**Strategic Planning Report – 2017-2018**

**Unit: College of Graduate Health Sciences**

**Administrative Lead: Donald B. Thomason, Ph.D., Dean**

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| **Strategic Priority** | **Initiative** | **Accomplishments** |
| **Strategic Priority A:**  Educate Outstanding Graduates Who Meet the Needs of the State & Its Communities | * Enhance the Pool of Qualified, Committed, and Diverse Applicants (CGHS A-1) * Improve the Efficiency and Effectiveness of the Application Process (CGHS A-2) * Provide Career and Essential Skill Development on a Path to Independence (CGHS A-4) | * Initiated a CRM to the application portal to improve recruitment and yield * Continued with a more holistic applicant review by waiving standardized test requirements and decreasing the requirements for admission of well-known applicants * Conducted or sponsored multiple workshops to develop essential career and job skills |
| **Strategic Priority B:**  Grow the Research Portfolio Focusing on Targeted Areas | * Provide Research Experiences that Enhance Recruitment (CGHS A-3) * Develop Grantsmanship (CGHS C-3) | * Continued to run and support the Summer Research Scholars Program for undergraduates * Continued providing fellowship application submission incentives and award incentives for graduate students * Continued providing fellowship application submission incentives for postdoctoral fellows * Partnered with the Office of Research to enhance awareness of funding opportunities * With organization from the Graduate Student Executive Council, provided a lunch-n-learn workshop on grant writing |
| **Strategic Priority C:**  Create Areas of Clinical Prominence While Expanding Outreach | * Foster Interprofessional and Interdisciplinary Collaboration across Diverse Programs (CGHS C-4) | * Created a Certificate in Healthcare Quality Improvement * Revised the Certificate in Clinical Research to better address the needs of the participants * Supported the Organization of the Memphis Area Interprofessional Consortium * Helped to form the UTHSC Interprofessional Advisory Council |
| **Strategic Priority D:**  Increase Visibility & Recognition of UTHSC Contribution | * Expand the Value and Visibility of the College to UTHSC and the Community (CGHS Crosscutting F) * Increase Community Awareness of CGHS Research (CGHS B-6) * Increase Trainee Presentations in Local, Regional, National and International Meetings (CGHS B-2) * Enhance the Post-Doc Applicant Pool (CGHS C-6) | * Populated an institutional repository designed for student and postdoc research documents (dissertations, theses, presentations) that has had nearly over 23,000 downloads * Supported travel awards for graduate students and postdoctoral fellows to present at meetings * Maintained a branded, international recruiting site for UTHSC postdoctoral fellows at NatureJobs * Increased the number of fellowship applications submitted by graduate students and postdoctoral fellows through submission incentives |
| **Strategic Priority E:**  Align UTHSC Resources with Areas of Excellence | * Embed Interprofessional and Interdisciplinary Education and Research in the Work of the College (CGHS Crosscutting G) * Increase Development of Translational Research (CGHS B-5) | * Created a certificate program in Healthcare Quality Improvement under the Institute for Health Outcomes and Policy * Developing educational programs in concert with research initiatives on campus and those that are developing with other universities |
| **Strategic Priority F:**  Expand & Strengthen Key Community & Other Partnerships | * Increase Community Awareness of CGHS Research (CGHS B-6) | * Provide keynote speakers for trainee research functions from local and regional organizations with medical/biomedical interests * Supported Lunch-n-Learn sessions for trainees with local and regional leaders for discussion of cross-disciplinary topics |
| **Cross Cutting Priority 6:**  Recruit & Retain Faculty, Staff & Students Through Development, Support & Mentorship | * Foster and Reward Excellence in Teaching and Mentoring (CGHS C-1) * Develop Effective Career Mentors and Advisors (CGHS C-2) * Provide Career and Essential Skill Development on a Path to Independence (CGHS A-4) * Provide Professional Skills and Career Development (CGHS C-5) * Recruit and Retain Qualified and Diverse Staff (CGHS D-2) * Actively Engage in UTHSC Faculty Recruitment and Retention (CGHS D-1) | * Continued to support and encourage the Mentor Academy * Sponsored career development activities for trainees * Sponsored career and skills development for staff through off-campus activities * Participated in faculty and trainee recruitment in all colleges |
| **Cross Cutting Priority 7:**  Continue to Increase Diversity | * Enhance the Pool of Qualified, Committed, and Diverse Applicants (CGHS A-1) * Recruit and Retain Qualified and Diverse Staff (CGHS D-2) | * Initiated a CRM to the application portal to improve recruitment and yield * Adopted a more holistic applicant review by waiving standardized test requirements and decreasing the requirements for admission of well-known applicants * Continued to run and support the Summer Research Scholars Program for undergraduates * Provided career development opportunities for staff |
| **Cross Cutting Priority G:**  Increase Strategic Integration Across UTHSC | * Foster Interprofessional and Interdisciplinary Collaboration across Diverse Programs (CGHS C-4) | * Supported the development of a new Rehabilitation Science track in the Biomedical Sciences PhD program to help with the integration of College of Health Professions programs * Developed a certificate program in Healthcare Quality Improvement within the Interprofessional Education Department and Institute for Health Outcomes and Policy |
| **Cross Cutting Priority H:**  Strengthen Organizational Effectiveness & Adaptability Through a Focus on a Culture of Excellence Across the Institution Including Staff, Faculty & Administration | Nurture a Healthy, Ethical, and Respectful Culture in the Conduct of Research (CGHS Crosscutting E) | * Revised the student annual progress report to provide more fine-grained feedback and monitoring of student progress * Continued the practice of meeting with students and their faculty committees to charge them with creating an atmosphere of healthy and respectful communication * Instituted the absolute requirement for postdoctoral fellows and mentors to create IDPs and substantiate the progress with annual reports |