

End of Year Report | 2020-2021

Office of the Provost and Vice President for Academic Affairs



"Think. Work. Serve."

Office of the Provost and Vice President for Academic Affairs

**Presented to
Dr. Glenda Glover
President**

by

Dr. Michael Harris, Provost and Vice President for Academic Affairs

8 July 2021

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Dear President Glover:

It is with great pride that I present the 2020-2021 Annual Report for the Office of the Provost and Vice President for Academic Affairs. This document reflects the outstanding and innovative work of the Office and all of its reporting units (academic and non-academic). As you are aware, this has been a unique, challenging, and successful year as the University Community faced the many implications of the COVID-19 pandemic, SACSCOC reaffirmation, budget cuts, and the changing landscape of higher education. Despite all that occurred, the units within the Division have met the challenges head on and accomplished much. Outlined below are key achievements of the Office of the Provost followed by a report from each of the Colleges and direct reports.

This report also focuses on being responsive and supportive of your leadership and vision. It reflects the Division's commitment to the tenants of the University's Mission Statement and the achievement of the goals and objectives of the Strategic Plan. Within the framework of the Strategic Plan, the activities delineated in the Annual Report demonstrate Academic Affairs' contribution to: (1) improving student success, (2) promoting continuous improvement of its practices, (3) creating a high impact learning environment, (4) strengthening and sustaining academic excellence, and (5) generating revenue through community engagement. As Provost, I view it as my obligation to address any issue or priority that may impact you or the operation of the Institution even if it is not within the scope of my direct responsibility (partnerships, audits, etc). It has also been my goal to lead the Division of Academic Affairs with a sense of compassion while maintaining high standards and expectations for excellence with emphasis on an obligation to be responsive, tactical and strategic. Together the units within the Division will continue to achieve great things for Tennessee State University.

[Accomplishments – Office of the Provost and Vice President for Academic Affairs](#)

Academic Affairs Strategic Alignment – New and Existing Units

One of the major opportunities for the Provost's Office was the strategic alignment of newly acquired units with existing ones. Over the past year, several units were transitioned under the Office's leadership. This shift provided Office staff with the capacity to review, analyze, and redesign processes, procedures, and policies to best meet the needs of all stakeholders. The transitioning and existing units along with their leadership are listed below.

- Academic Success Center – Interim Executive Director, Kimi Bonner
- Extended Education – AVP Dr. Evelyn Nettles
- Financial Aid – AVP Amy Wood
- Office of Institutional Effectiveness, Research, Planning and Assessment – Managing Executive Director, Dr. Charlise Anderson
- Office of Records – Interim Registrar, Dr. Verontae Deams
- Office of Technology Services – CIO Tim Warren
- Testing Center – Director, Dr. Triba Gary-Davis
- Title III Administration – Interim Executive Director, Marjorie Seward
- TRIO Programs – Director, Victoria McGee-Hayes

One of the first administrative changes made was the alignment of advising, coaching, and mentoring programs under one administrative unit, the Academic Success Center. This reconfiguration of programs streamlined the advisement process for students and allowed them to access advisement resources in one

location. Another significant outcome of the reorganization was the placement of three employees in the Office of Institutional Effectiveness, Research, Planning, and Assessment to: (a) manage the review of data, (b) report on the implementation of the strategic plan, and (c) provide support for academic program accreditation. Over the next year, the Office of the Provost will take a “deep dive” into improving processes in the Division. The Office, in an effort to promote continuous improvement, will assess the efficiency, effectiveness, and quality of its programs. This practice will continue and guide future changes.

COVID-19

The realities of COVID-19, including the spike in cases across the city, state, and nation during the 2020-2021 academic year, necessitated in the continued vigilance for on-campus learning and working. With the promise of vaccines becoming a reality, the Office of the Provost took steps to ensure that students, faculty, and staff were focused on health and safety as transition planning began. As of July 1, 2020, there was NO Academic Affairs plan to re-open the campus and NO set of procedures or policies to respond to the pandemic. The Office of the Provost and Vice President for Academic Affairs responded rapidly to the academic needs related to the pandemic to assure that the university continued its responsibility in the areas of learning, teaching, service and research. The Division did more than respond to the academic needs; it worked, comprehensively, to find innovative solutions and strategies to ensure academic security while focusing on retention and educational quality. Outlined below are some of the initiatives.

- *Back to TSU for Fall 2020* – Given the current global pandemic and the significant impact it is having on student enrollment across the country, it was imperative that our Division create a targeted, intense effort to recruit and retain students. The “Back to TSU for Fall 2020” campaign was born. All Colleges were provided a list of students who were registered in Fall 2019 but had not yet registered for Fall 2020. Faculty and staff called, emailed, and made virtual outreach to all students on the list to encourage them to return. This effort included advising, mentoring, and a review of holds and barriers to registration. Moreover, the Provost identified and obtained funding to provide some students who were not able to pay off small balances the financial resources to register. This was a time-constrained team effort focused on building the student base and ensuring student access to education and instruction.
- *Safer at Home* –TSU implemented a two week “Safer at Home” program during the first two weeks of the semester. As such, ALL courses, regardless of permanent course delivery method, were offered online to prioritize social distancing upon campus return.
- *Employee Safety* – Understanding the many concerns employees faced including health-related pandemic-based concerns, President Glover decided early that no non-essential employee would be required to work on-campus. Despite some pushback from Colleges and units, we remained steadfast in our commitment to employee health and safety.
- *Access to Education* – Students needed to feel safe while learning and receiving access to a highly functional academic setting and educational experience. To that end, the staff worked to offer an academic plan that prioritized health through the provision of courses in an online setting (see bullet below) while simultaneously designing and implementing an intense faculty training and peer-based mentoring program. Moreover, the team addressed demanding needs related to clinical requirements in the College of Health Sciences which resulted in a safety plan for disciplines needing on-ground training during the first two weeks of classes. In addition, the ongoing policy guidance on international students created an ongoing, shifting situation and we leapt into action- creating on-ground and hybrid courses to accommodate international students.

- *Course Scheduling* – In response to COVID-19, our units worked diligently to address innovation, choice and safety as it relates to course scheduling including the creation of eLearn modules, faculty training, and classroom distancing protocols. Personnel in the Office of the Provost made sure that both faculty and students had choices that addressed needs. And to assure that no student’s progress to graduation was negatively impacted. Also emphasized was support for ongoing faculty research and providing resources to enhanced it.
- *Streamlined Advising* – the Office made the decision to transition all Success Coaches to the Student Success Center; thus, adding resources to advising, coaching, and mentoring for students. All advisors and coaches were available through virtual appointments and worked collaboratively to offer students a holistic approach to academic planning and the campus experience.
- *Technology and Access* – 1,800 laptops were purchased in preparation for the 2020-2021 academic year. The Office of Information Technology, in partnership with the Office of the Provost, prepared the laptops and began delivery to students beginning August 15, 2020.
- *Work Plans* – There were NO work plans for Academic and ancillary units to return to operations in Fall 2020. This created concern and panic for many faculty and staff across the campus. In the span of two days, all Colleges and units in the Academic Affairs Division completed work plans for faculty and staff (July 31, 2020).
- *Virtual Events* – Colleges and units transitioned smoothly to offering virtual orientations, ceremonies, advising, and drop-in question and answer sessions. The following list is a small overview of such events.
 - New Faculty Orientation – the new faculty orientation for both semesters was conducted virtually and redesigned to provide faculty with pertinent information related to TSU’s history and COVID-19 online delivery response. The orientation took place over three sessions and was attended by all new full-time faculty hires.
 - Adjunct Faculty Orientation – a separate faculty orientation was held for adjuncts in order to provide these instructors with an overview of academic policies and resources on campus.
 - Student Orientations – freshman, transfer, and adult learner students were able to attend orientations virtually and meet with advisors from the Student Success Center as well as the various academic disciplines.
 - Discipline-Specific Orientations – many Colleges and Departments held orientation sessions for students in the disciplines.
 - FAFSA Drop-In – the Financial Aid Office hosted FAFSA drop-in hours where students made appointments and/or visited online to ask questions related to Financial Aid.
 - Virtual Learning – faculty members engaged in training for online instructional course design, pedagogy best practices, and eLearn. In addition, Academic Affairs pushed the need for students to have access and contact, via online resources, with faculty members in order to maintain open lines of communication. This was in direct response to informal and formal requests for additional faculty contact to improve retention and course success during the fall semester.
 - Commencement – two successful virtual commencements were held - one in August 2020 and the other in December 2020.

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

The SACSCOC On-Site Reaffirmation Committee conducted a virtual site visit March 16 – 18, 2021. The on-site visit was extremely successful as TSU was found in compliance for all but 2 standards (related to financial audits); the Quality Enhancement Plan (QEP) was affirmed. This was a significant achievement given where the University was as of July 1, 2020.

