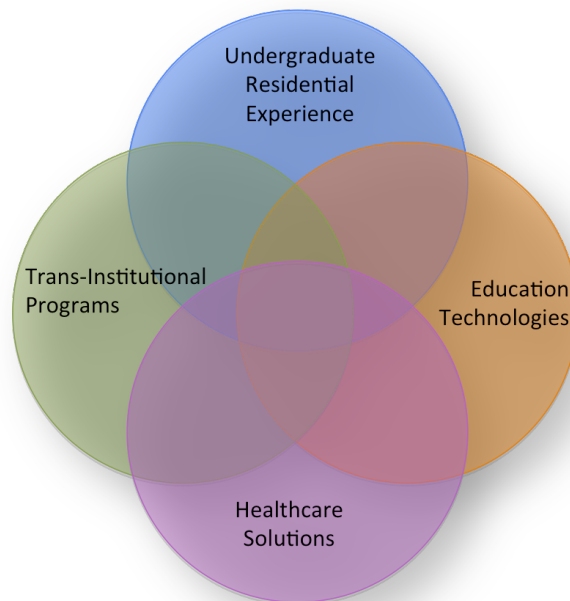
ANNUAL REPORT – 2015-2016 ACADEMIC YEAR

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INTRODUCTION



THE FOUR INTERSECTING THEMES


The Academic Strategic Plan rests on four intersecting themes. With the action phase in full swing, the overlap of these the four themes has clearly emerged. For example, many of the funded TIPs support ground-breaking innovations in healthcare and advance digital learning opportunities while creating cutting-edge immersion experiences for our students.

In total, more than 650 faculty, staff and students have been directly engaged in bringing the plan to life. The reach, however, extends well beyond those individuals. The funds awarded to the Chancellor Faculty Fellows allow them to pursue new and exciting discoveries. Grants supporting new education technologies will advance learning in all corners of the campus. The recently launched University Courses will offer our students opportunities to learn from collaborative teams of diverse faculty.

In sum, the initiatives of the ASP are actively enabling faculty, students and staff to tackle today's most pressing questions and allowing Vanderbilt to reach new heights in advancing discovery, learning and service.

The report that follows highlights the efforts that have taken place this past academic year.

TRANS-INSTITUTIONAL PROGRAM AWARDS



Trans-
Institutional
programs

BY THE NUMBERS

427 Total faculty engaged beginning with the pre-proposal process

13 of 35 “full” proposals were awarded for funding in 2015-16

105 Faculty involved in the 13-awarded proposals across all schools and colleges in 2015-16

\$4.5 Million in total funding for the 13 proposals

\$12 Million awarded in total over the last two years

2016 AWARDED PROGRAMS

[Full Program Descriptions](#)

1. **Vanderbilt Initiative for Smart-City Operations Research (VISOR)** - School of Engineering, Peabody College, College of Arts and Science
2. **Vocations in Racial Justice: Trans-Disciplinary Activist/Practitioner/Scholar (TAPS)** - Divinity School, Peabody College, College of Arts and Science, School of Nursing, Law School, School of Engineering
3. **Optimizing Health and Well-Being in Adults with Autism Spectrum Disorders** - School of Medicine (Clinical), College of Arts and Science, Peabody College
4. **Establishment of a World-Class Metabolomics Service** - School of Medicine (Basic Sciences), School of Medicine (Clinical), School of Engineering
5. **Africa at a Crossroads: Challenges and Prospects** - College of Arts and Science, School of Medicine (Clinical), Blair School of Music, Peabody College
6. **Understanding Digital Dominance in Teaching and Learning: An Interdisciplinary Approach** - Peabody College, School of Engineering, College of Arts and Science
7. **Vanderbilt Initiative for Intelligent Resilient Infrastructure Systems (IRIS)** - School of Engineering, College of Arts and Science
8. **Engineering Immunity** - School of Medicine (Clinical), School of Engineering
9. **Towards a Trans-disciplinary Program on Data Science Policy** - School of Medicine (Clinical), School of Engineering, College of Arts and Science, Owen Graduate School of Management, Law School
10. **Advancing the Development of Brain-Based Measures of Treatment Outcomes in Clinical Trials across the Lifespan** - Peabody College, School of Medicine (Clinical)



11. **Vanderbilt Program for Next Generation Vaccines: Integrating Structural Biology with Big Data** - College of Arts and Science, School of Medicine (Basic Sciences), School of Medicine (Clinical), School of Engineering
12. **VINSE I^{A3}: Increasing Immersion and Innovation in Interdisciplinary Nanoscience Research and Education** - School of Engineering, College of Arts and Science
13. **The Vanderbilt International Public Opinion Project** - College of Arts and Science, School of Medicine (Clinical), School of Law, Peabody College

TIPS IMPACT – THE 2015 AWARDED PROGRAMS

[Full Program Descriptions](#)

“Year one” progress reports for the 2015 recipients reveal an exciting and productive inaugural year for the program. Collaborators from a diverse set of disciplines are working together to make transformative discoveries, engaging students along the way. In some cases, the work is leading to papers, invited talks, patent applications and industry support and collaboration. A number of strong applications for external funding are likely to result from these investments. Below are some program highlights:

