5. Institutional Mission

For Approval

Presented by M. David Rudd

Recommendation to the Board of Trustees

The University of Memphis Board of Trustees
Recommendation

Date: March 7, 2018

Committee: Academic, Research and Student Success Committee

Recommendation: Approval of University Mission

Presented by: M. David Rudd, President

Background:

Tennessee state law requires the Board of Trustees to approve and submit an annual mission statement to THEC that contains the following information:

- Characterize distinctiveness in degree offerings by level, focus, and student characteristics, including, but not limited to, nontraditional students and part-time students; and

- Address institutional accountability for the quality of instruction, student learning, and, when applicable, research and public service to benefit Tennessee citizens.

Committee Recommendation:

The Academic, Research and Student Success Committee met and recommended approval of the University's Mission statement as contained in the meeting materials.

UNIVERSITY OF MEMPHIS - INSTITUTIONAL MISSION

The University of Memphis is a comprehensive, internationally recognized, urban public research university preparing students for success in a diverse, innovative, global environment. The University is classified as *Doctoral: Higher Research (R2)* and *Community Engaged* by the Carnegie Foundation for the Advancement of Teaching. The UofM is dedicated to providing the highest quality of education to its 21,500 students through 13 colleges and schools which offer 139 academic degree programs at the undergraduate, masters, doctoral and professional levels. The UofM awards more than 4,300 degrees annually. Talented and innovative faculty have developed 14 undergraduate and 18 graduate programs in various disciplines that are ranked in the Top 25 nationally. With a focus on research and service benefitting communities and society, local and global, we are home to Federal research centers in cybersecurity and transportation as well as the National Institutes of Health Center of Excellence in Mobile Health, an 11-university collaboration dedicated to applying computer science, engineering and big data to improve human health. Our metropolitan setting has enabled us to build a nationally-ranked internship program that facilitates the placement of undergraduate and graduate students throughout the community in nonprofit and for-profit organizations that specialize in healthcare, government, transportation and logistics, music and entertainment, medical devices, banking and the arts. Student success, service, innovation, collaboration, diversity and inclusion, and accountability are core values at the University of Memphis.

6. Carnegie I Investment Strategy

Report

Presented by Andy Meyers

Report to the Board of Trustees

The University of Memphis Board of Trustees
For Information

Date: March 7, 2018

Committee: Academic, Research and Student Success Committee

Report Title: Our Carnegie 1 Goal: A Proposed 5-year Investment Strategy

Presented by: Dr. Andy Meyers, Vice President for Research

Background:

Dr. Meyers will discuss the process used in developing the University of Memphis' strategy to achieve the Research I designation by the Carnegie Foundation for the Advancement of Teaching. A committee, comprised of research support staff and faculty researchers, developed multiple proposal options that address investments and actions that would increase STEM research expenditures by 50% and increase the number of Ph.D. graduates over a five-year period. The various proposals will be presented.

Our Carnegie 1 Goal:
A Proposed 5-Year Investment Strategy

Initial Steps:

With Dr. Rudd's 5-year, $1M per year commitment we have been aggressively working to develop and vet ideas that will grow STEM research expenditures and STEM PhD production on our campus as we strive to achieve the Carnegie 1 goal. The attached plan and budget reflects the efforts of a small team of faculty (Drs. Lan Wang, Gary Bowlin, Ramin Homayouni, and Brian Waldron) who met with Research Division staff to brainstorm ideas, help evaluate options against best practice, and flesh out this proposal. It also reflects the survey responses of 66 STEM faculty, as well as feedback from Deans Sweigard and Nenon, and conversations with Provost Weddle-West and Dean of Graduate Programs Dhaliwal.

The Process Since July, 2017

Over a series of meetings with our 4 faculty we developed a half dozen proposals for investments or actions that could help us increase STEM research expenditures by 50% over 5 years. We sent these ideas, as a survey, to 92 faculty in STEM departments who have been a Principal Investigator on a sponsored project in the past 5 years, and asked them to rank order the ideas and provide any other comments they may have. From the 66 respondents, three clear investment priorities emerged: 1) investments in postdocs, research assistant professors and/or technical research staff; 2) investments to provide departmental level incentives to support teaching release for a defined subset of faculty to pursue large-scale/center grants; and 3) investments to support more pre-award support for faculty pursuing and initiating research grants.

At a subsequent meeting, we brainstormed ideas for investments or actions that would allow us to double STEM PhD production over five years (from 30-60). The three-pronged approach outlined in the attached document is the result: 1) aggressive, targeted recruitment of PhD students; 2) non-

financial incentives revolving around more robust professional development, training, and networking for doctoral students; and 3) financial Incentives in the form of supplemental fellowships to attract the highest quality candidates, support for travel and publication costs, incentives to apply for fellowship grants, and ABD fellowships to encourage more rapid degree completion. Additional issues related to creating a culture of completion and clarification on some policy matters were also raised and are being addressed. These ideas were discussed with Dr. Weddle-West and Dr. Dhaliwal, as well as Deans Sweigard and Nenon, all of whom were supportive. A subsequent meeting with Dr. Dhaliwal and Dr. Poston, from the Graduate School, resulted in the attached budget for each of these three investment categories.