At the end of June 2020, our accreditation consultants, Silver and Associates, indicated that the University was in a dire situation as the SACSCOC Compliance Report was, “12-18 months behind!” Seeing that the report was due to SACSCOC in two months, Academic Affairs faced a challenging situation. Planning and writing went into high gear. Units across campus wrote and gathered documents in a rapid and steadfast process. This was a crisis and threat to the University!

Quality Enhancement Plan (QEP) - CADENCE represented years of work from units across the campus and it is an initiative that will provide TSU students with a pathway to a holistic, comprehensive academic experience that validates the in and out of classroom learning they receive at TSU. Overall, CADENCE (Connect → Assess → Develop → Engage → Navigate → Create → Excel) seeks to promote student success through integrative advising, including improved utilization of academic and student support resources and the integration of educational and career planning.

CADENCE is centered on the following three initiatives:

1. **Coordinated Care Network** → CADENCE institutionalizes and expands the University’s advising Coordinated Care Network by providing an ongoing leadership structure, professional development, and technical training and support.
2. **Advising Resources** → CADENCE provides for the collection review, and publication of advising resources in a single online location. New resources include matriculation maps identifying engagement and career development opportunities and milestones.
3. **Technology** → CADENCE promotes and integrates the use of EAB Navigate for advising, Tiger Print for educational planning and engagement, and Handshake for career development.

On June 1, 2021, the QEP Director started his role at TSU. The QEP Director will guide all stakeholders through the process of design and implementation and will report directly to the Office of the Provost and Vice President for Academic Affairs.

Professional Development

The Office of the Provost and Vice President for Academic Affairs is strongly committed to providing faculty and staff professional development opportunities in a variety of settings. To that end, the Office has been instrumental in seeking out specific programming related to professional development including the projects listed below.

- *Faculty Development Travel* – specific funding via Title III was obtained through the project submission process by the Office of the Provost. This funding is providing resources for faculty to attend conferences, obtain certifications etc. that contribute to their teaching, research, and/or service training. Over twenty faculty members have taken advantage of this special opportunity.
- *Gateway to Eight* – the Gateway to Eight program, managed in partnership with Title III, provides any campus employee with the opportunity to attend professional

development seminars with leading experts on a diverse array of topics from mental health at the workplace to time management. Once employees complete eight sessions, they are given an incentive for completion and attend a ceremony to highlight their achievement. A virtual ceremony was held on May 14th, 2021, and over 30 employees were honored. This program continues through the fall.

- *National Center for Faculty Development and Diversity* – As of May 10th, 2021, the Office of the Provost secured an institutional membership for TSU in the National Center for Faculty Development and Diversity. This membership provides all TSU faculty, post-docs, and graduate students with access to a database of resources related to curriculum design, classroom management, faculty success etc. as well as webinars with leading experts. Moreover, everyone has access to participate with peers in writing challenges, discussion groups and more to enhance peer-to-peer learning and engagement.
- *Georgia International Studies Consortium* – As of April 2021, TSU is now a member of the Georgia International Studies Consortium. This membership provides free virtual (and later in-person) attendance for up to ten faculty members (per event) at seminars and workshops aimed at international curriculum integration. The first two events have been held with TSU in attendance (April and June 2021).
- *UNCF Faculty Development* – UNCF is providing faculty free training on online course pedagogy and best practices starting in July 2021 and TSU has been invited as a partner.

The Office of the Provost and Vice President for Academic Affairs continues to obtain partnerships to provide TSU faculty and staff with training resources to enhance personal and professional development. For example, on May 14th, 2021, Academic Affairs leadership met with the Education Advisory Board (EAB) to discuss best practices for delivering a comprehensive faculty development program.

Academic Policies and Procedures

In response to the competing demands of SACSCOC, the development of the university strategic plan and the lack of many existing basic academic policies or plans, the Office of the Provost and Vice President for Academic Affairs has prepared and processed the following policies and procedures since July 1, 2020.

- *Faculty Credentialing Policy* – this policy sets a standard for faculty credentialing for instruction and qualifications for appointment as Department Chair and Dean. This policy further aligns university regulations with SACSCOC standards.
- *Workload Policy* – this policy sets clear standards for academic workloads and was adapted and updated from the TBR 2015 policy.
- *Multi Course Online Delivery* – the Office approved the Multi Course Online Form allowing for programs to apply to deliver multiple courses online at once. Previously, each course required a separate form. This will greatly enhance the capacity to review and approve online courses.
- *Stop-the-Clock* – in response to COVID-19, the Office created a document allowing faculty who were scheduled to apply for tenure in 2020-2021 to stop-the-clock for one year and defer application until AY 2021-2022.

- *Curriculum Matrix* – the unit designed and approved a new curriculum review matrix outlining the system of approvals needed for curriculum changes.
- *Academic Affairs Annual Report Template* – the Office created a template for Colleges and units to submit annual reports. This creates a standardized submission of information.
- *Student Feedback Form* – in collaboration with Global Learning, the Office implemented an online feedback form, so students have an additional mechanism through which to express concerns in their online courses.

Academic Program Planning and Review

Academic Affairs is working with academic programs through several operational and planning projects. These projects focus on improving data collection and analysis, course planning, and program improvements/enhancements. By leveraging existing resources, the Office of the Provost and Vice President for Academic Affairs has taken steps to identify areas for growth, procedure review, and documentation assessment.

- a. **Annual Health Check** – TSU partners with EAB on a variety of academic planning and data analysis projects including Student Navigator, Professional and Adult Education, Academic Affairs Forum, and Academic Performance Solutions. During the spring 2021 semester, Academic Affairs worked with EAB Academic Performance Solutions to conduct Annual Health Checks with academic departments and programs. The Annual Health Check is a snapshot view of program enrollment, enrollment trends, course optimization, course grade distribution, role of service courses, and several other health indicators. EAB provided two specialized trainings to Department Chairs and Deans, held office hours for faculty as they worked in the system, and provided materials to guide programs through the process. The Annual Health Check affords programs with the opportunity to assess their course delivery, areas of growth, course distribution and timeline while also providing a first step in utilizing the powerful EAB APS system.
- b. **Course Enrollment/Workload** – the Office of the Provost has asked Program Coordinators, Department Chairs, and Deans to take a systematic look at course enrollments and workloads. The purpose is to ensure that all units are fairly and strategically allocating their courses to maximize student retention, progression, and graduation while simultaneously adhering to the faculty workload policies. Through the low enrollment action request process, the Office of the Provost is able to review the various enrollment issues impacting the University.

Academic Program Planning: The Office of the Provost and Vice President for Academic Affairs has continued to work toward innovative program growth by designing and implementing new degrees that place TSU at the center of the marketplace and position Colleges as centers for excellence. The following list provides an update on the strategic programs being explored and their current status in the design, review, and approval pipeline.

- *Ph.D. in Agriculture* – this degree program in the College of Agriculture is currently under review with THEC and SACSCOC. If approved, the degree program will begin in Spring 2022.
- *Bachelor's in Africana/Black Studies* – the College of Liberal Arts charged an interdisciplinary committee in March to review and develop a new major program that builds on the existing Africana Studies program. Committee membership includes faculty from Africana Studies, English, History, Political Science, Sociology, and Theater. The Committee met during the

spring semester, and the Dean's office assisted them with the program proposal with plans to submit by June 30, 2021.

- *Ph.D. in Higher Education* – the College of Education is currently working with personnel in Academic Affairs to obtain approval from THEC and SACSCOC for this program. The plan is to begin this program in Fall 2022.
- *Online MBA* – the College of Business has designed an online version of their accelerated MBA program. The program is currently going through the Curriculog approval process. Following approval by all levels, including SACSCOC, the program intends to begin in Fall 2022.
- *Redesigned Bachelor's in Interdisciplinary Studies* – the College of Liberal Arts (COLA), Office of the Dean, and the Coordinator of the Arts & Sciences Program have started work on revising the Interdisciplinary Studies Degree (adding a concentration) to allow for a broader selection of courses. COLA is reviewing similar completion degrees at other institutions that provide students with existing hours a straighter path to graduation. COLA has reached out to the other colleges to involve them in this discussion so that TSU can offer a truly interdisciplinary degree. The program proposal was completed by June 30, 2021.

Outreach and Collaboration

A goal of the Office is to ensure there are opportunities for faculty and staff to have their voice heard in the process. To that end, the Office has implemented various outreach initiatives including those listed below.