- **Ethics of Health and Human Flourishing: Communities of Care and Everyday Ethics**
The team established an interdisciplinary community of scholars for the Faculty Working Group and developed a two-semester course that deeply engages students in the scholarship and practice of the ethics of care. A 'Meet the Professors' event for their sequence of courses was held this spring, where they engaged students in an observation exercise comparing clips that highlighted the connections between empirical investigation and ethical reflection, making the case that student fieldwork and qualitative data analysis can make an important contribution to normative care theory. 15 students were offered a place in the course and they have a waiting list.
- **The Laboratories for Innovation in Global Health Technologies**
A field research team of staff research scientists, faculty, postdoctoral fellows and graduate students traveled to Zambia and operated at Macha Research Trust for six weeks to evaluate the version 1.0 of the magnetically enabled Biomarker Extraction and Delivery System (mBEADS) device. The field trip and on-campus work resulted in three undergraduate immersions, engagement of 37 undergraduate/graduate students, and also supported efforts toward patent applications and external grant submissions to NIH, Gates Foundation, USAID, and the Program for Appropriate Technologies in Health.
- **Wisdom Working Group**
The Wisdom Working Group (WWG) immersed 18 Discovery & Learning (D&L), Fellows eight undergraduates and 10 graduates from across ten disciplines in hands-on research with faculty, community experts and professional staff. Faculty collaborators from across nine university departments worked directly with the fellows to advance innovative cross-disciplinary and cross-sectoral research. Year one was a research and



planning year for WWGs six core projects. D&L Fellows and faculty worked together to conduct background research for each project element, formulating detailed work plans with specific goals, objectives, and activities. The results included literature reviews, training sessions and materials, focal theme identification (from interview coding) as well as relationship building with partners in current and next phase sites. Students were immersed in qualitative research and data analysis, presentations, trainings, campus and community events, healthcare solutions development, technology/digital learning innovation, and mentoring which will result in innovative approaches to seeking successful solutions to problems facing our world in its local, national and international dimensions.

- **A Trans-Institutional Big Data Infrastructure at Vanderbilt**

A test Big Data cluster environment using nine recycled servers was set up. The cluster was leveraged by Professor Dan Fabbri's CS 3892 Big Data course in which 50 undergraduate and graduate students learned how to develop MapReduce and Spark analysis programs. Students taking the Big Data course completed several structured tasks using large data sets: analyzing millions of social media posts to identify trending topics, analyzing Wikipedia, and building a Google-like search engine. In sum, the project led to 40 robust student immersion experiences, 40 undergraduates and 10 graduate students in the Big Data course, and six undergraduates enrolled in ACCRE Scholars summer program.

TIPS PROMOTION AND RECOGNITION

To better promote the efforts of TIPS participants and their discoveries, a promotional webpage is being developed that will have dedicated profile pages for each TIP. Once complete, a strategy will be developed to mobilize the content in hopes of elevating awareness and increasing internal and external recognition for these important projects that are addressing some of society's most pressing challenges.



CHANCELLOR FACULTY FELLOWS PROGRAM

By the Numbers



28 Chancellor Faculty Fellows

14 selected in Inaugural cohort of 2014-15

14 selected in 2nd cohort of 2015-16

\$1.1 million awarded to the 28 fellows

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

THE INAUGURAL COHORT

[List of Fellows](#)

Launched with a kick-off dinner hosted by the Provost in May 2015, the fellows continued to gather during the 2015-2016 academic year with goals of sharing experiences, learning about each other, and forging future interactions. Gatherings included:

- **Money Matters** - Ideas for funds use
- **Using your Research in Teaching** - Center for Teaching (teaching focus)
- **Dinner with the Board of Trust** (professional development)
- **Roundtable with the Vice Chancellors** (leadership networking/professional development)

The group also gathered for a lunch initiated by fellow Andrea Page-McCaw to discuss “maintaining our motivation and kindling it in our students.”

Feedback from the fellows revealed that the program has been successful at achieving the program’s core goal – helping newly tenured faculty maintain and gain momentum in their careers. Some of the funds helped faculty start new projects or venture into areas they otherwise would not have been able to explore. Some faculty used the funds to do a course buy-out and finish a second or third book that otherwise would have progressed much slower. Other highlights include:

- Sean Seymore hosted a research conference entitled “The Disclosure Function of the Patent System.” He also organized the first Annual Patent Scholars Roundtable. He is working on patent research for a future book regarding patents.
- Kristopher Preacher funded three visiting scholars to give presentations within his department, provided summer support for a graduate student, and traveled for research-related conferences.