At the third meeting, we discussed <u>thematic focus areas within STEM for these investments</u>, in recognition of the fact that $1 million/year is not sufficient to support all programs across-the-board. Two highly interdisciplinary thematic areas emerged that will allow us to leverage existing strengths while focusing or emerging areas of STEM research excellence: "The Customizable Future" and "The Sensored World". Although we are focused on the STEM research components in this investment plan, the themes are extensible to interdisciplinary work with scholars in the social sciences, the humanities, law, and health. And it twill give us two Proof of Concept models that we can use to evaluate our processes and procedures. We discussed these themes and the categories of investments related to increasing research expenditures with Deans Sweigard and Nenon. They were highly supportive of investments in postdocs and technical research staff as well as investments in pre-award support. They were less convinced that departmental incentives were required to support teaching release for faculty, but were still supportive of smaller investment in this area.

All involved are in agreement that the investments proposed to increase STEM research expenditures should be targeted to the focus area or areas that are ultimately selected and that targeted faculty hires in these areas should be a priority if additional funding is secured. We also agreed that all

STEM PhD students should be eligible for at least some of the investments in that category, rather than restricting this to the focus areas. STEM fields are defined traditionally and include all Engineering units (BME, MECH, EECE, CIVIL), along with CAS Departments of Biology, Chemistry, Computer Science, Earth Sciences/CERI, Mathematics, and Physics).

With President Rudd's approval we are sharing this proposal with the BOT Academic, Research and Student Success Committee . It is our intent to push the process as quickly so that some portion of the funds for PhD students may be available for our current pool of applicants for Fall, 2018. Processes to select and distribute other investments should be in place by the end of the semester, so we can begin advertising/hiring for post docs, etc. which would allow us to have people in place very near the start of FY19.

Draft Research Investment Plan

DRAFT PLAN FOR COMMENT: The framework below is patterned after the University of Texas, Arlington's campus-wide strategic focus areas (https://www.uta.edu/strategicplan/). Specific research sub-themes are also identified (e.g. 'biomedical', 'education', 'materials-systems').

Broad Thematic Focus Idea 1: The Customizable Future

Action-oriented statement: The University of Memphis will focus on research that develops tools and systems adaptable and responsive to individual lifestyle conditions and that enables next generation manufacturing technologies.

Rationale/Impact: Individual traits and environments impact how humans behave, learn, and respond to the challenges and opportunities we face. Similarly, varied efficiencies, regulatory environments, and operating conditions impact industry investments in next generation technologies and production methods. Advances in both information and manufacturing technologies now make it possible to develop custom, engineered solutions and increasingly intelligent systems that are responsive to individualized human and industry settings. As we discover and share approaches, we will contribute to improvements in human health and quality of life and to more reliable, effective, and needs-driven solutions.

Sub-themes – Engineered Systems and Solutions, Intelligent Learning Technologies, Custom Wearables and Implants, Materials and Advanced Manufacturing Processes

Key Investigators/Centers: Additive/Advanced Manufacturing (Fatemi, Asadi, Bowlin, Gopalakrishnan), Devices and Materials (Bumgardner, Jennings, Cui, Hoang, Shen); IIS-Learning Technologies (Graesser/Hu/Rus)

Broad Thematic Focus Idea 2: The Sensored World

Action-oriented statement: The University of Memphis will research and develop novel devices and methods to securely capture, process, and analyze information from sensors to create actionable knowledge of benefit to society.

Rationale/Impact: Sensors are now ubiquitous across human, natural, and built environments. They are used to monitor conditions, measure chemicals and other responses, track people, trigger alerts, and automatically change settings in a range of industry, community, and personal and home settings. Sensors transmit

high volumes of data daily that are used to determine air and water quality, control settings in our homes, vehicles, and places of work, measure our health, diagnose equipment and system threats and failures, and provide real-time status for everything from deliveries, to weather, to the number of steps we walk in a day. Translating these data into reliable and actionable knowledge will allow us to plan, predict, and intervene towards a more healthy, safe, and efficient society.