- *Town Halls* – the Office of the Provost and Vice President for Academic Affairs held four town halls; two with administrative assistants, one with professional staff, and one with faculty. These town halls were supplemented by surveys which provided feedback on ways in which the units can make changes to augment the work in diverse areas.
- *Administrative Professionals Council* – in order to provide the frontline staff, in the various units, with an ongoing voice in Academic Affairs, the Office formed the Administrative Professionals Council which is comprised of nine (9) administrative assistants. The purpose of the Council is to obtain feedback and take strategic action in areas that enhance the workflow and processes in the units and for which the administrative assistants are key stakeholders. Two meetings of the Council have been held, a mission has been developed and leadership assigned.
- *DegreeWorks* – one of the key processes for students and faculty to ensure academic progression and graduation is the use of our DegreeWorks system. During its initial rollout, many issues related to scribing were encountered which required hours of manpower to resolve. In an effort to streamline and improve this process, the Office worked with Ellucian and staff from Records, the Graduate School, OTS, and Extended Education to identify a technical assistance provider and trainer to solidify this process. This is an ongoing project.
- *New Faculty Session* – the Office held an end-of-year session with new faculty completing their first year or semester. The purpose of this session was to identify ways in which Academic Affairs can improve the experience for new faculty.

While the new degree programs--listed above--highlight progress that has been made in the academic units, other degree programs are being discussed and researched for addition to the university program inventory. This includes a Bachelor's in Nonprofit Leadership, Doctorate of Public Administration, and a Master's in Music. Finally, in addition to the work on specific degree programs, the Office of the

Provost has also been charged with exploring the feasibility of establishing professional colleges of law and pharmacy.

Conclusion

As you can see, the Office of the Provost has been strategic, tactical, and responsive to the needs of the University over the past year in support of your vision and leadership. We continue to seek opportunities to increase enrollment, improve educational outcomes, and deliver exceptional services across the campus. As we embark on a new academic year, the Office of the Provost is already planning several new initiatives to engage faculty, staff, and students in processes aimed at improving and enhancing our campus' academic environment.

With appreciation,

A handwritten signature in cursive script, appearing to read "Michael Harris", is centered on the page. The signature is written in black ink on a light-colored background.

Michael Harris, Ph.D.
Provost and Vice President for Academic Affairs

College of Agriculture

ACCOMPLISHMENTS

- The College of Agriculture, through its land-grant tripartite mission, has created a multi-level approach to COVID-19. We have reviewed local, state, and CDC guidelines to continue our mission to provide quality education to our students, serving our community stakeholders through our Early Learning Center and Extension programs, while maintaining satisfactory progress in addressing USDA NIFA's high-priority research areas. Faculty in the College have been awarded several USDA COVID-19 Rapid Response Grants.
- In the 2020-2021 academic year, the College of Agriculture provided exemplary traditional classroom (primarily labs), online, and hybrid modes of course delivery. During academic year, all courses were delivered virtually due to interruptions caused by COVID-19 pandemic. Nonetheless, all necessary adjustments were made, and students completed their classes.
- Significant COVID-19 outcomes are listed below:
 - During fall 2020, and spring 2021 semesters 54 and 56 courses, respectively, were modified for online, hybrid and web enhanced delivery in the Department of Agricultural and Environmental Sciences.
 - Faculty successfully delivered course content for the academic year.
 - A work plan was developed for each course taught.
 - A weekly workshop was initiated and managed by faculty to discuss and resolve issues that arise in the web-enhanced sequence delivery.
 - Classes that were on ground classes were managed adequately meeting CDC guidelines and these classes have concluded successfully.
 - Assistance was available at the departmental head offices. As a college, we ensured that there was someone available at the office every day to address any issues that arise.
 - Conducted a virtual orientation for incoming fall 2020 freshmen.
 - Advisement and registration for fall 2020 and spring 2021 were carried out by electronic mail and zoom; fall 2021 registration and advisement is ongoing.
 - Early Learning Center (ELC) Laboratory opened on its regular schedule, practice social distancing and following the recommended precautions to keep children safe.
 - The ELC Laboratory continues to serve our stakeholders with excellence by practicing extra safety precautions during drop-off and pick-up and throughout the day. The health and safety of the children continue to be their highest priority.
 - The Human Sciences Department formed a COVID-19 task force including Extension Specialists, Human Sciences faculty, and a county Extension director to brainstorm ideas and solutions. This workgroup identified resources addressing strains on mental health, safe practices, creative methods to remain social, ways to home-school children, and ideas to strengthen family relationships.
 - Reached more than 4,000 individuals using social media and postings on the TSU-COVID Academy website.
- The College has utilized resources to address its ongoing recruitment and retention efforts. Under the Direction of the College's Recruiter, Department Heads, Faculty, and staff have employed a rigorous recruiting effort to increase the College's enrollment. Through competitive grants, faculty have established a working relationship with Metro Nashville Public Schools to broaden

the minority participation in STEM disciplines. We have been awarded \$752,000 to award full-ride scholarships to incoming freshmen and community college transfers. We have held virtual open houses for area school counselors, parents, and high school students. We have engaged and provided an open house for the College's Alumni Association to garner assistance in recruiting.

- **Recruitment:** Departments in the College continues to recruit undergraduate and graduate students vigorously by providing partial or full financial support through several undergraduate scholarship programs: (1) The Dean's scholars program (2) The High Achievers program, (3) The Leadership Program, (4) The 1980 Farm Bill Scholarship Program, and (5) the Ag Sciences Faculty Scholarship Fund, which was established in 2018, and (6) the graduate research assistantships. In addition, we offered SunTrust/Truist Bank funded scholarships to Agribusiness majors. Overall, undergraduate enrollment in the Department of Agricultural Sciences increased slightly by 11% from fall of 2019 to 2020 academic year (174 to 193 students). Current graduate enrollment is 104 students. Contrary, Fall Semester 2020 enrollment in the Department of Human Sciences has experienced a significant decrease from Fall 2019, 120 to 100 students respectively.
- **Graduation:** During the 2020-2021 Academic Year, a total of 41 B.S. and 18 M.S. degrees were awarded in the Department of Agricultural and Environmental Sciences. Of these 18 M.S. degrees, 10, 5, and 3 degree(s) were awarded in Agricultural Sciences, Food and Animal Science, and Environmental Science, respectively. During the Fall 2020 semester 12 B.S. and 13 M.S. degrees were awarded. In the Department of Human Sciences, the department graduated 40 students for the 2020-21 Academic Year.
- **Retention:** The College of Agriculture has researched literature and employed best practices to assist in its student retention initiatives. The Dean's Scholars Program, a widely recognized undergraduate research program, was continued with some innovative practices during this COVID environment. This semester, 38 students have participated in the Dean's Scholars program virtually. Our Dean's Scholars program seeks to increase opportunities to develop students' independence and confidence through in-house presentations, weekly scientific meetings, and poster presentations.
- **Advising:** The Departments of Agricultural and Environmental Sciences and Human Sciences utilized phone calls, emails, and zoom meetings to engage students in registering for the Spring 2021 semester. Advising for the Fall 2021 semester is ongoing.
- **Programs and Course Development:** This academic year, the College of Agriculture has had two new degree programs approved: a M.S. in Food and Animal Science and a M.S. in Environmental Sciences. We are currently developing a proposal to create a new accelerated graduate program in the Department of Human Sciences. We continue to develop new courses, especially those associated with online program delivery. There is also ongoing review and revitalization of existing courses. This semester, NUFS 2300, Introduction to Food and Culture, has been approved as a General Education course. A proposal to initiate a Ph. D. degree in Agricultural Sciences is being revised based on THEC review team recommendations.
- **Online Education:** To establish our presence in online education, the Agribusiness and Agricultural Education concentrations of the MS degree in Agricultural Sciences were delivered fully online beginning in Spring 2021. All necessary changes on courses are in the approval

process, almost complete. The dual enrollment courses (AGSC 1410, AGSC 1200, and AGSC 2010) will continue to be delivered fully online.

- **Faculty and Staff Development:** the College of Agriculture has partnered with Purdue and Penn State Universities to provide faculty development for faculty in the College of Agriculture. Faculty in the college have participated in the following trainings: Writing Measurable Objectives, Assessment Plans and Outcomes; Evaluation: Formative and Summative Evaluations; How to Plan and Grow Inclusive Cross-Cultural and Institutional Mentoring Ecosystems; and Inclusive and Intentional Mentoring. Additionally, Faculty and staff attended virtual professional conferences such as the Poultry Science Association conference, Tennessee Academy of Sciences, The International Entomological Society Conference, the Plant and Animal Genomics Conference, The American Society of Horticultural Science, American Phytopathological Society, Food Distribution Research Society Annual Meeting, American Association of Agricultural Education Conference, and International Association of Food Protection Conference. Lastly, weekly workshops were conducted to facilitate online and web enhanced course delivery.
- **Comprehensive/Senior Exams:** Through its two academic departments, the College of Agriculture successfully administered its comprehensive/senior exams. In the Department of Agricultural Sciences, the ACAT exam was administered to all students (100%) graduating with the BS degree in Agricultural Sciences. The average students' scores were on the 30th percentile. All M.S. students (100%) pursuing the thesis option successfully defended their theses. One of our 15 students in the Department of Human Sciences passed the Family and Consumer Sciences exam. We will work closely with Human Sciences to develop a strategic plan in increasing student performance on the comprehensive exam.