- Scott Guelcher made plans to buy a bioreactor with his funds. This piece of equipment will enable him to pursue new research on tissue-engineered microenvironments for cancer.
- Muktar Aliyu used his funds to present his research work at the Conference on Retroviruses and Opportunistic Infections (CROI) in Boston and also helped to bridge research costs for his R101 study ending later this year.
- Sharon Weiss used funds for a new project related to energy storage and traveled with her graduate students to a premier conference in Spain (where they were awarded Best Talk of the Day awards and one Best Poster of the Day award).
- Bunmi Olatunji used funds to initiate a neuroimaging study examining the specificity of the brain basis of disgust learning and extinction in obsessive-compulsive disorder.

THE 2016 COHORT

[List of Fellows](#)

Programing for the second cohort was launched in May 2016 with a dinner hosted by the Provost. The programming for both cohorts will be modified in its second year to keep the initiative renewed and engaging in response to feedback from the first-year fellows. The goal is to make sure the cohorts are getting the most out of the program while ensuring that we are using their time in effective ways.

In efforts to elevate prestige and provide platforms to showcase the fellows’ work, the following promotional opportunities will be pursued in year two:

- A dedicated CFF website profile for each fellow that showcases how they are taking advantage of the program and the funds
- Fellow “Spotlight” mini-feature stories to run in MyVU, the Open Dore, school newsletters and other outlets

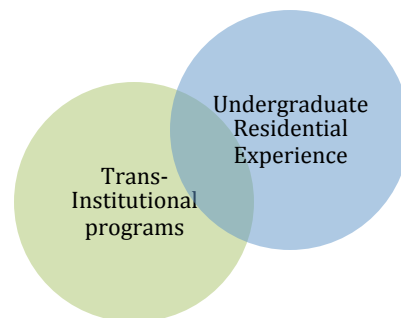
UNIVERSITY COURSES

BY THE NUMBERS

5 courses selected from **25** submitted

3 of 5 designated as multicultural courses

10 faculty involved, representing **6** schools and colleges



The inaugural set of University Courses was announced in February 2016. The program was launched to foster interdisciplinary teaching and learning and to offer students courses that leverage “One Vanderbilt” and address “big ideas” or “grand challenges.” Two faculty committees, one dedicated to reviewing proposals with a multi-cultural focus, assessed 25



course proposals from faculty across campus. The new courses will be offered during the 2016-17 academic year and potentially in future years after approval by the relevant curriculum committees. They are:

- Tackling Big Questions with Mobile Cloud Computing
- Social Entrepreneurship
- Historic Black Nashville
- Justice, Mercy and Incarceration
- The Nation's Health: From Policy to Practice

[*Full Course Descriptions Here](#)

A webpage was created to promote the courses and communicate to students how the courses would fulfill degree requirements for the different schools.

The screenshot displays the Vanderbilt University Academic Strategic Plan website. The main header reads "Academic STRATEGIC PLAN" with navigation links for Undergraduate Residential Experience, Trans-Institutional Programs, Education Technologies, Healthcare Solutions, and About. Below the header, there are several course promotion tiles:

- UNIVERSITY COURSES 2016-17**: A central tile with the Vanderbilt logo and "Academic STRATEGIC PLAN".
- UNIV/HIST 2655 & 5655: Historic Black Nashville**: A tile featuring a historical photograph of African American families and the text "Enroll now for Fall 2016".
- UNV 3278 (Undergrad) Tackling Big Questions**: A tile with a close-up of a document and the text "Enroll Now for Fall 2016".
- This Nation's Health: From Policy to Practice**: A tile with a stethoscope and the text "Spring 2017".
- Social Entrepreneurship**: A tile with a group of people and the text "Spring 2017".
- Justice, Mercy and Incarceration**: A tile with a person in a uniform and the text "Spring 2017".

Below these tiles, a paragraph states: "University Courses promote new and creative trans-institutional learning, a key component of the Academic Strategic Plan. These courses leverage the natural synergies across Vanderbilt's ten schools, giving faculty the opportunity to reach beyond departmental boundaries and provide students with..."

The right side of the screenshot shows a detailed page for the "University Course - Historic Black Nashville". It includes a search bar, navigation links, and a "Recent News" section with several articles. The "Course Overview" section lists key features:

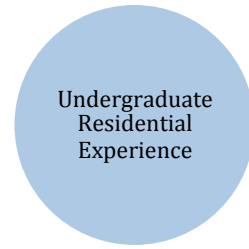
- Site visits to previously neglected historical sites for Black Nashville, such as black businesses like *Hotel Atlanta*, black communities like *Tobacco Hollow*, and *Civil War* sites like *Fort Negley*.
- Keynote address from a guest lecturer who is an expert in the subject matter.
- Participation in student-led research utilizing digital media strategies that will result in a tangible academic product via website and app construction.
- The course will culminate with a conference at which students will present their research alongside proposed esteemed guest speakers, experts, and representatives from other institutions.

Below the key features, it lists degree requirements fulfilled:

- **Blair School of Music:** History/Social Science requirement or as an Academic Elective for the Liberal Arts Core.
- **College of Arts and Science:** History and Culture of the United States (US) requirement of 1000.