Sub-themes – Wearable Technologies, Health Monitoring, Smart Cities, Networked Systems, Security and Privacy, Next Generation Sensors, Predictive Analytics

Key Investigators/Centers: Sensor Design (Morshed, Lindner); Network and CyberSecurity/Privacy (Dasgupta, Wang, Yang); Smart Transportation (Mishra, Golias); mHealth (Kumar); Environmental Sensors (Jia, Emmert); Data Mining/Analytics (Homayouni, Venugopal)

Targeted Investments to Increase STEM Research Expenditures (Ave. $702k/year)

1 – Post Docs, Research Asst Profs, or Technical Research Staff with specific sponsored project responsibilities. Targeted to Focus Areas; Provide up to 100% support in year 1; 75% in year 2; $50% in year 3; then unit assumes costs; Start with 3, then add up to 2 new/year @ max sal+benefits of $100. This will impact both expenditures and the number of research staff – two areas of improvement for the Carnegie designation.

2 – Departmental Incentives to support teaching release for faculty pursuing new, large-scale or center grants and/or extended load reductions for faculty with prior success track records. Support up to 5 faculty/semester for this program; requires nomination by Department Chair and Dean's approval. Funds for grant pursuit must be returned if the targeted proposal is not submitted. Faculty may receive only 1 semester release from this fund in any

3 – Pre-award support to assist faculty in target areas to identify and pursue funding, find collaborators, develop proposal materials, and assist with project initiation. Funds for 3 staff positions @ $60k + benefits to deploy one research service center pilot (can perhaps launch 2, if we can get cost share support from Deans and/or Departments).

Targeted Investments to Increase STEM PhD Degrees ($325,000/year)

1 – Aggressive, Targeted Recruitment: $51,500/year plus $20K yr 1 for materials Marketing campaign to our prior MS students and students at regional UG institutions; Sponsored candidate visit days; and Application fee waiver

and/or automatic acceptance for current/former students who meet defined quality criteria.

2 – <u>Non-financial Student Incentives</u> $75,300/year

Organized programs for professional development, training, and networking/collaboration for STEM graduate students (pattern after Stanford programs): https://vpge.stanford.edu/professional-development/overview; https://vpge.stanford.edu/professional-development/programs; https://vpge.stanford.edu/interdisciplinary-learning/programs)

Funds will support dedicated Graduate Coordinator position, plus meeting costs; Coordinator can help with recruitment as well.

3 – <u>Financial Incentives</u> ($199,000/year (less in year 1))

Funding pool (application based) to support travel and publication costs (25/year @ $1500 = $37,500/yr); Supplemental fellowships to attract/retain highest quality candidates (pattern after Stanford EDGE fellowship –: https://vpge.stanford.edu/fellowships-funding/all); nominations from departments with awards allocated to departments based on rate of PhD production. $1,000 signing bonus; $1,000 qualifying exam bonus; access to $4,000 in funds to defray research expenses and $1500 travel/pub fund. ($100k/year); ABD fellowships to allow students to focus on writing during their last semester, rather than on teaching or sponsored research. Applications should require committee sign-off and obligation for the committee chair's department to return the fellowship support if the student fails to complete and graduate. ($4,500-$6,000 - $1500/mo for 3 or 4 mos - $54K/year); and Cash bonus ($500) for submission of graduate fellowship application to a national sponsor following required participation in a multi-session set of fellowship writing and peer review workshops. (15/year - $7,500).

Budget Summary

Investments to Increase STEM Research Expenditures

	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Post Doc/Research Staff Fund						
Post Docs, Research Asst Profs, or Technical Research Staff with specific sponsored project responsibilities.	$ 300,000	$ 425,000	$ 500,000	$ 450,000	$ 450,000	Targeted to Focus Areas; Provide up to 100% support in year 1: 75% in year 2; $50% in year 3; then unit assumes costs; Start with 3, then add up to 2 new/year @ max sal+benefits of $100k
Departmental Incentives						
$3000/sem/faculty for instructor replacements for teaching release to pursue new, large-scale or center grants; or for extended load reduction due to sponsored research activity.	$ 30,000	$ 30,000	$ 30,000	$ 30,000	$ 30,000	Support up to 5 faculty/ semester for this program; requires nomination by the Department Chair and Dean' sapproval. Funds for grant pursuit must be returned if the targeted proposal is not submitted. Faculty may receive only 1 semester release from this
Pre-Award Support						
Focus Area Research Service Centers	$ 246,780	$ 246,780	$ 246,780	$ 246,780	$ 246,780	One service center pilot; maybe two if we can get cost share from depts. Budget is for 3 staff @ $60K ea.
Subtotal	**$ 576,780**	**$ 701,780**	**$ 776,780**	**$ 726,780**	**$ 726,780**	