CHALLENGES

- **Comprehensive/Senior Exams:** Through its two academic departments, the College of Agriculture successfully administered its comprehensive/senior exams. In the Department of Agricultural Sciences, the ACAT exam was administered to all students (100%) graduating with the BS degree in Agricultural Sciences. The average students' scores were on the 30th percentile. This needs improvement. One of the 15 students in the Department of Human Sciences only passed the Family and Consumer Sciences exam. This certainly is a major concern and this program's quality needs to improve. We will work closely with Human Sciences to develop a strategic plan in increasing student performance on the comprehensive exam.
- **COVID-19:** made it difficult to recruit international graduate students and is also negatively impacting teaching of our laboratory-based science classes, student advising, and undergraduate research experiential learning programs. Also, the Food Science Building cost estimates done by the Designer went up by 30% due to COVID 19 related material supply and labor issues and booming construction industry in Nashville. This reality is forcing us to reduce the square footage to fit within the available grant funds
- **Tornado 2020:** Tornado has wiped out most of our research and educational infrastructure at the Main Campus Agricultural Research and Education Center (AREC). The reconstruction of these facilities is moving along but is taking longer than we originally estimated due to major differences in the loss estimates between the university and the insurance company.

- **Inflation:** The construction plans for the Food Science Building are put on a temporary hold status due to more than 60% cost escalation. We have spent almost a year in designing the building but when initial construction bids came 30% above the costs estimated by the architects, we cut the square footage proportionately and rebid it. Once again, the new bids also came 30% above the estimated costs due to labor shortages and increased material costs due to supply chain problems.
- **Fiscal Reports:** Lack of adequate personnel in the Grants Accounting Office and the Budget Office has been adversely impacting our researchers' ability to execute their grant-funded programs and submit fiscal reports in a timely manner. In addition, this continued problem for years is eroding the painstakingly built goodwill with funding agencies and partnering institutions.

ENHANCEMENTS and IMPROVEMENTS

- Improving graduates' learning outcomes demonstrated thru comprehensive/exit exams in both academic departments
- Completing the reconstruction of Main Campus Agricultural Research and Education infrastructure
- Completing the construction of Food Science Building
- Getting THEC approval to initiate a new Ph. D. program in agricultural sciences
- Getting approval from ACEND to initiate the BS-MS joint degree program in Dietetics
- Securing additional land-grant funding from the state of TN.

College of Business

ACCOMPLISHMENTS

- **The College's Seven Advisory Boards:** welcomed the following new member firms: Alliance Bernstein, Ticketmaster, Live Nation, CompTIA, Bank of America, Echo Logistics, Deloitte, PWC, Blankenship and UBS. Stronger corporate relations were also established with Fifth Third Bank, Siemens, Dell, Truist (Formerly Suntrust), Hyatt Hotel, Jackson National, Suntrust, and Delta Airlines.
- **A Business Leaders Speakers Bureau:** was established in the College to take advantage of the many companies requesting to assist in the development of our students. The Bureau affords students the opportunity to be exposed to mid-to-senior level executives who showcase innovative and practical business knowledge and skills.
- **Student Engagement:** efforts were intensified during the Pandemic. Beginning in summer 2020, the College designed varied events to keep students engaged including a four-part entrepreneur series and a three-part alumni meet and greet series. Virtual advising was also established along with College's and departmental open houses. More than 10 professional enrichment programs were held throughout the year to keep students focused along with other corporate engagement events for students. Involvement in case competitions and professional organization conferences was also encouraged and supported by the College. Fifth Third bank also partnered with the College to hold two major events for students: A special presentation by millionaire entrepreneur, Dr. William

Pickard, in the fall, and a leadership forum in the spring featuring top-level executives from the bank.

- **Faculty:** remained professionally engaged in their respective disciplines producing 15 published refereed journal articles, having 4 refereed journal articles accepted for publication, submitting 10 articles for refereed review, making 12 academic presentations, and having 4 articles included in conference proceedings. All faculty in the College of Business serve on one or more of 10 COB faculty directed committees pertaining to strategic planning, curriculum development, faculty matters and student matters. All committees remained active during our period away from campus with meetings occurring via Zoom. It appears that committees met more often and had more valuable input as a result of using the Zoom platform. Parts of this model will be retained going forward. Faculty were also engaged in the process of recruiting new faculty to the College. The College was successful in recruiting 3 new faculty members (2 in Finance and 1 in Marketing).
- **The College's Faculty Research Portfolio:** was produced and disseminated to companies and corporate donors around the country. The publication features a concise synopsis of College of Business faculty research that has been published in high-ranking journals and expands the reach and impact of this valuable research data to directly benefit College of Business stakeholders including business and industry nationally and internationally.

CHALLENGES

- **Maintaining and increasing enrollment during the Pandemic:** This problem was evident on the undergraduate level with students electing to attend schools in their local communities. This also became a severe problem with our executive MBA Program. With an insecure economy, originally registered students decided to withdraw to reduce expenses in the wake of not knowing what the future held. The uncertain economic times also led many companies to discontinue financial support for employee educational pursuits. Additionally, one of the special features of the EMBA, global study, had to be abandoned during the Pandemic.
- **Securing internships for students in a virtual world:** This was especially a problem for the College's hospitality and tourism management students who are required to complete two internships in their field which was devastated by the Pandemic. Also, the College's newly designed soft-skills class for hospitality and tourism students that was developed in response to industry needs, had to be put on hold as it required an on-ground hotel residential educational experience.
- **Plans to expand the Colleges programming in Hospitality Management and Tourism:** due to impact of the Pandemic on this sector of the economy. Program expansion plans had garnered the support of corporate leaders in the industry pre-COVID 19. These leaders had committed to financially supporting some of their employees to matriculate in the Program that was especially tailored to the needs and work structure of employees in the industry. Leaders from the industry that serve on the College's Hospitality and Tourism Advisory Board asked the College to consider pausing program expansion until the economy and revenues return to some semblance of normal, probably late 2021 or early 2022.

- **Conducting successful searches to fill faculty positions:** The College has previously had a problem filling positions in certain disciplines. This problem has been exacerbated with an increase in vacant positions resulting from the University Voluntary Separation Program. The limitations of virtual interviewing, as opposed to face-to-face, and less than competitive salaries, also caused great concern.
- **Keeping students engaged and informed:** about opportunities while operating remotely. Class attendance was an issue with many students deciding to access recorded lectures versus attending class or students just zoomed out and went on a blank screen thus, not engaging with faculty or peers.
- **Keeping faculty engaged and productive with research:** Encouraging faculty to continue their research agenda even though travel to conferences was not possible during the Pandemic, presented a challenge.

ENHANCEMENTS and IMPROVEMENTS

- Accomplish COB Strategic Plan Initiatives: Access and Diversity, Student Success, Academic Quality, Revenue Generation, Community Relations.
- Increase student enrollment and sustainability
- Develop Innovative Programming
- Conduct Successful Faculty Searches
- Maintain viable Assessment & Assurance of Learning processes
- Increase faculty research productivity
- Increase student placement in valuable internships
- Assist students in securing meaningful permanent career placement
- Further advance meaningful corporate relations
- Further explore the feasibility of establishing a doctorate program in the College
- Make the COB Dell Center for Data Analytics a viable entity
- Grow the MBA Program

Accounting

- Recruit new faculty
- Increase student enrollment
- Retain current students
- Increase students' interest in Accounting
- Evolve the curriculum to meet upcoming changes in the CPA exam (CPA Evolution)]
- Develop a mentoring program that would envelop our students in all skill areas needed to ensure the greatest level of success as accounting professionals.
- Investigate the development of an ACAP Program. ACAP is a joint effort of NABA and AICPA. It would bring high school students to campus and introduce them to concepts and career opportunities in accounting and finance. This program is typically held in the summer.