IMMERSION



BY THE NUMBERS

Engaged in Immersion committee work and/or the QEP development process:

46 Faculty

28 Staff

23 Students

4 Committees

15 campus leaders at spring planning retreat

44 Quality Enhancement Plan proposals submitted for consideration

COMMITTEE FINDINGS/OUTCOMES

Committee deliberations and community feedback led to the following conclusions regarding the immersion program at Vanderbilt:

- Tangible academic product should result from the experience;
- Each student should create an individualized learning plan as a mechanism to keep them accountable throughout their undergraduate career;
- A core component is engagement outside the classroom in order to develop skills and knowledge;
- A network of support for student mentoring should be developed

The committee also settled on a four-category structure to shape and organize the programmatic efforts and to help make the concept of immersion more readily understood. Categories are:

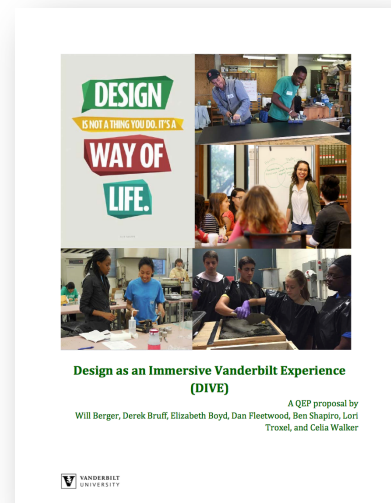
- International (including study abroad)
- Civic & Professional (non-profit, for-profit internships, service work)
- Research
- Creative Expression

A number of sub-committees, advisory boards and working groups also explored questions surrounding how the program will be implemented and developed. These include:

- **Lab Science** - This immersion sub-committee identified necessary components for a laboratory research immersion program, developed a handbook template for departments, as well as a rubric, drafted a departmental policy manual and outlined recommendations for a 3-phase approach:
 - Phase 1: Literature review, hypothesis development, basic methods review and safety training
 - Phase 2: Primary research



- Phase 3: Complete research, data analysis, and presentation
- **The Faculty Advisory Council on International Education (FACIE)** - The advisory committee issued the following recommendations for study abroad that can be measured, mapped, and reflected upon in order to define immersive study abroad experiences:
 - Broad definition of “study abroad” to accommodate programs variable in length and scope
 - No mandate for foreign language proficiency or study
 - Require pre-planning and post-study reflection
 - Assessment on three key domains: knowledge, skills, and attitude
 - Expand summer support for Global Summer Fellowships
 - Define role of the GEO and provision accordingly
 - Promote international programs as a gateway to immersion beyond one’s major
- **Quality Enhancement Plan** - The QEP is a programmatic undertaking that serves as a critical piece of the university’s reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The selected focus for the 2017 QEP is Immersion. The QEP Topic Selection Committee was convened in August 2015 with the charge of gathering and vetting immersion-related proposals from the broader Vanderbilt campus community for use as the QEP. This yearlong process, which included soliciting proposals and extensive feedback from the Vanderbilt community, resulted in the selection of [DIVE \(Design as an Immersive Vanderbilt Experience\)](#). The plan for this program will be fully fleshed out over the coming year.



IMMERSION RETREAT

The Provost, campus leaders and faculty members came together for a half-day retreat to review progress made to-date and discuss priorities and next steps. Key take-aways from the retreat include:

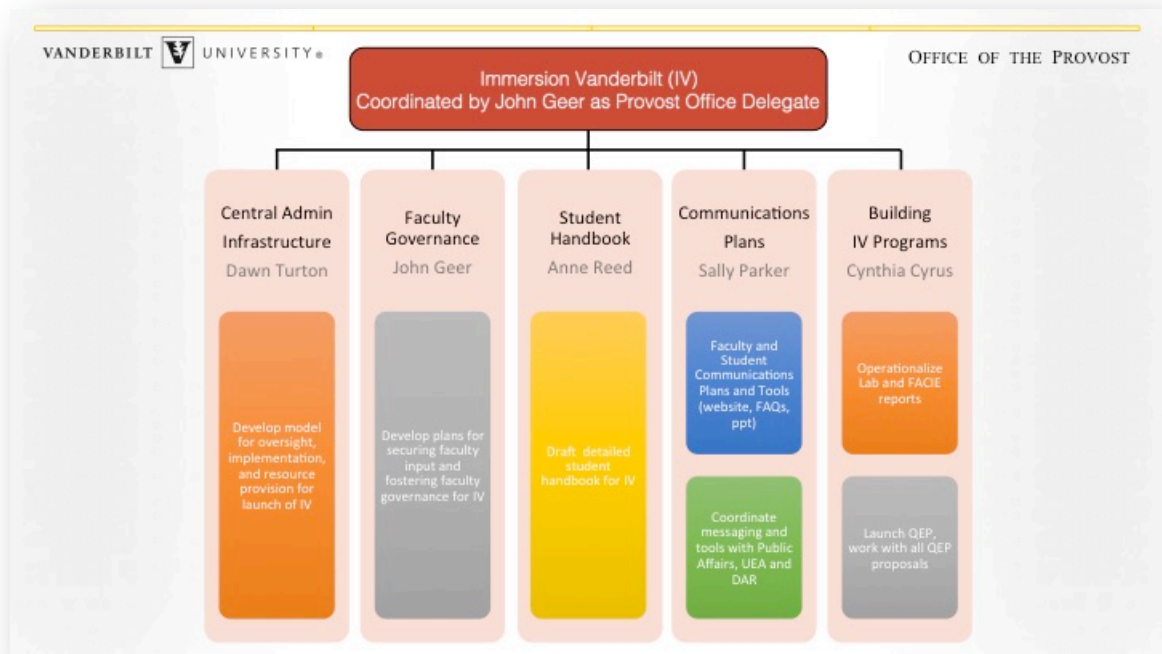
- A plan for faculty governance needs to be developed by spring 2017 in order to sync with admissions needs and to allow time for the school approval process
- A detailed operational plan/program guide will help clarify/inform constituents
- A centralized model of support should be developed and vetted
- A more robust communications plan is needed, including keeping leadership regularly informed
- Specific student populations should be considered as the program is developed