Investments to Increase STEM PhD's

	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Aggressive Targeted Recruitment						
Marketing Campaign (Virtual and Print) targeting our prior MS students and students at regional UG institutiosn	$ 25,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	Video snippets and print material development in year 1; postage and any web hosting fees for recruiting webinars thereafter.
Sponsored Admitted Candidated visit days (for US Students only?)	$ 45,000	$ 45,000	$ 45,000	$ 45,000	$ 45,000	Host 60 students/year (30 Eng; 30 CAS) via 2 coordinated visit days. Offer up to $500 for airfare reimbursement; host at Holiday Inn or Fogelman @$100/night; $300 for food for collective reception in
Application fee 'waivers'	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$35 for domestic students (former or highly qualified); $65 for Int'l
Non-financial student incentives						
Professional Development, training, networking events	$ 76,292	$ 76,292	$ 76,292	$ 76,292	$ 76,292	Budget for Grad Program Coordinator ($52k salary+ben) to have dedicated effort; $5000/year for food and speaker honoraria.
Financial Incentives						
Funding pool for travel/publication costs	$ 37,500	$ 37,500	$ 37,500	$ 37,500	$ 37,500	All students eligible to apply with faculty nomination; Cap of $1,500 total for any given student; assume 25/yr across all programs (high ability fellows are extra)
High Ability Fellowship Supplements (assume we award 20/year - 10 in Engineering and 10 in CAS)	$ 60,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000	$1,000 signing bonus: $1,000 qualifying bonus; access to $4,000 in funds to defray research expenses and $1500 travel/pub fund. 20/year signing bonus + 10/yr travel 10/yr res; 15/yr qual bonus. ($90k/yr; round to
Cash bonus for submission of national graduate fellowship application	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$500 for submission FOLLOWING mandatory participation in multi-session fellowship writing workshop offered by Research Development; must be
ABD Fellowships - 9/year @ $6000 ea	$ 54,000	$ 54,000	$ 54,000	$ 54,000	$ 54,000	$6000 (4500 during summer) to allow students to focus only on writing during their last termr (no teaching or research duties); requires committee sign-off and return of funds if student does not complete
Subtotal	**$ 306,792**	**$ 326,792**	**$ 326,792**	**$ 326,792**	**$ 326,792**	
TOTALS	**$ 883,572**	**$ 1,028,572**	**$ 1,103,572**	**$ 1,053,572**	**$ 1,053,572**	

(https://www.mcgrawprize.com/)

News

The Harold W. McGraw, Jr. Prize in Education 2018 Winners Announced: Arthur Graesser, Timothy Renick and Reshma Saujani

Winners of the Prestigious Award to be Honored at the 2018 ASU+GSV Summit in San Diego

NEW YORK, N.Y. (March 6, 2018) — The winners of the 2018 Harold W. McGraw, Jr. Prize in Education, one of the most prestigious awards in the field, were announced today. Founded in 1988 to honor Harold W. McGraw, Jr., the retiring former CEO, the McGraw Prize recognizes outstanding individuals who have dedicated themselves to improving education through innovative and successful approaches. It is administered through an alliance between The Harold W. McGraw, Jr. Family Foundation, McGraw-Hill Education and Arizona State University.

McGraw Prize winners were recognized in three global categories in 2018: Learning Science Research (a new category this year), Higher Education and Pre-K-12 Education. The winners are:

- Arthur Graesser, Professor in the Department of Psychology and the Institute of Intelligent Systems at the University of Memphis, is the winner of the inaugural Learning Science Research prize.
- Timothy Renick, Senior Vice President for Student Success and Professor of Religious

Studies at Georgia State University, is the winner of the Higher Education prize.

- Reshma Saujani, Founder and CEO of Girls Who Code, is the winner of the Pre-K-12 Education prize.

Each winner will receive an award of $50,000 and an iconic McGraw Prize bronze sculpture. The Prize will be awarded at the 2018 ASU+GSV Summit in San Diego on April 17th.

"This year's winners exemplify the highest standards of educational leadership. They've developed and implemented innovative approaches at all levels of the education system," said Harold (Terry) McGraw III, the former Chairman and CEO of The McGraw-Hill Companies. "Importantly, they've also delivered outstanding and measurable results that have improved achievement and created opportunities for students in the classroom and beyond."

"Art, Tim and Reshma have demonstrated that the potent combination of hard work and creative vision can create new opportunities for students to succeed and unlock the potential of learners anywhere," said Lloyd "Buzz" Waterhouse, Interim President and CEO of McGraw-Hill Education. "I congratulate these three educators for their accomplishments and hope that their stories will inspire future leaders to make a difference."

"It's an honor to recognize these education game-changers," said Michael M. Crow, President of Arizona State University. "All three winners are changing the foundational aspects of how we advance our society, advance our adaptability and move towards the future through education."

Winners of the McGraw Prize were chosen from among the hundreds of nominations accepted from the public through the McGraw Prize website: www.McGrawPrize.com (http://www.McGrawPrize.com). Finalists and winners were chosen by a distinguished group of jurors (https://www.mcgrawprize.com/about/jurors/).

Past winners of the McGraw Prize include: Anant Agarwal, the CEO of edX; Wendy Kopp, the founder Teach for America; Salman Khan, the founder of Khan Academy; and many others.

