Strategic Plan Update: 2017 Accomplishments

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Goal 1: Strengthen Liberal Education

Objective 1.1: The university will recruit and retain exceptional faculty members committed to the principles of liberal education and equity.

• Thirty new faculty were hired; 18 are tenure-track.
• Fourteen highly sought-after scholars were offered $125,000 in start-up funds to support their research agendas over the next 2-3 academic years.
• The UNC System allocated $40,000 in faculty recruitment and retention dollars to support efforts to recruit faculty for the 2018-2019 academic year or to retain existing faculty.
• The revamped Center for Innovative and Transformative Instruction hired two faculty development specialists to support strategic initiatives. A new website, weekly electronic newsletter, and a blog were launched. The Center also completed a renovation of their space.
• The Faculty Professional Development Committee has awarded resources to support faculty development through travel, research, seed funding, and colloquia.
• Faculty awards criteria were updated to reflect the goals outlined in the strategic plan.

Objective 1.2: Institutional Learning Outcomes (Essential Skills) will be evident across all courses in both general education and majors.

• Discussion were held with department chairs about implementation. The decision was made to move implementation to 2018-19.
• Baseline data was collected.

Objective 1.3: Engaged and High Impact Practices will be evident across the curriculum.

• Developed an internship manual outlining minimums which must be met.
• Reworked the student worker contract to ensure these experiences are high-impact practices (HIPs).
• Received a Council on Undergraduate Research Transformations grant to put HIPs into biology and chemistry curriculum.
• Added an honors track to several majors.
• Students presented more than 160 posters at University Scholarship Day.

Objective 1.4: The University will cultivate a stimulating intellectual community that fosters and supports scholarship, research, and creative work.
• Launched an Office of Sponsored Programs Fellows Program to help train faculty.
• Hired proven scholars in humanities, math, psychology, and history.
• Refocused the direction of the Center for Excellence in Eliminating Health Disparities under direction of Dr. Whitt-Glover to work with more faculty and increase student engagement in scholarship.
• Launched the Center for the Study of Economic Mobility and awarded faculty grants to support research into issues around economic mobility.

Objective 1.5 The curriculum will be relevant, coherent, and diverse and will offer students a broad exposure to academia and the ways knowledge is produced.
• Received grant from AAC&U and Teagle Foundation to pursue curriculum coherence.
• Collected baseline data from most programs.
• Set up a committee and established process for working with programs.
• Initiated program review across many programs.

Objective 1.6: Opportunities to become global citizens will be integrated throughout the learning experience.
• 63 students studied abroad in 2016-2017—a 25% increase from the previous year.
• Signed an MOU with the University of the Western Cape; a cohort of five or more students will study abroad Summer 2018. Two nursing students will study abroad at Hubei University of Chinese Medicine during spring break 2018.
• WSSU was awarded a grant of $41,000 from the U.S. Department of State Partners for the Americas to develop curriculum and sustainable study abroad program in Afro-Cuban Studies in Cuba. Thirteen students and eight faculty members are preparing for the pilot program in May 2018.
• WSSU Social Work Program is collaborating with Jamia Millia Islamia University in Delhi, India, for the first faculty-led study abroad program in India. Four students, two faculty, and the Office of International Programs director will participate in the pilot experiential learning and high impact program in India in March 2018.

Objective 1.7: Advisory and academic services will be ubiquitous, proactive and collaborative to empower students to achieve success through a liberal education.
• The use of student success technology has shown impact in increasing GPAs and decreasing D, F, and W rates for students using these continuing services.
• Degree Works, a software package that allows faculty and students to follow their progress toward graduation, was successfully implemented.

**Objective 1.8: Opportunities for co-curricular engagement focused on developing essential skills will be developed and supported across the educational experience and for all populations.**

• Housing and Residence Life developed a comprehensive programming model to guide programs within the residence halls.
• University Recreation hosted a Special Olympics coach training for therapeutic recreation students and UREC staff members.
• The First-Year Experience initiative was established.
• A certificate program in organizational leadership was created for all student leaders.
• The BB&T Emerging Leaders program was offered to all students.
• Career Development Services engaged students in high-impact practices such as job shadowing, service learning, internships, and experiential learning.

**Objective 1.9: The Educator Preparation Program will be strengthened to accomplish social justice, equity, and urban education goals.**

• The Educator Preparation Program (EPP) hired a consultant for six months to assist in revising and revamping the program.
• The EPP recruited faculty to achieve social justice, equity, and urban education goals.
• The EPP faculty revised syllabi to address social justice.
• The EPP faculty revised and created high impact practices such as service-learning projects in the classroom.
• Education majors completed 50 hours of community service.
Goal 2: Enhance Quality of Graduate and Professional Programs

Objective 2.1: Transformative academic experiences for all graduate and professional programs will be offered.
- The competency-based education model for healthcare administration and nursing was developed.