An action-plan for the summer was immediately put into place to produce the following deliverables to be vetted by the Vanderbilt community in the fall:

- Opportunity Phase Communications Plan
- QEP Implementation Plan
- Faculty Governance Guide
- Student Handbook
- Central Administrative Model

The Provost divided the labor among her team as reflected in the organizational chart below:



THE COLLEGE HALLS

BY THE NUMBERS

3,003 students (nearly one-half of all undergraduates living on campus) resided in the College Halls system:

1,600 in The Martha Rivers Ingram Commons

670 in Warren (326) and Moore (344) Colleges

104 in McGill Hall

89 in McTyeire Hall

200 in The Mayfield Lodges

The ASP calls for an expansion of the College Halls, 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.

THE MARTHA RIVERS INGRAM COMMONS

A nationally recognized model for first-year residence life, in 2015-16, The Commons implemented a number of major initiatives in order to continue enhancing the first-year experience, making Vanderbilt's campus a more diverse, equitable, and inclusive environment. These include:

- **Increased training on diversity and inclusion for VUceptors** - Being aware of the importance of this component of VUceptor training, three additional modules were implemented in summer 2016 to train student and faculty VUceptors on cultural competency.
- **Vanderbilt Visions curriculum redesign** - In fall 2016, first-year students will benefit from a number of enhancements to the Vanderbilt Visions curriculum, including a focus on professional development skills and personal health and wellbeing.
- **Additions to CommonVU** - In fall 2016, parents will have the opportunity to attend a new parent and family orientation program.
- **The Portals Project** - eight campus partners collaborated to bring The Portals Project to the Commons for two months in fall 2015. The Portals Project invited Vanderbilt students, faculty, staff, and members of the Nashville community to speak with residents in Mexico and/or Honduras. The project was covered by the local media, including WNPR and *The Tennessean*.

In October 2015, The Commons staff presented at the Residential College Symposium in Dallas, Texas. Given the continued expansion of the College Halls, Commons staff helped share their experiences and understandings of the latest research and best practices. To that end, Vanderbilt was selected among our peers to host the annual Residential College Symposium in 2016.

WARREN AND MOORE COLLEGES

Recognizing that returning students in Warren and Moore have the capacity and enthusiasm to help create the community in which they belong, programming is designed to lead to self-directed exploration and faculty interaction. The following are just several of the 250 programs that took place at Warren and Moore in the past academic year:


- A presidential debate series throughout the year gathered students and faculty members for screenings or facilitated conversations.
- “Locked and Loaded: The Second Amendment in the 21st Century” featured a panel of faculty members from law, political science, philosophy and sociology.
- The student-led “Hot Topics” series explores pressing societal issues and welcomes other campus groups and leaders to the Colleges.
- The Warren Showcase Series places student expertise, experience and expression front and center. The inaugural event was a presentation by an Arts and Science student on her summer internship in Peru.
- A panel featuring students who had completed internships provided information on how to find them and how to make the most of the internship experience.

THE FUTURE OF VANDERBILT AND BARNARD HALLS

In academic year 2015-16, four presentations were held across campus to gather student feedback on the undergraduate residential living experience and to showcase the proposed architectural plans for the replacement of Vanderbilt and Barnard Halls. The most frequent comment received was “Wow!” Students were warmly enthusiastic about the architectural plans. Taking student comments into consideration, particular attention is being given to the needs of student arts organizations in the new design. Floor plans include two dance studio practice spaces in the basement and a small publicly accessible art gallery on the first floor that can host student or class projects. Construction began on the replacement for Vanderbilt and Barnard Halls in May 2016. The new residence hall is expected to open for occupancy in the summer of 2018.



CO-CURRICULAR ENGAGEMENT EXTERNAL TO THE COLLEGE HALLS (CEECH)



Undergraduate
Residential
Experience

In April 2015, the CEECH task force (charged with developing programming proposals for co-curricular faculty and graduate/professional student involvement in residencies external to the college halls) issued a report with several proposals to increase student engagement and enhance undergraduate residence life.