More information about the 2018 winners is below:

Dr. Arthur Graesser is a professor in the Department of Psychology and the Institute of Intelligent Systems at the University of Memphis. Dr. Graesser's research has brought together the fields of psychology, education, computer science and linguistics to develop intelligent tutoring systems that help students comprehend difficult concepts and manage their emotions as they tackle them. His interdisciplinary work has influenced the learning sciences broadly and led to the creation of systems that include AutoTutor, GuruTutor, DeepTutor, Writing-Pal, AutoCommunicator, Point & Query and other learning programs. He has been named Honorary Research Fellow at Oxford University, he has a distinguished research and publication record and he has served as a mentor to scores of educators.

Dr. Timothy Renick is senior vice president for student success and professor of religious studies at Georgia State University. Under Dr. Renick's transformative leadership, Georgia State University has accomplished what many in higher education thought was impossible. Even while increasing access and student diversity and enrolling one of the largest Pell Grant populations in the country, the university has become a national model of student success with rapidly increasing graduation rates and the elimination of achievement gaps based on race, ethnicity or the income level of the students — as a result of analytics programs implemented over the past decade. The institutional graduation rate has improved 22 percentage points. Rates are up 28 percentage points for African-Americans (to 57 percent), and 34 percentage points for Latinos (to 56 percent). Dr. Renick's work has been cited many times, including in *The New York Times* and a 2016

White House report, "Algorithmic Systems, Opportunity and Civil Rights."

Reshma Saujani is founder and CEO of Girls Who Code, a national non-profit organization working to close the gender gap in technology and change the image of what a programmer looks like and does. With their 7-week Summer Immersion Program, a 2-week specialized Campus Program, after school Clubs and a 13-book New York Times best-selling series, Girls Who Code is leading the movement to inspire, educate and equip young women with the computing skills to pursue 21st century opportunities. By the end of the 2018 academic year, Girls Who Code will have reached over 50 thousand girls in all 50 states and several US territories.

For updates on the Prize and news from past winners, follow McGraw Prize on Twitter at @McGrawPrize (http://twitter.com/mcgrawprize) or go to the McGraw Prize website: www.McGrawPrize.com (http://www.McGrawPrize.com).

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Archives

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7. Charter School

For Discussion

Presented by M. David Rudd

University of Memphis Board of Trustees

Discussion

Date: March 7, 2018

Committee: Academic, Research and Student Success Committee

Topic: Expansion of Campus School, Charter School Discussion

Presented by: M. David Rudd, President

8. Institutional Effectiveness Council Veterans Subcommittee Report

Report

Presented by Colton Cockrum

Presentation to the Board of Trustees

The University of Memphis Board of Trustees
Presentation
For Information

Date: March 7, 2018

Committee: Academic, Research, & Student Success Committee

Presentation Title: Veterans Focus Population Subcommittee (Institutional Effectiveness Council)
               Report

Presented by: Dr. Colton Cockrum, Assistant Vice Provost Institutional Effectiveness, Accreditation,
                and Academic Assessment

Background:
One area of emphasis in the calculation of the University's Quality Assurance Funding (QAF) score by the Tennessee Higher Education Commission is the number of veterans who graduate during the 2015-2020 funding cycle. In 2015-2016, the number of veteran graduates dropped dramatically (approximately 15%) earning us a total of 2 out of 5 possible points in this area. A subcommittee was established in August 2017 to look at all the focus populations that are a part of QAF. Since the Veterans group was the only focus population to score below the 3-year benchmark, the subcommittee looked at mechanisms to improve graduation numbers of this specific population for the next three years of the funding cycle. The subcommittee met bi-weekly and followed a process of information gathering, review of veteran resources, and held two meetings with veteran students. A comprehensive plan was developed to address the barriers to graduation for the student veteran population.
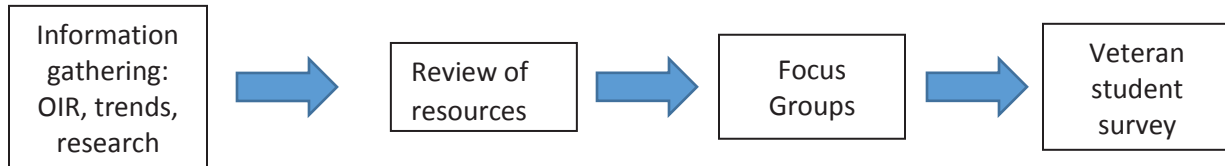
The challenge: One area of emphasis in the calculation of our Quality Assurance Funding (QAF) score is the number of veterans who graduate during the 2015-2020 funding cycle. In 2015-2016, the number of veteran graduates dropped dramatically (approximately 15%) earning us a total of 2 out of 5 possible points in this area. This loss of three points resulted in a decrease of ~$165,000* in state funding.