Business Administration

- Increase enrollment, especially the Hospitality & Tourism concentration, to 30+ students (20 students in Fall 2020)
- Recruit two new members for the SCM Governing board and secure at least \$150,000 in funds from industry partners
- Increase refereed journal publications from 4 to 8
- Maintain at least two student organizations
- Restructure/reestablish the Hospitality and Tourism Advisory Board after the pandemic period
- Recruit a faculty member in Supply Chain/Operations Management

Business Information Systems

- Develop a proposal for online MS in Business Data Analytics
- Implement IT Workshop/Certification programs at the COB Dell Center for Data Analytics
- Investigate and Develop MOUs with local community colleges to facilitate transfer to the BIS Program at TSU
- Implement a Mentoring program of BIS students and BIS Advisory Board members

Economics and Finance

- Increase enrollment
- Make the transition of new Finance faculty to the department seamless and welcoming
- Create a more dynamic program
- Boost the production of peer reviewed articles produced by the faculty
- Maximize the use of the COB Financial Trading Room

MBA

- Increase MBA Program visibility via a comprehensive marketing and branding strategy
- Increase MBA student enrollment and retention to graduation
- Increase the conversion rate of MBA applicants to admitted and enrolled (target 35%)
- Plan, launch and promote the new online MBA Program

College of Education

ACCOMPLISHMENTS

- **Enrollment:** Our total enrollment is 855 students from all three departments for the 2020-2021 school year.
- **Programs:** The College of Education has 12 programs that offer a Bachelor of Science, Master of Education, Educational Specialist, Educational Doctorate, and Philosophy Doctorate degrees. We have two programs that lead to a bachelor's degree: Psychology and Early Childhood Education Pre-K-3 and one program of study that leads to a concentration in Elementary Education.
- **Teacher Preparation:** The College of Education teacher preparation programs continue to be one of the most prolific producers of teachers for the Metro-Nashville Public Schools (MNPS)

and across the state of Tennessee. Our undergraduate and graduate elementary education programs were recognized by the National Council on Teacher Quality (NCTQ) for contributing to racial diversity in teaching, demonstrating effective classroom management, and promoting early reading standards.

- **Global Student Support Services Lab (GSSL):** This lab provides academic, social-emotional, professional support to students in the College of Education. Program faculty work with GSSL staff to address students' issues and concerns regarding advising, program requirements, facilitating transfer credits, enrollment, registration, and overall academic progress. From June 2020 to Aug. 2020 that number was 526 students. That was an increase of 1 percent. Now the numbers for Jan. 21, 2021, to June 15, 2021, are 724. That is a 73% increase from our last year. The team continues to communicate with the students by emails, zoom calls, one on one contact, and phone calls.

CHALLENGES

- The College of Education continues to address challenges of declining enrollment, filling teacher shortages in critical content areas, the COVID-19 pandemic, personnel, and resource constraints, federal and state regulations, and our capacity to track, monitor, and analyze student learning outcomes.
- Dissertation Quality (no checklist, no rubric) ; Low enrollment in the Education Specialist Programs The requirement to have standards embedded into program materials. After asking more than 200 faculty and administrators in HIED, all agreed there are no program standards except for Student Services, which TSU does not have an approved program.

ENHANCEMENTS and IMPROVEMENTS

- Our College of Education stands on the premise that all students (education and psychology majors) will have access and be afforded a quality education that provides academic support, student support, career planning, and quality instruction, especially during this current COVID-19 pandemic. We recognize our challenges in meeting our priorities. Therefore, we have identified four themes to represent the College of Education and each department. Each theme speaks to our commitment to the vision and mission statements of Tennessee State University.
- **Themes of the College/Unit Year**
 - **The College of Education:** *Striving to Achieve a Growth Mindset*
 - **Educational Leadership:** Inspiring, Passionate Leaders for Innovative Change
 - **Psychology:** *Turning Adversity into Innovation*
 - **Teaching and Learning:** *Learning from the Past, Teaching for the Future*

College of Engineering

ACCOMPLISHMENTS

- Initiated Department of Education Grant with Meharry Medical College with transfer program with four institutions to the College of Engineering (\$750K);
- Obtained NSF\$1M Grant to recruit from Community Colleges over three years
- Implement remote learning for 95% of courses delivered by the college

- Partnership with Motlow Community College and UT for recruitment
- **Enrollment:** Consistent with the university, the college saw an enrollment decline (4%) for Fall 2020 to 772 students. Throughout the academic year, efforts were made to retain students through advising, virtual student departmental meetings, and outreach to local and regional high schools. Some departments contacted high school counselors, and other efforts to enhance relationship with Nashville State Community College and others.
- **Graduation:** Approximately 82 graduates for the year, which is down from the previous year. We expect to increase enrollment with the transfer of students from community colleges, and through better advising and retention tools such as Degree Works.
- **Retention:** To improve retention, all students have specific faculty assigned for advising and will improve better course selection. More efforts are needed to improve tutoring services for students.
- **Programs:** Computer Science and Electrical Engineering have created “Cyber-Security” concentrations in the undergraduate and graduate programs. Computer Science has an approved MS in Data Science program, which is proposed to start in Fall 2022. The AIT program intends to restart its flight simulation lab at the John Tune Airport upon new building construction, and the development of an Aviation Logistics Certificate.

CHALLENGES

- Enrollment decline (4%) for Fall 2020 to 772 students.
- Elimination and removal of Associate Dean of the college and transfer to AVP for Research & Sponsored Programs hindered research and contractual projects with external partners
- Associate Dean position and funding not provided to address administrative research operations
- Need for \$100K in funds to prepare for ABET visit in Fall 2021
- Research support for the college

ENHANCEMENTS and IMPROVEMENTS

No goals submitted

College of Health Sciences

ACCOMPLISHMENTS

- **Response to COVID-19:** Consistent with federal, state, local, and institutional guidelines, the COHS taught most of its courses remotely. However, because most programs in the college are “high touch,” special permission had to be obtained from the Office of Academic Affairs to conduct clinical laboratories onsite while adhering to pandemic protocols. Programs implemented alternative didactic and practicum experiences (such as the use of clinical simulations, software programs and remote practice); conducted virtual office hours, advisement sessions, and departmental meetings; and developed appropriate departmental policies and protocols to protect faculty, staff, and students. Programs with professional accreditations sought guidance from their accrediting bodies relative to virtual instruction.

- **Retention:** The COHS employed retention initiatives which have proven very beneficial in its retention efforts. These initiatives include: (a) ExamSoft – Several COHS programs (Nursing, Speech Pathology, Dental Hygiene, Respiratory Care, Health Information) are in the process of using ExamSoft as a tool to identify gaps in student knowledge, so that appropriate remediation and testing may be instituted. (b) Faculty Advisement in the Major – Students accepted into their undergraduate and graduate majors are advised by program faculty throughout their matriculation in the program. (c) Cohort Format – Other than the Department of Human Performance & Sport Sciences and the Department of Public Health, Health Administration & Health Sciences, all other departments offer programs in cohort format, where students follow a prescribed sequence of courses, which allows for easy student tracking. (d) Student Remediation – Once in the major, students who do not meet required competencies undergo remediation to progress through the program. Remediation may require that students be delayed but not drop out of the program. (e) Professional Engagement – Students in most COHS programs are required to complete internships, especially as it relates to clinical practice. The COHS runs three active clinics which offer low- or no-cost services to the local community and serve as clinical sites for students under the supervision of faculty and clinical instructors
- **Advising:** Faculty advisement in the major is a primary mechanism used by the programs to ensure retention, progression, and completion. Students accepted into their undergraduate and graduate majors are advised by program faculty throughout their matriculation in the program. The faculty also refer students to needed student services such as tutoring, counseling, disabled student services, and financial aid.
- **Program and Course Development:** The COHS is hard at work with the following initiatives on program development: (a) Graduate Certificate in Public Health – Currently in the approval process in Curriculog. Start date: Fall 2021 or Spring 2022; (b) PhD in Public Health – Development of the THEC response is in the final stages. Start date: Fall 2022; (c) BS Degree Completion Program in Dental Hygiene – Currently inactivated but working to transition into a fully online program. Start date: Fall 2022; (d) Minor in Health Information Management (HIM)
 - Currently awaiting board approval. Start date: Fall 2021; and (e) Minor in Health Informatics
 - Currently in the COHS Curriculum Committee. Start date: Fall 2022
- **Faculty and Staff Development:** Because of pandemic restrictions, faculty and staff development were conducted mostly virtually. Support for faculty and staff development was provided in part by the Office of Academic Affairs and by Title III in addition to limited departmental support. Four staff members completed the Gateway to 8 Staff Development training.
- **Comprehensive/Senior Exams:** Consistent with established departmental policy, programs utilize comprehensive/senior/exit exams to ensure mastery of content before student's progress or graduate from their respective programs. Representative examples of such exams include: (a) Nursing students take the ATI Comprehensive Predictor Exam in their final course in the program; (b) Physical Therapy students take the Practice Exam and Assessment Tool in their final course in the program; and (c) Speech Pathology students take the department's

comprehensive exam prior to completing the program. Undergraduate students are also strongly encouraged to take the senior exit exam,

- **Events/Activities:** Events and activities were largely muted and conducted virtually due to pandemic restrictions. Nonetheless, the presence and participation of COHS faculty, staff, and students were evident in various recruitment events (see “AUO3: Student Recruitment” on pages 5 and 6 of this report), research endeavors (see “Research and Intellectual Contributions” on pages 7 and 8 of this report), service activities (see “Community and Discipline-Specific Engagement” on pages 8 to 10 of this report), and clinic services (see “Centers/Laboratories” on page 10 of this report).