In response to the CEECH report, the Office of Housing and Residential Education increased faculty engagement through hallmark residential programs across multiple non-living learning community residences, including Branscomb Quadrangle, Carmichael Towers, and Highland Quadrangle. Events included Casual Coffee Hours on Alumni Lawn (17 student attendants, 5 professors engaged); Faculty Dinners in Branscomb (48 student attendants, 6 professors engaged); Carmichael Towers Tuesdays (217 students engaged across four events); Carmichael Faculty Dinner with Lecturer Rebecca Chapman; and Highland Quadrangle Faculty Dinners (7 faculty dinners in March and April).

In addition, four of the group's recommendations were adopted for piloting and are either in development or are moving forward:

Full list of recommendations

- **Co-curricular Fellows Program** – This program is an effort being coordinated by the Office of Housing and Residential Education (OHARE) to develop trans-institutional living-learning communities not centered upon a building. OHARE has submitted the final draft proposal for the program and will further discuss the efficacy of the program's integration into a joint venture between Residential Education and Academic Affairs.
- **Co-curricular Supper Clubs** - A developing initiative in partnership with the Vanderbilt Student Government (VSG) for dinner events focused on particular themes.
- **Extending Connections to First Year Houses** - Led by Dean Vanessa Beasley, this program aims to promote connections between upperclass students and their first-year houses. In fall 2015, the Towers hosted a "Commons Throwback Event" – where hundreds of students mingled with Faculty Heads of House from The Ingram Commons.
- **Short-Term Faculty-in-Residence** - This pilot program considers an apartment configuration for short-term residence by a faculty member. The inaugural event came in March when Vice Provost Cynthia Cyrus resided with students in Branscomb Quadrangle. The program included a dinner and discussion focused on Immersion



Vanderbilt on March 29, and an open-door “hang-out” for students and Cyrus to discuss topics of interest over dessert on March 30. Cyrus also met with the resident advisor staff during their weekly meetings and participated in an RA duty round of the area. At the conclusion of the two-day program, nearly 100 students had the opportunity to engage with Cyrus.

EDUCATION TECHNOLOGIES

BY THE NUMBERS

8 separate committees convened in 2015-16

- VIDL Advisory Board
- Educational Technology Strategy Committee
- Associate Deans Advisory Panel on Classroom Technology
- Blackboard Faculty Advisory Committee
- Task Force for Course Evaluation Tool Selection
- Student Technology Committee
- Task Force for Educational Technology Big Ideas
- Faculty Senate Online Education Task Force

42 faculty, **21** staff, and **5** students served on the committees

20 Grants awarded through the Vanderbilt Institute for Digital Learning’s (VIDL) Innovation Grant Program

\$46,073 awarded

37 digital learning projects successfully implemented

14,376,188 total pageviews in Blackboard and **188,058** total active users

12 MOOCS offered involving **14** faculty members, reaching **216,862** learners

400 staff and **80** students reached through EdTech Roadshows

DIGITAL LEARNING PROJECTS – HIGHLIGHTS

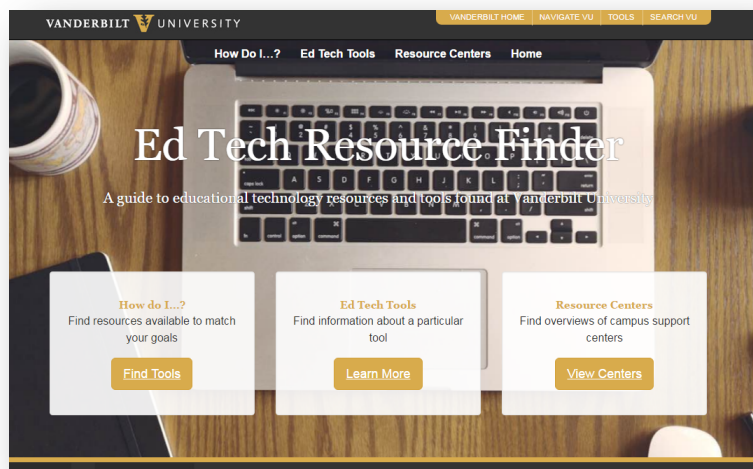
A total of 37 digital learning projects were implemented in 2015-16, six of which are highlighted below:

- **Tiny Languages** - In fall 2015, Vanderbilt offered K’iche’ Maya, Haitian Creole, and Tibetan through a digital learning initiative with the University of Virginia and Duke University to promote the teaching and preservation of endangered languages. Classes



were taught on all three campuses using high-quality video conferencing and telepresence classrooms. During class, students at one university interacted with students at partner schools in real-time, facilitating a face-to-face digital learning experience.

- **VIDL Ed Tech “How-To” Online Resource** - In spring 2016, the Vanderbilt Institute for Digital Learning launched an online “how-to” guide known as the [“Ed Tech Resource Finder.”](#) This web resource connects faculty, staff, and students to the tools on campus promoting digital learning and educational technology in the classroom. Examples include teaching with Blackboard, flipping a classroom, or creating dynamic presentations. The website also highlights campus support centers for the most common educational technology resources on campus.