(*Reflective of the amount that each point was worth in the previous funding year, 2015-2016)

Focus Population	2012-13	2013-14	2014-15	3 year average	2015-16	Percent Attained	Points Recommended
Veterans**	97	100	94	97	82	85%	2

The process: A subcommittee was created in August 2017 to look at all the focus populations that are a part of QAF. Since the Veterans group was the only focus population to score below the 3-year benchmark, the subcommittee looked at how to improve graduation numbers of this specific population for the next three years of the funding cycle. The subcommittee met bi-weekly and followed a process of information gathering, review of veteran resources, and two meetings with veteran students.

Information gathering: OIR, trends, research → Review of resources → Focus Groups → Veteran student survey

Veteran Enrollment and % of Veteran Seniors Graduated

	2012-13	2013-14	2014-15	2015-16	2016-17
Total Veterans Enrolled	420	380	349	339	344
Seniors Enrolled	199	172	155	149	142
% of Seniors Graduated	49%	58%	61%	55%	58%

The challenge: The number of undergraduate veterans students in academic year 2016-17 with a class level of senior has declined 28% since 2012-13 (from 199 to 142). In short, there are fewer veteran students available to graduate. Therefore it is extremely important to ensure that a higher percentage of veteran students with a class level of senior earn a degree.

The barriers: Student veterans revealed the following barriers to their success: Connecting to appropriate resources, running out of funding via the GI Bill, receiving advising specific to student veteran needs (e.g., PLA, ELC, etc.).

The Strategy: A comprehensive plan was created to address the barriers to graduation for the student veteran population.

1.) **Clarify Mission, Vision, and Values**: Redefine the mission of the Veteran and Military Student Services Center to better connect students to available resources and services.

2.) **Strengthen evidence-based and data-driven practices to serve student veterans**: Continue to use recently developed OIR dashboard to identify and review academic progress of veterans.

3.) **Implement Veterans Student Success Team (VSST)**: The VSST will utilize data to identify strategies to strengthen the ethos of serving student veterans within our campus community. The VSST will partner with the Veterans and Military Services Coordinator to understand the challenges facing student veterans on campus and identify institutional partnerships and strategies to resolve them. Team members will leverage their expertise in areas, such as admissions, financial aid, academic advising, etc. to adjust service delivery and policy to accommodate veterans' needs. This group will meet at least once per month depending on the need and when issues of concern regarding the state of student veterans on campus emerge.

4.) **Enhance VMSS webpage**: Ensure the VMSS web page contains all resources available to students as well as identifies successful strategies on how to transition into higher education. The web page format and information will provide a balance of available services and resources for effective transition into the community.

5.) **Create advisory video**: Develop a library of videos that provide an overview of all services offered to student veterans. The videos will be linked to all student veteran marketing materials and the Veterans and Military Student Services Center website. A video resource page will be developed for faculty and staff as well in order to enhance their competence to work with student veterans.

6.) **Continue student veteran orientation program**: Offer orientation sessions specifically for veterans to address their needs.

7.) **Expand VMSS Coordinator role to incorporate academic and student success advising**: The VMSS Coordinator will serve as a secondary advisor in EAB Campus and will receive academic alerts and notifications for all veteran students. This role will allow the Coordinator to connect with an academic advisors and others invested in the success of student veterans.

8.) **Create a Veteran's Advisory Board**: The institution will create an advisory board that will assist veterans with career services, including potential internships and networking with potential employers.

9.) **Develop student veteran marketing materials**: Work with enrollment services to develop recruitment materials that speak specifically to veteran's needs and how the UofM is positioned to attend to and meet those needs.

10.)**Develop a scholarship committee**: A committee was created to identify veterans who have exhausted benefits or are close to doing so. For these students, the scholarship committee would identify alternative funds to help them continue with their education. We would focus on students with 90 or more hours who have run out of veteran benefits.

11.) **Identify course equivalencies for previous military service**: Focus on assisting veterans with receiving credit for military education and training by funding faculty teams to look at class/course equivalencies. The Veteran Reconnect Grant will be used as a resource to accomplish strategy 11.

Board of Trustees

THE UNIVERSITY OF MEMPHIS®

Academic, Research and Student Success Committee

Student Veteran Success

Dr. Colton Cockrum

March 7, 2018

Student Veteran Success

Institutional Effectiveness Council

Quality Assurance Funding – Focus Population

Focus Population	2012-13	2013-14	2014-15	3 Yr. Avg Benchmark	2015-16	Percent Attained*	Points Recommended
Veterans	97	100	94	97	82	**85%**	2

Veteran Enrollment and % of Veteran Seniors Graduated

	2012-13	2013-14	2014-15	2015-16	2016-17
Total Veterans Enrolled	420	380	349	339	344
Seniors Enrolled	199	172	155	149	142
% of Seniors Graduated	49%	58%	61%	55%	58%

IEC – Student Veterans

- **The challenge:** The number of undergraduate veterans students in academic year 2016-17 with a class level of senior has declined 28% since 2012-13 (from 199 to 142). In short, there are fewer veteran students available to graduate. Therefore it is extremely important to ensure that a higher percentage of veteran students with a class level of senior earn a degree.