Objective 2.2: The health equity theme will be evident throughout the health sciences programs.
- The Executive Director of the Center for Excellence in the Elimination of Health Disparities (CEEHD) facilitated a presentation on health equity to all School of Health Sciences (SOHS) faculty and staff.
- Several faculty in the SOHS have arranged 1:1 consultations with the Executive Director of the CEEHD related to health equity.
- Student and faculty engagement in the mobile unit has expanded exponentially.
- The CEEHD evaluated all SOHS programs for evidence that the health equity theme is threaded throughout the curricula.
- The CEEHD received over $578,000 in grant funding to support health equity research.

Objective 2.3: Community engagement will be a signature aspect of graduate and professional programs.
- Undergraduate and graduate students engaged in intensive community-focused internship experiences as part of curriculum requirements.
- An MOU with United Health Centers and Southside Discount Pharmacy was signed to provide health care through the Rams Know H.O.W. mobile clinic; signed agreements with six community sites to host the mobile clinic on a weekly basis.
- An MOU with Insight was signed to support WSSU student interns to address substance use education needs in the community.
- Five SOHS departments signed agreements to incorporate rotations on the mobile clinic as part of student curriculum.
- An MOU with the School Health Alliance was signed to provide school health nurse to two high schools in the community.
- Obtained funding for three community-engaged research projects; included three community-informed research projects in Center grant proposal.
- Northwest AHEC collaborations with high school students interested in health careers were offered.

Objective 2.4: Joint disciplinary programs within the School of Health Sciences and between the School and the College of Arts, Sciences, Business and Education will allow students to pursue novel learning opportunities.
- Funding was received for HBCU Graduate grant to support curriculum development for a health informatics and data analytics program.
• Four undergraduate WSSU students were admitted in the early assurance track in the Master of Sciences in Occupational Therapy Program.
• Four exercise science majors were admitted early to the Doctor of Physical Therapy program.
• Meetings are ongoing between faculty in MBA, DPT and DNP Programs. Opportunities have been identified for joint disciplinary programs for MBA/MSN, MBA/DNP.

Objective 2.5: A diverse population of graduate students will be recruited, retained, and graduated.
• WSSU was represented at 12 state/regional graduate fairs.
• Digital marketing funding was earmarked for high-growth-potential graduate programs
• A Department of Education HBCU grant of $31,000 was received to automate graduate recruitment, admissions, and enrollment processes.
• Early assurance admission programs in DPT and OT were instituted.

Objective 2.6: Graduate international programs or program components will be expanded.
• The transitional Doctor of Physical Therapy (tDOPT) program was approved in Spring 2017. The first cohort of four students was admitted in Fall 2017.
Goal 3: Build Commitment to Social Justice through Enhanced Community Engagement

Objective 3.1: Institutional centers will provide opportunities for research and service that impact student learning and communities in ways that enhance social justice.

- The S. G. Atkins Community Development Center provided internships for students interested in entrepreneurship, city planning, and real estate development. Students gain skills in leadership, problem-solving, and critical thinking while investment in low income communities is increased.
- The opening of the Center for the Study of Economic Mobility (CSEM) was announced. CSEM, launched with grant money from the Thurgood Marshall College Fund, will study barriers to economic mobility.
- Created 4-Studio Model for the Center of Design Innovation to increase faculty engagement, undergraduate research, internships, and international travel. Each studio will significantly impact social justice local and nationally.
- The Center for Excellence in the Elimination of Health Disparities (CEEHD) received a $600,000 grant to support community-based health promotion research and programs. The funding will support hiring student research assistants.

Objective 3.2: The curriculum will provide opportunities to promote social justice learning.

- First-Year Experience courses reflect all five tenants of social justice.
- Investigation and research co-curriculum course in community health disparities was provided to the scholars in MARC and RISE programs.
- Business, history, justice studies, and health courses were delivered in community-based centers S.G. Atkins Community Development Center, the Center for Design Innovation, and the Biomedical Research Center.

3.3 Issues of social justice will be advanced through the work of faculty, students and staff.

- The Enterprise Center was filled with community entrepreneurs to create a catalyst for neighborhood economic development with internships and undergraduate research projects.
- Community engagement programs at the Center for Design Innovation were launched and training was provided to show how design thinking can be applied to find social justice solutions.
- The CSEM awarded faculty research grants to study barriers to economic mobility.
- Signed a memorandum of understanding with United Health Centers and Southside Discount Pharmacy for expansion of mobile clinic services to address the issue of health care access in low-income communities.
Goal 4: Enhance Revenue and Stewardship of Resources

Objective 4.1: All plans, policies, practices and reward structures will reflect a commitment to stewardship of resources.
- Organizational structures were reviewed and revised to ensure operational efficiencies.
- A Student Affairs and Academic Affairs working group was formed.
- An Educational Advisory Board tool to measure student success based upon data collection and evaluation of analytics was selected. This tool will influence enrollment objectives thereby affecting funding opportunities.
- The overtime pre-approval process was revised.
- The Vacancy Review committee was invoked to review and approve all Non-Faculty Vacancy Requests.
- Event Management software to manage event planners and academic schedulers was implemented to ensure efficient use of shared resources.