CHALLENGES

- Lack of funding overall for the programs
- Loss of faculty lines overall for the programs
- Absence of an associate dean
- Keeping the morale of the Department Chairpersons high despite limitations in funding and staffing

Department of Dental Hygiene

- Continued impact of the pandemic on the clinic phase of the program
- Budgetary impact on personnel, supplies, equipment, and infrastructural enhancement
- Program marketing
- Current applicants lack foundational knowledge, critical thinking, and reading comprehension

Department of Human Performance & Sport Sciences

- Decreasing enrollment
- Low departmental funding
- Effects of the pandemic

School of Nursing

- Effect of the pandemic on clinical placements of BSN and MSN students
- Slow rise in applications and enrollment in the BSN
- Responsiveness of other units on campus in processing applications and registrations
- Impact of the dissolution of the TN eCampus on the MSN program
- Limited pool of PhD-prepared faculty to promote research and evidence-based practice

Department of Occupational Therapy

- Budget cuts limiting use of up-to-date supplies, instructional technology for students and for holding events (graduating students pinning ceremony, OT Advisory Board meeting)
- Adjustments related to switching back to onsite teaching and learning the technology in the new Health Sciences Building
- Fully staffed department – program director/department chair retired in 2020.

Department of Physical Therapy

- Integration of new teaching technology in the new Health Sciences Building
- Transitioning to a new Chair in the fall

- Summer 2021 is virtual with a new Cohort for anatomy and other classes
- Transitioning back to onsite teaching in a new location

Department of Public Health, Health Information & Health Sciences

- Loss of faculty lines
- Adjunct faculty training on teaching technology
- Limited funding for faculty recruitment
- Limited funding for faculty development and team building

Department of Respiratory Care & Health Information

- Loss of clinical placements due to the pandemic
- Challenges with student recruitment and retention due to the pandemic
- Graduate success with the respiratory therapy licensing exam

Department of Speech Pathology and Audiology

- Implementation of tele-practice since clinical supervisors had no experience with this format
- Placement of students in clinical externship sites
- Management of the program in general
- Difficulty with communication and responsiveness with other units on campus

ENHANCEMENTS and IMPROVEMENTS

The College

- To improve programmatic and college-wide recruitment, retention, and completion rates
- To revive a college advisory board that ensures currency of college offerings; assist with development efforts; and provide industry input on college initiatives
- To promote and actively seek partners who will assist with the needed support and resources for college and its programs
- To facilitate implementation of curricular programs currently under development in the college
- To institutionalize college efforts at interprofessional education and training every fall semester

Department of Dental Hygiene

- To gain funding support for much needed Infrastructure and Technology improvement
- To gain CARF approval for new online delivery of our BS Degree in Dental Hygiene Completer Program
- To enhance program research presence
- To increase persistence to graduation rate for AAS degree

Department of Human Performance & Sport Sciences

- To complete curriculum revisions for undergraduate exercise science
- To begin the process of reviewing the graduate program
- To increase grant applications and awards
- To complete the applied laboratory construction project

School of Nursing

- To increase enrollment in the BSN and MSN programs to a minimum of 15% beyond this year for the 2021-22 academic year.
- To increase faculty support with new hires to address shortages identified in specific areas of student preparation.
- To complete the first draft of the Accreditation Commission for Education in Nursing (ACEN) Self Study Report by May 2022
- To maintain 100% certification rate for MSN Family Nurse Practitioner examination.
- To meet the 85% first time NCLEX-RN licensure examination pass rate for AASN and BSN programs

Department of Occupational Therapy

- To coordinate faculty research to publish and present at conference together
- To increase collaboration in the Tiger Clinic
- To participate in and create an interprofessional event for the college

Department of Physical Therapy

- To educate faculty on new classroom technology
- To seamlessly integrate the new Department Chair into the role
- To open Tiger Clinic to see patients at full scale
- To admit a full cohort to the Class of 2024

Department of Public Health, Health Information & Health Sciences

- To submit the PhD Program for review and approval to THEC by the end of summer 2021
- To apply to CEPH to become a School of Public Health, when the PhD proposal is approved
- To complete the interim and annual report for CEPH
- To begin writing the HCAP Self-study in Spring 2022 for AUPHA
- To implement the Graduate Certificate in Public Health

Department of Respiratory Care & Health Information

- To deploy the CAHIIM 2018 Competencies
- To pilot the Major Field Assessment in spring 2022 as part of the THEC reporting requirement
- To continue with online course development to increase enrollment of practicing respiratory therapists with an AAS or AS degree to complete their BS degree in Cardiorespiratory Care.
- To expand clinical placement opportunities by developing new clinical sites, renewing dormant sites, and adding continuing education opportunities for clinical preceptors

Department of Speech Pathology and Audiology

- To increase the number of clients in its TSU Speech and Language Clinic.
- To increase the number of clinical externship sites
- To fill all vacant faculty positions
- To secure university support for clinical supervisor and administrative assistant positions and department supplies and materials
- To engage in continuous improvement of the academic and clinical programs

College of Liberal Arts

ACCOMPLISHMENTS

- The College of Liberal Arts (COLA) adopted the mantra of thriving, not just surviving for 2020- 2021. With more than 90 percent of our staff, faculty, and students working remotely, The College of Liberal Arts still managed to continue exemplifying excellence in terms of teaching, research, and service.
- All Departments offered online, remote offerings in art, band, career enrichment, choir, internships, music, poetry, and theater. Faculty presented scholarly and creative works while also sharing best practices in online pedagogy. Our Forensics Team renewed its status as top HBCU (historically Black colleges and universities), while our TSU (Tennessee State University) team earned the title of state champions after coming out on top in the Tennessee Intercollegiate State Legislative Appellate Moot Court Collegiate Challenge. The Aristocrat of Bands helped Rock the Vote, inaugurate a POTUS, and support students at the major events. And our support staff directed calls and paperwork while still improving themselves and their skillsets. Despite all the stress, the College of Liberal Arts is proud of its graduates, students, faculty, and staff—we worked together.
- COLA programs were not immune to the downward trends that plagued many colleges. Though overall solid enrollment numbers with slight declines, Music bucked the trend by continuing to show gains. Art & Design also saw 7.9%% increase in student enrollment for the 2020-21 academic year.
- The Communications major continues as one of the most popular programs at TSU. The mass communication concentration remains the largest in the department with approximately 75% of majors. The department saw a 5% increase in the number of theatre majors, a growth trend in the program, whereas enrollment in the communication studies concentration has remained constant. Recruitment and retention strategies continued to increase this year with more emphasis placed on open house events, recruitment fairs, campus visits, and increased promotion to potential transfer students.
- The ***Political Science*** Program has also consistently maintained steady student enrollment, progression, and degree completion. The program achieved this by the following initiatives for improvement:
 - Student Engagement and Performance Initiatives: Programs such as Honda Campus All Star Challenge National Tournament (HCASC), Model UN, Tennessee Intercollegiate State Legislature Program (TISL), and Appellate Moot Court Collegiate Competition (AMC), offer students opportunity to engage in academic enrichment activities.
 - New Faculty: A new faculty member was hired to strengthen the program and provide greater diversity of fields to our students. This new faculty member has specialty in Civil Rights, African American Politics, and Women, Gender and Sexuality.
 - Expanded Curriculum: The program offers minor in Intelligence Studies, and International Affairs, thus providing students wider choices in specialization.

- Internship Program: The program offers internship opportunities in many areas including:
 - Tennessee State Legislature Internships
 - The Washington Center
 - individual placement in government agencies
 - local law firms

- To ensure majors graduate with industry awareness and networking skillsets, **Communications** hosted a series of Master Class sessions with industry leaders through their partnership with HBCU go. Music likewise offered students the opportunity to interact with industry professionals by hosting noted baritone, Robert Sims in a vocal masterclass. The class, sponsored by the Coalition for African Americans in the Performing Arts, featured bass-baritone, Zion Johnson, and mezzo-soprano, Alexandria Williams.