- **The barriers:** Student veterans revealed the following barriers to their success: Connecting to appropriate resources, running out of funding via the GI Bill, receiving advising specific to student veteran needs (e.g., PLA, ELC, etc.).

The Strategy

- **Clarify Mission, Vision, and Values of Veteran and Military Student Services Center**

- **Implement Veterans Student Success Team (VSST)**

- **Create advisory video**

- **Student veteran orientation program**

- **Create a Veteran's Advisory Board**

- **Develop a scholarship committee**

- **Identify course equivalencies for previous military service**

9. Retention and graduation rates: using data analytics and dashboards to increase graduation rates

Report

Presented by Bridgette Decent

Presentation to the Board of Trustees

The University of Memphis Board of Trustees
Presentation
For Information

Date: March 7, 2018

Committee: Academic, Research, & Student Success Committee

Presentation Title: Using Data Analytics and Dashboards to Increase Retention and Graduation Rates

Presented by: Bridgette Decent, Director Office of Institutional Research

Background:
The Office of Institutional Research has developed many types of dashboards that enable the University to make more informed decisions using data and as a means to increase retention and graduation rates.

1 of 1

10. UofM Programs Offered for the Top 20 Fastest Growing Occupations

Presentation

Presented by Bridgette Decent

Presentation to the Board of Trustees

The University of Memphis Board of Trustees
Presentation
For Information

Date: March 7, 2018

Committee: Academic, Research, & Student Success Committee

Presentation Title: UofM Programs Offered for the Top 20 Fastest Growing Occupation Groups

Presented by: Bridgette Decent, Director Office of Institutional Research

Background:
In keeping with the Board of Trustees' previous requests to show how the University's degree programs are supportive of the growth in careers and industries, the Office of Institutional Research has developed an analysis of the top 20 fastest growing occupation groups nationally according to the Bureau of Labor and Statistics, along with information on associated University of Memphis degree programs, enrollments, and degrees awarded in support of those occupations.

In keeping with the Board of Trustees' previous requests to show how our degree programs are supportive of the growth in careers and industries, below is a summary of the top 20 fastest growing occupation groups nationally according to the Bureau of Labor and Statistics, along with information on associated University of Memphis degree programs, enrollments, and degrees awarded in support of those occupations.

University of Memphis Programs Offered for the Top 20 Fastest Growing Occupation Groups

Rank	Top 15 Occupation Groups	2016 National Employment	2026 Projected National Employment	Projected Growth	Number of Programs Offered by UM	Number of Majors as of Fall 2012	Number of Majors as of Fall 2017	5-Year % Growth in Majors	Number of Degrees Awarded AY 2011-12	Number of Degrees Awarded AY 2016-17	5-Year % Growth in Degrees Awarded
1	Health diagnosing and treating practitioners	5,485,400	6,376,700	16.20%	12	875	2,105	140.57%	441	667	51.25%
2	Business operations specialists	5,080,800	5,534,700	8.90%	5	1,430	1,395	-2.45%	350	410	17.14%
3	Other management occupations	4,421,000	4,832,000	9.30%	64	6,234	5,840	-6.32%	1,357	1,549	14.15%
4	Computer occupations	4,238,400	4,784,500	12.90%	10	601	799	32.95%	103	176	70.87%
5	Preschool, primary, secondary, and special education school teachers	4,264,800	4,598,600	7.80%	26	3,794	2,974	-21.61%	862	783	-9.16%
6	Health technologists and technicians	3,093,500	3,513,100	13.60%	0	No majors offered at the University of Memphis					
7	Financial specialists	2,986,000	3,282,600	9.90%	3	1,025	969	-5.46%	259	277	6.95%
8	Top executives	2,627,500	2,826,600	7.60%	7	1,471	1,444	-1.84%	405	440	8.64%
9	Counselors, social workers, and other community and social service special	2,126,400	2,439,100	14.70%	6	575	556	-3.30%	118	188	59.32%
10	Sales representatives, services	2,091,800	2,245,700	7.40%	0	No majors offered at the University of Memphis					
11	Postsecondary teachers	1,871,400	2,107,900	12.60%	49	2,521	2,440	-3.21%	742	801	7.95%
12	Operations specialties managers	1,776,100	1,984,800	11.70%	13	1,821	2,035	11.75%	436	541	24.08%
13	Sales representatives, wholesale and manufacturing	1,813,500	1,913,300	5.50%	0	No majors offered at the University of Memphis					
14	Engineers	1,681,000	1,819,700	8.30%	10	634	755	19.09%	125	173	38.40%
15	Other education, training, and library occupations	1,605,700	1,745,300	8.70%	3	502	392	-21.91%	199	120	-39.70%
16	Other teachers and instructors	1,416,200	1,557,600	10.00%	2	12	22	83.33%	19	15	-21.05%
17	Lawyers, judges, and related workers	858,200	936,900	9.20%	1	379	311	-17.94%	136	101	-25.74%
18	Agricultural workers	914,800	915,000	0.00%	0	No majors offered at the University of Memphis					
19	Entertainers and performers, sports and related workers	801,900	882,000	10.00%	5	229	554	141.92%	94	120	27.66%
20	Art and design workers	833,700	874,800	4.90%	3	369	337	-8.67%	59	45	-23.73%