- **VIDL Innovation Grants** - The Vanderbilt Institute for Digital Learning launched the Innovation Program, which provided monetary grants and awards to a variety of campus constituents, including faculty, undergraduate and graduate students, as well as staff. In 2015-16, 35 discrete applications or nominations were received involving 107 campus members, and \$46,073 was granted.
- **VIDL Self-Serve Studio for Video Creation** - The Vanderbilt Institute for Digital Learning launched the Self-Serve Studio for Video Creation in January 2016. The studio provides a state-of-the-art facility for faculty, students, and staff to produce high-quality, Web-ready videos for educational use. Since its creation, 98 users from across five of the undergraduate and graduate schools have received training to utilize the studio.
- **Coursera Partnership** - Vanderbilt continued its robust partnership with Coursera in 2015-16, with 12 unique MOOCs offered by 14 Vanderbilt faculty members reaching over 216,862 learners. In spring 2017, three new MOOCs were launched, including Case Studies in Personal Medicine, Understanding Music Business, and Java for Android.
- **“Ed-Tech Roadshows”** - Leaders from the Jean and Alexander Heard Library, VIDL and the Center for Teaching visited students and faculty to discuss educational technology—



from current digital learning initiatives to strategies for incorporating technology into the classroom. The roadshows provided a forum for community members to ask campus experts about digital learning at Vanderbilt. In the 2015-16 academic year, the roadshows reached approximately 400 faculty and staff and 80 students across the university.

DIGITAL HUMANITIES

Vanderbilt University received a \$1.5 million grant from the Andrew W. Mellon Foundation to establish a new Center for Digital Humanities. The trans-institutional initiative will further Vanderbilt's commitment to becoming a national hub of innovative digital humanities scholarship. Faculty, graduate students and postdoctoral fellows will have funding opportunities through new competitive Mellon Fellowships in the Digital Humanities. The center also will host a new joint degree Ph.D. program and a creative media lab. The Ph.D. program, Comparative Media Analysis and Practice, will advance the critical investigation of modern media culture and the innovative design of media objects. The lab will feature open space for researching, teaching, meeting and tinkering and serve as a hub for faculty and students interested in the intersections of art, technology, science and culture. The center, set to open in Buttrick Hall in fall 2016, also will host conferences, workshops, lectures and demonstrations.

LOOKING TO THE FUTURE

Academic year 2015-16 provided the opportunity to strategically plan for future innovation in education technologies, including:

- **Course Management System (CMS) Assessment** - The University's course management system is a critical element of the facilitation of teaching and learning by integrated technology. A CMS needs assessment is underway that solicits broad input from across the campus and develops a clear vision for CMS use at Vanderbilt. The needs assessment has included open forums, pilot course offerings, and written and oral feedback from faculty, students, and staff. The needs assessment will inform the potential adoption of a new course management system in summer 2017.
- **Ed-Tech Podcasts** - Work has begun to record educational technology podcasts in preparation to launch a podcast series in AY16-17 that focuses on digital learning on campus and beyond. Podcasts will feature the Center for Teaching, the Jean and Alexander Heard Library, and the VIDL, among other campus experts.
- **Online Revenue Generating Programs** - Owen's Management Fundamentals course is currently in production to be launched in the fall on Coursera. It is expected that 500 students will enroll in the first iteration, with increased enrollment (and revenue) each year over the course of three years.



HEALTHCARE SOLUTIONS

Over the course of 2015-16, healthcare clinicians and researchers across the university and the medical center were primarily focused on planning the financial and legal separation of Vanderbilt University and Vanderbilt University Medical Center (VUMC). Leadership used the ASP as the philosophical inspiration to guide the development of the Academic Affiliation Agreements and numerous MOUs that govern operations post separation. The over-arching goal was to ensure collaborations continue to flourish post-transition.

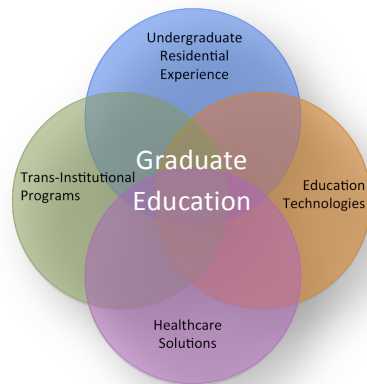


In 2015-16, the TIPS awards program served as a primary mechanism for supporting healthcare related collaborations. In addition, the University Course, “The Nation’s Health: From Policy to Practice” served to advance the trans-institutional *learning* approach to healthcare solutions.

Lastly, a number of faculty and administrators met to consider new joint degrees, graduate certificates and other educational programs related to the healthcare solutions initiatives that would draw on faculty from multiple schools. The [Medical Innovators Development Program](#), a new four-year PhD to MD training program, was launched. The program is tailored to engineers and applied scientists with existing PhD degrees to fill an unmet need for applied physician-scientists who can solve clinical problems by translating discoveries in a) imaging; b) informatics and systems design; and/or c) medical devices into valuable innovation that will improve the lives of our patients.