- The Department of **Languages, Literature, and Philosophy's** notable initiatives included: Soul Fire Poetry Virtual Workshop Series, Words of Worth Student Organization, Participation in the University's Major Fair, The I Want to Write Initiative, the Founding of the Career Preparedness Committee, and the Student/Alumni Spotlight Series.

- The **History** Program continued to institute the following:
 - Program Development: The B.S. in History and B.S. in History with Teacher Licensure tracks which began in Fall 2017.
 - Curriculum Changes and Development: Offering courses in all areas of historical enquiry including Africa and the African Diaspora, Asia, the Atlantic world, Europe, Latin America, Middle East, and the United States. With this range, students will offer a wide range of choices which will broaden their education.
 - Student Engagement: Students can participate in department-sponsored programs including the Annual Africa Conference, the Sam Shannon Distinguished Lecture Series, and the Nashville Conference on African American History and Culture.
 - Internship Program: The program offers internship opportunities to students in many areas.

- The **Sociology** Program implements several strategies to increase retention including:
 - administering a 3rd week class assessment and issuing Early Alerts for all students who are under performing;
 - issuing alerts for students earning less than "C" at midterm;
 - faculty members maintain tutoring hours at Tutoring Center; and
 - faculty members contact each of their advisees each semester to discuss progression and career planning.

- The Department of **Art & Design** began matching upper-class majors with industry professionals in the inaugural year of our newly established, mentorship program. Under the advisement of Professor Lakesha Moore, students were able to have portfolio reviews and gain invaluable insight and inspiration from practicing artist and designers. Additionally, the department created an online hub for students to commune using the app, SLACK. The app allowed students to connect with advisors, ask questions, and stay connected while being physically isolated. The department also offered a 7-week (2nd half) Art 1010 course to offer scheduling options for students. The Department also

successfully submitted a Multi-CARF form, and 2 additional CARFs for review to support a revised and new Interior Design curriculum. Additionally, a curriculum committee was formed this year to evaluate issues and opportunities within our existing curriculum. The committee was chaired by Professor, Sue Ballard de Ruiz.

- The Department of *Criminal Justice* Curriculum Committee worked hard this academic year to review and submit changes in our curriculum based on that review. The review of our program curriculum included intensive investigations of what other Criminal Justice programs are doing and requiring across the nation.
- Curriculum development in the History and Political Science programs was pursued by the submission and approval of CARFs which established new courses, especially upper-division ones, and provided approval to run existing courses online. Some faculty offered Service-Learning Courses such as POLI 2200: Introduction to International Politics. These courses combine learning objectives with community service to provide a pragmatic, progressive learning experience.
- Languages, Literature, and Philosophy successfully pursued four new CARFs, which led to two new courses being offered and added new prerequisites for a Senior Seminar course to ensure student readiness and success.
- Five faculty members in Art and Design participated in a departmental roundtable discussion about Diversity, Equity, and Inclusion in Pedagogy. As a result, we created a shared folder with reading and teaching resources. Additionally, faculty attended and presented at several local, regional, and national conferences, including SECAC, AIGA, CAA, UCDA, and Nashville Design Week. Faculty had work shown in national art exhibitions, published 1 book through Princeton Architectural Press, received Metro Arts Thrive Grant, and hosted the Art Writing Symposium.

CHALLENGES

- Continued student access issues including holds and technology.
- Cuts to departmental and program budgets including staffing, scholarships, travel, and more.
- Processing challenges outside of Academic Affairs including grants and other areas.
- Changing patterns in student enrollments.

Art and Design

- Discrepancies in Degree Works.
- Delays in processing grant-funded projects.
- Lack of access to technology/software creates issues with equity.
- No adequate space to house our permanent art collection

Arts and Sciences/Interdisciplinary Studies

- Integration of the Office Supervisor into the program.
- Restoring the physical file system in the aftermath of the pandemic.
- Developing a regular schedule of contact and advising with students.

- Revision of the curriculum.

Communications

- Budget is the primary stumbling block for resources and equipment.
- Added staff and tenure-track lines needed to support growth.
- Lack of professional development opportunities including travel for existing faculty.
- Maintaining, repairing, and updating necessary technical infrastructure.

Criminal Justice

- Budget cuts affecting supplies and equipment.
- Space for classes and faculty offices—the Department needs office space to house the planned new faculty hire.
- Need another Administrative Assistant.
- Additional faculty lines to support program growth.

History, Political Science, Geography, and Africana Studies

- Budget: The need to replace faculty outdated laptop computers and support co-curricular activities and programs.
- Additional faculty line in Political Science to support growth.
- Space issues in terms of secure offices and storage to support faculty morale and development.
- Faculty development initiatives focused on senior and mid-career faculty.

Languages, Literature, and Philosophy

- Budget: Many of the instructors are reporting challenges with outdated laptops
- Faculty expressed concerns with student participation synchronous classes. Most students in synchronous classes turn off camera or are not in stable learning environments when they log on (i.e., attending classes while driving in car).
- Faculty and students confused struggled with the “Approved Absence Process.”
- Faculty noted the need for mental health supports for faculty and students.

Music

- Need for additional tenure track and full-time faculty lines to support program growth.
- Budget cuts impacted the Department’s ability to rent necessary space, purchase and maintain necessary equipment, and hire qualified staff.
- Space security issues in PAC mean that equipment is not safe.
- Infrastructure issues with PAC building—water leaks ruined a conference room.

Sociology

- Aging faculty requiring faculty turnover.
- Budgetary cuts and restrictions that impact equipment, software, travel, and other necessary resources.
- Unclear processes when moving funds and more outside of Academic Affairs.
- Easily accessible training and support on University’s platforms and systems.

ENHANCEMENTS and IMPROVEMENTS

The College

- Improve assessment and advisement processes in the College.
- Enhance public profile of the College

- Increase faculty professional development programs.
- Support TSU Strategic Plan for recruitment, retention, and graduation.

Art and Design

- Curricular reform of major, new minor, and reestablishment of minor.
- Continue to work on responding to NASAD to ensure compliance in infrastructure.
- Work on recruitment, retention, and progression to support College and University Strategic Goals.
- Establishment of working groups for disciplinary specific discussions.

Interdisciplinary Studies/Arts and Sciences

- Revise curriculum including degree designed to assist completers.
- Update advisement process and standard calendar.
- Increase recruitment, retention, and graduation rates in support of the College's and University's Strategic Goals.
- Integrate new administrative assistant and software platforms.

Communications

- Create professional organizations/honor societies for all concentrations.
- Update and develop new curriculum to prepare graduates for current job markets.
- Continue creating innovative theater experiences.
- Increase student job placements/alumni connections.

Criminal Justice

- Grow program enrollment by publicizing the online undergraduate program and expanding the Master's Program.
- Raise profile of Department at the University and beyond.
- Make curricular changes to better align with career selections and graduate placement.
- Fill new faculty line.

History, Political Science, Geography, and Africana Studies

- Increase recruitment, retention, and graduation rates in support of the College's and University's Strategic Goals.
- Raise the profile of the Department through research, grants, and co-curricular activities.
- Prepare for and successfully conduct the History Program on-site review.
- Continue our curriculum development initiative in history and political science.

Languages, Literature, and Philosophy

- Work on enrollment, recruitment, retention, & progression in support of College and University Goals.
- Curricular updates in response to needs of students and marketplace including online degree program.
- Develop Languages, Literature, and Philosophy Career Preparedness Committee, which plans to host workshops, promote internship opportunities, and maintain relationships with alumni and support CADENCE.
- Continue Languages, Literature, and Philosophy Recruitment and Retention Initiatives: Soul Fire, Words of Worth, I Want to Write; Continue faculty-led Brown Bag initiative.

Music

- Continue growth of program in terms of recruitment, enrollment, retention, and graduation.
- Further enhance the profile of the Department through scholarships, study abroad, etc.
- Further strengthen assessment procedures in compliance with NASM and SACSCOC.
- Return to full live offerings and finalize the MA in Music.

Sociology

- Work on increasing enrollment, retention, and progression in support of the College's and University's Strategic Goals.
- Revise and strengthen program based on findings from Program Review.
- Raise profile of Department by growing partnerships, research, and alumni engagement.
- Work on faculty development and curriculum growing initiatives.