Objective 4.2: Increased funds will be available to support university priorities.
- A 13.8% increase in private fundraising – from $2.42 million to $2.75 million was recorded. More than $700,000 in private dollars for scholarships was raised.
- More than $1.23 million in privately funded scholarships were awarded – up from $800,000 in the prior year.
- The Office of Sponsored Research received $2.11 million in scholarships during the fiscal year.
- Advancement supported the successful development and submission of $3 million Center for the Study of Economic Mobility proposal to TMCF Center for Advancing Opportunity.
- The vacant Stewardship Coordinator position was filled. The Director of Annual Giving and Director of Alumni Engagement positions were revamped to better address strategic fundraising and engagement goals. New directors were hired in both areas.
- Sponsored Research conducted research agenda needs assessment with faculty in each department and hosted a six-week proposal development seminar series.

Objective 4.3: Scholarships and grants will be provided to offset educational costs, especially for those with financial hardship.
- More than $1.23 million in privately funded scholarships were awarded – up from $800,000 in the prior year.
- A searchable scholarship database was launched.
- A sustainable funding model through 2022 was designed.
- Financial knowledge software suite (iGrad) was obtained to improve student financial literacy.
- A comprehensive review of all privately funded scholarships held by the WSSU Foundation was completed.
• More than 95% of students awarded gap funding in 2016-2017 were graduated or retained.

Objective 4.4: Processes and procedures for the strategic application of resources will be evident.
• Funding was identified to support underground chilled water connections from DJR to O'Kelly Library and Thompson Center. An all sources funding approach was deployed.
• An emergency generator for KR Williams auditorium was purchased and installed.
• Funding to upgrade/replace seating in classrooms was identified.

Objective 4.5: The university brand will enhance the reputation of the university among key audiences and support revenue generation opportunities in support of strategic priorities.
• A new responsive website that is focus on student recruitment and fundraising with targeted sections for campus populations was launched.
• A new Ram logo was launched.
• An interactive campus map/virtual tour was launched.
• A social media policy was developed and a social media monitoring tool was implemented.
• A robust media relations strategy was deployed, resulting in a 50% increase in positive media mentions.
• An RFP was completed and a digital advertising campaign was launched.
• Benchmark research, which will be to use a baseline to compare before the overhaul to after, was collected.
Goal 5: Enhance the Quality of Physical and Operational Infrastructure

Objective 5.1: Information and learning technologies will be current, ubiquitous, mobile and adequate to support learning and business operations across the campus.
- Laptops for faculty/staff were refreshed.
- The university transitioned from Blackboard to Canvas.
- CredoEducation was implemented.
- Mobile capabilities were enhanced.
- Implemented card access on academic buildings.

Objective 5.2: Technology will be used to efficiently manage transactional processes freeing staff to focus on customer service with an equity-minded approach.
- Chart T Year End Process was implemented.
- The first phase of Recruit (recruitment customer management system) was launched. Phase II is in process.
- DegreeWorks was launched. The registration graduation clearance time per student was reduced from 30 minute to three minutes.

Objective 5.3: Academic facilities and learning environments will support high-impact teaching practices and student learning.
- Construction documents for the Science Building were completed. Project work was awarded. The contractor mobilized and began construction work.
- The Campus Master Plan was commissioned in the summer. Consultants completed investigatory work, including numerous conversations with constituents, presented findings and design recommendations, and incorporated input through various iterations.
- Plaza sidewalk repairs were completed at Thompson Center and KR Williams.
- The Cromartie Street Guard Station was constructed.
- Hired the Director of Building and Environmental Services; restructured the housekeeping and grounds teams; and implemented changes to summer work focus.
- Completed project work in partnership with Housing and Residential Life (upgrades in residence halls, progress on construction of new Residence Hall) and Business Services (expansion of bookstore, upgrades in dining services, relocation of copy center).

Objective 5.4: Living and learning environments within the residence halls will have facilities available for students to support and enhance learning opportunities.
- Identified and cleared all storage spaces in residence halls.
- Inventoried stock of furniture and created a plan for removing, replacing, and repurposing.
• Researched multi-use flexible furniture.

**Objective 5.5: Staff will be highly trained and committed to excellence.**
• Enhanced the recruiting/selection process by offering interview and selection training.
• Rolled out an enhanced performance management process with an emphasis on evaluating customer service, student-centeredness, and work toward the university's strategic goals.
• Developed Supervisory Skills and Leadership Development Series Management Certifications.
• Created and delivered of customer service and emotional intelligence workshops and seminars.

**Objective 5.6: Operational excellence will be evidenced by results-oriented goals, policies, procedures, and assessments.**
• Made revisions to university policies to standardize the numbering and format.
• Institutional dashboard of relevant survey results created and made publicly available.

**Objective 5.7: Organizational structures will be aligned to foster and sustain strategic goals.**
• The organizational structure was realigned so that Student Affairs will report to the provost in order to support Goal 1 on strengthening Liberal Education.
• The building and environmental service teams in facilities were restructured to improve service.