* Other management occupations Includes occupations such as general magers, social and community service managers, natural science managers, education administrators, architectural and engineering managers. Degree programs associated with these occupations include many graduate certificate and Master's level programs.

11. Healthy Campus Initiative Update

Presentation

Presented by Darrell Ray

Presentation to the Board of Trustees

The University of Memphis Board of Trustees
For Information

Date: 03/07/18

Committee: Academic, Research, & Student Success

Presentation Title: Healthy Campus Initiative Update

Presented by: Darrell C. Ray, PhD, Vice President for Student Affairs

Background:

The Healthy Campus Initiative is being developed to focus on the well-being, development, and growth of students. A coordinating committee has been empaneled, a guiding statement has been authored, and a communication strategy is being developed.

The remainder of the semester will focus on conducting a campus audit to gather information on existing efforts to determine opportunities for better alignment and identify gaps in outreach. Communication strategies will be developed for the various constituencies including incoming students, current students (undergraduate, graduate, and professional), faculty, staff, and parents. Content for orientation sessions is being prepared to share institutional expectations with incoming students.

Members of the committee, in conjunction with the University's Title IX committee, are applying for the Department of Justice Victims of Crime Act (VOCA) grant administered locally through the Tennessee Department of Finance and Administration. Funds support the provision of services to victims of crime, with $200,000 in federal funding per year (maximum request) for three years and a $50,000 match (cash or in-kind) each year by the University. The grant is due March 13, 2018.

The committee will also apply for the grant to Reduce Sexual Assault, Domestic Violence, Dating Violence and Stalking on Campus Program administered through the Office on Violence Against Women of the US Department of Justice. The Campus Program requires a comprehensive coordinated community approach that includes student prevention programs, training for law enforcement, and internal and external partnerships to enhance services to victims. Up to $300,000 is available for a three-year period, and no match is required. According to precedent, this grant proposal should be due February of 2019.

Periodic updates will be provided to the Board.

Healthy Campus Initiative Update

Academic, Research and Student Success Committee

Dr. Darrel Ray

March 7, 2018
University Center

Healthy Campus Initiative

- Designed to:
  - Expand campus outreach focused on holistic student well-being;
  - Examine a broad based of areas of well-being
    - Physical, mental, and sexual health (inclusive of Title IX)
    - Financial
    - Bystander and decision-making behaviors
  - Align existing campus services and identify ways to engage Memphis resources
  - Provide programming, outreach, and communications

Healthy Campus Initiative

- Actions taken:
  - Committee established (2 meetings since December)
  - Confirmed action items for spring semester
  - Met with Communications to determine marketing platforms and strategy
  - Initiated application for the Department of Justice Victims of Crime Act (VOCA) grant administered locally through the Tennessee Department of Finance and Administration. Funds support the provision of services to victims of crime.
  - Identified key external partners (Shelby County Health Department, SC Rape Crisis Center, etc.)

Healthy Campus Initiative

Next steps:

- Develop and implement campus audit
- Gather information on previous campus initiatives
- Identify the key student sub-groups to be engaged in the planning and implementation
- Conduct peer analysis
- Research external funding sources
- Confirm branding and marketing plan

Graduate Certificate in Campus/Corporate Public Health *(proposal forthcoming)*

- Designed to provide requisite knowledge and skills for:

  - Leaders who oversee the public health of students, staff, and/or faculty at institutions of higher learning or personnel in corporations/organizational settings

  - Leaders who use evidence-based, holistic approaches to promote healthy environments

- Collaboration among academic disciplines in the School of Public Health, College of Education (i.e. Student Personnel Services in Higher and Adult Education)

Graduate Certificate in Campus/Corporate Public Health

- Targeted populations include Leadership students in Personnel Services, Higher and Adult Learning, Social and Behavioral Health Sciences, Master of Business Administration

- Advanced courses in Public Mental Health, Women's Health, Social/Behavioral Sciences Principles, Higher Education Law (including Title IX), Epidemiology and courses designed to promote psychological, socioemotional, physical, and sexual health

Board *of* Trustees

THE UNIVERSITY OF MEMPHIS.

Questions/Comments

12. Additional Committee Business

13. Adjournment