GRADUATE EDUCATION

The ASP recognizes the importance of making critical improvements in graduate education at Vanderbilt in order to remain competitive, attract the best students and support them while they are here to prepare them for varied careers in a dynamically changing market. Efforts under the four themes support those goals, in addition to a focused effort undertaken with the launch of the [Graduate Education Study Group](#).



This past year newly appointed Dean of the Graduate School Mark Wallace took the helm, armed with the recently released [New Vision for Graduate Education report](#). We are also now poised to build infrastructure that will bring our graduate and professional students together to further enrich their time at Vanderbilt. Success from the past year include:



- Completed move of the Graduate School offices from Kirkland Hall to Alumni Hall and hosted three open houses to welcome faculty, postdoctoral fellows and graduate students to the new Alumni Hall home
- Began building new offices in Alumni Hall for postdoctoral affairs, career development and diversity/international affairs (ongoing)
- Transitioned all postdoctoral fellows under the umbrella of the Graduate School
- Career development office saw 11% increase in students seeking services
- Organized, participated in, or partnered on 24 career or professional development events
- Continued to expand efforts in the recruitment of students from underrepresented backgrounds, including:
 - o VU-EDGE hosted five (5) undergraduate interns in the 2015 Vanderbilt Leadership Alliance Summer Research - Early Identification Program (SR-EIP). Worked this year to expand the number of slots in this program to 7-9.
 - o Hosted Third Annual Vanderbilt National Name Exchange Diversity Fair, attended by over 30 recruiting institutions and over 300 interested students.
 - o Hosted sixth Annual VU-EDGE Pre-VU PhD Recruitment Event, attended by 31 students. Fourteen of 21 eligible applicants were admitted to PhD programs in social science and STEM disciplines.
- Vice Chancellor Eric Kopstain convened a committee to explore future planning for graduate and professional student housing.

INTERNATIONAL STRATEGY

International initiatives cut across all aspects of the university and, consequently, each of the themes of the ASP. From enhancing the undergraduate residential experience with quality immersion experiences, to using the latest education technology tools for learning rare languages, to forging global health care partnerships, to advancing trans-institutional programs, Vanderbilt’s global reach is critical to the university’s reputation and influence. International presence is also essential to our mission to “shape the future of higher education and to foster the creation of knowledge that together improve the human condition.”



Efforts this academic year directly related to the ASP include:

- **International immersion experiences:** As noted in the Immersion section of this report, the Faculty Advisory Committee on International Education (FACIE) issued a set of recommendations on how to make student’s abroad experiences more rigorous so that



every student has an experience that positively impacts their world-views and prepares them for life-long learning.

- **Strategy exploration:** In November 2015, the Provost, with support from faculty and students, prepared a presentation to the Board of Trust on the university's international strategy with a focus on Latin America in particular where the "One Vanderbilt" influence is clear. Through multi-faceted undertakings, our faculty and students engage in cutting edge discovery and learning thereby creating a springboard to make a real positive difference in the lives of people in Latin America. The BOT session served as a forum to explore how the "One Vanderbilt" trans-institutional approach that has been so successful in Latin America may inspire a broader international strategy for the university. In addition, to the "One Vanderbilt" approach, the Provost outlined other guiding principles in her [October Open Dore newsletter](#) that will inform strategy development including building a grassroots foundation to identify opportunities for growth and enhancing communications to showcase our global reach and impact.
- **Trans-Institutional Program Awards** - A number of the 2015 and 2016 TIPs awards take faculty and students around the globe:
 - A Multi-disciplinary Approach to Assessing Healthcare in Brazil
 - The Laboratories for Innovation in Global Health Technologies (LIGHT)
 - Africa at a Crossroads: Challenges and Prospects

All of these efforts lay the groundwork for the international strategy working group that the Provost will convene in the fall 2016 to chart the course ahead.

WHAT'S NEXT?

The *Action* phase will continue as programs like TIPs and the Chancellor Faculty Fellows prepare to enter into the 3rd award cycle, and the nuts and bolts of immersion will be outlined and vetted by the community in anticipation of a

fall 2018 launch. Work will continue on building out the college halls and bringing co-curricular engagement to all residences on campus. The university's major online portals, administrative and education tools will continue to be reviewed and enhanced. And with the VU/VUMC transition finalized, a renewed focus will be placed on advancing the joint MD/PHD programs and other efforts related to the healthcare solutions focus area.

ASP leadership will also launch the *Impact* phase this year, to run concurrent with the action phase. Many programs are in full swing and require more in-depth analysis to identify successes and opportunities for refinement and improvement. As we move into this concurrent phase, a



series of stories will be released in the fall to showcase the impacts of investments made to date and to preview what lies ahead.

Significant progress has been made to date in implementing the Academic Strategic Plan. All across campus, the decisions and investments made can be seen coming to life. It is clear that trans-institutionalism and the other core premises of the plan are further influencing the Vanderbilt culture as we collectively seek to enhance the education experience for students and advance discoveries that have a positive impact on the world “in service to humanity.”