College of Life & Physical Sciences

ACCOMPLISHMENTS

- The Dr. Levi Watkins, Jr. Meharry/TSU Medical/Dental Accelerated Pathway Program is well on its way to becoming the signature program of not only the College Life and Physical Sciences, but Tennessee State University. This new program has attracted some of the best high school students from all over the country. There were over 400 applicants for this new program. The TSU team, led by Mrs. Barbara Murrell, together with the Meharry Medical College team did an excellent job of selecting the inaugural class of students. These students will begin class this coming fall.
- The Chemistry department will begin exploring the development of a PhD program in Chemistry this fall. At the end of the spring semester, Lipscomb University contacted the College about developing an MOU with TSU and the Lipscomb University Pharmacy School. This endeavor will provide qualified TSU students with guaranteed seats in the Lipscomb Pharmacy School. The Chemistry Department has taken steps to reduce all degree programs to 120 hours. The move will put the department in compliance with President Glover's mandate from several years ago.
- The Mathematical Sciences department will begin exploring the development of an MS program in Mathematics this fall. Recent graduates have expressed strong interest in studying graduate mathematics at TSU. A small group of Mathematics faculty in the department will be looking at various areas of graduate Mathematics for the new programs focus.
- The University of California at Irvine has contacted the Department of Mathematical Sciences wanting to establish a relationship between the two departments. This relationship will provide TSU Mathematics students with opportunities to attend graduate school at UC Irvine, work with UC Irvine faculty on research projects, and interact with current UC Irvine graduate students and faculty. This relationship will create a pipeline for TSU students who want to study graduate mathematics at one of the top Universities in the US.

- The Tennessee State University Mathematical Sciences department has been communicating with the University of Tennessee, Knoxville Mathematics department to develop a relationship that will provide graduate opportunities for our undergraduate students. This relationship will provide the TSU Mathematics students with various opportunities to work with UTK Mathematics faculty and TSU Mathematics faculty. The UTK Mathematics faculty will be invited to TSU to give talks about Mathematics research and graduate study at UTK.
- This past year, Tennessee State University became a member of the IBM HBCU Quantum Center. This center is comprised of 13 HBCUs. The purpose of this center is to provide members of underrepresented group with opportunities to work with IBM to advance the field of Quantum Sciences. The College is exploring the development of a Quantum Sciences Program.
- **Response to COVID-19:** All classes were taught online. Graduate and undergraduate research were conducted on-ground following safety guidelines by CDC and the University.
- **Admissions and Enrollment:** Total enrollment count in all courses was slightly lower than last year.
- **Graduation:** Total number of graduates from the College increased slightly this Academic Year.
- **Retention:** The following strategies and objectives are in place to increase retention of students. We believe that a successful completion of courses with a good grade has significant impact on retention of students in the program. Therefore, to provide proper guideline and extra help, we implemented the following strategies:
- **Meet the Faculty:** Faculty offered extra office hours to meet with their advisees to discuss the needs of chemistry majors and to graduate on time. Extra tutorial and marathon help sessions were offered to increase students' performances in exams.
- **Homework and Assignment Policy:** The department of chemistry implemented homework and assignment policy which identifies that a set of homework and/or assignments will be assigned to the students and a feedback will be provided within a week. The feedbacks will help the students significantly to understand the concepts and increase the ability to solve problems which has positive impacts on the retention.
- **Advising:** The department of chemistry currently has 83 undergraduate majors and 9 graduate students. Each faculty advises about 8 students. The list of students with their advisor's name is distributed at the beginning of Fall semester each year. Each advisor is asked to meet with his/her advisees to go through course selection for the upcoming semester and a graduation plan. They are also informed about opportunities for summer research opportunities and how to become a successful graduate.

- **Program and Course Development:** One new course (CHEM 4900: Connecting the Dots- an independent study course) has been developed. This course will be offered in Fall 2021, mainly deals with preparing our graduates to become more competitive in the job market. The Department of Mathematical Sciences completed major revisions to the program. All revisions were approved. This program has not been updated in over 20 years.
- **Online Education:** The College of Life and Physical Sciences is continuing to effectively deliver all courses online. Some lab courses are using a Virtual laboratory with *Beyond Labz* to conduct their experiments. The virtual laboratories are providing experiences very close to the actual face-to-face class.

CHALLENGES

- Since all students at Tennessee State University (TSU) must take at least two courses, Mathematics and Natural Sciences, from this college, a greater emphasis must be placed on general education instruction. Many of our students repeat, numerous times, courses from these two general education areas. Thus, this college is a major contributor to the university retention/graduation problem. To address this problem, the college must focus on two areas, quality instruction and student support.
- The instruction part of this problem can be addressed in two ways, professional development (for current faculty) and hiring (new faculty). For current faculty, professional development activities must be implemented to improve classroom instruction (effective techniques of teaching science and mathematics) and student-faculty interactions (communicating with students and understanding the TSU student population). Every department in the college will engage faculty in conversations about classroom instruction, proper technology use, and faculty-student communication.
- Hiring strong faculty who are committed to conducting high-quality research and teaching excellence must become a top priority in the College of Life and Physical Sciences. In previous years, classroom instruction was not a focus in the College of Life and Physical Sciences. Several tenured and tenure-track faculty were hired without having to do a teaching demonstration. The success and productivity of all college undergraduate programs depends very heavily on solid classroom instruction. All new hires in the college will be required to give a 45-minute teaching presentation during their on-campus interview.
- The student support part of this problem can be addressed by hiring professional tutors (individuals who specialize in tutoring a specific discipline) in the tutoring center. These individuals must have at least a masters' degree in the discipline. These professionally trained tutors will train the undergraduate tutors and provide them with strong discipline specific support. Strong professional tutors in science and mathematics will not only boost the student success rates in our CLPS but also in the College of Engineering and across campus. Efforts are underway to secure outside funding to hire professional science and mathematics tutors for the college.

- Many universities have placed a major emphasis on their Science and Mathematics programs. Students who pursue degrees in these areas are in high demand. Also, there is a very short supply of students who are completing degrees in science and mathematics. Ensuring that our students have access to quality Science and Mathematics programs is necessary for keeping the University, state, and country competitive in a global Society. Many national initiatives are in place to strongly encourage students to study Science and Mathematics. If TSU is to compete with other universities in producing strong Science and Mathematics students, then it must invest in new facilities or remodeling and updating existing buildings for the College of Life and Physical Sciences. All College's buildings have serious problems. Boswell Hall has major roofing issues and leaks everywhere when it rains. Harned Hall is probably in the worst shape of any campus building, it has major leaks and often experiences numerous power outages during the year.
- The inaugural class of the Dr. Levi Watkins, Jr. Meharry/TSU Medical/Dental Accelerated Pathway Program will arrive on campus this fall. This program has attracted some of the best and brightest students from all over the country. If TSU intends to build on the momentum generated by this program, we must provide these students with first class facilities. TSU has an opportunity to become the largest producer of minority physicians in the world. The success of this program relies heavily on the rigorous instruction provided by our faculty and first-class environment we provide for these students. The college is badly in need of new facilities and additional LAB space. I will continue to work with the University Administration on improving the College facilities and campaign for a new Science and Mathematics building.

ENHANCEMENTS and IMPROVEMENTS

The College

- Develop additional MOUs for programs in the College of Life and Physical Sciences.
- Develop additional graduate programs (Mathematics and Chemistry)
- Recruit strong research faculty who also have a serious focus on teaching undergraduates.
- Increase total college enrollment.
- Recruitment.

Biological Sciences

- Complete department curricular review and make reasonable changes to strengthen undergraduate preparation for healthcare related professional schools.
- Study the potential for a post baccalaureate certificate program, and when feasible submit a proposal.
- Complete THEC 5-year review for BS and MS programs.
- Devise common tools for student competence measurement to minimize intersectional variations among multiple-section courses.
- Strengthen graduate student writing communication training by enhancing writing requirements in research based graduate courses.

- Strengthen community outreach by expanding advisory board, and coordinate outreach activities.
- Revise department committees to include new faculty members.

Mathematical Sciences

- Increase the number of Mathematical Sciences majors.
- Increase graduation rate.
- Schedule a “meet and greet” department activity for majors and faculty at least once each semester.
- Provide a schedule of classes that will meet the need of all departments within the University.

Chemistry

- Increase undergraduate and graduate enrollment by 3%.
- Boost graduation and retention rates by 3% in the department.
- Enhance research and seek external funding.
- Achieve a successful MS program review.

College of Public Service

ACCOMPLISHMENTS

- **Partnerships:** the College of Public Service has worked strategically over the past year to grow its program enrollment and partnerships. Critical to this has been maintaining fruitful academic-public partnerships between the College of Public Service and several State of Tennessee departments and agencies (i.e., Tennessee Bureau of Investigations, Tennessee Department of Corrections, Tennessee Department of Homeland Security). These academic-public partnerships promote the College of Public Service’s reputation regionally, as well as enhance the academic programs’ enrollments.
- **Enrollment Management:** Over the past year, the College of Public Service has worked to enhance recruitment, ensure retention, and make certain students graduate and move into fulfilling careers. The College of Public Service developed in April 2021 a *CPS Recruitment and Enrollment Plan, AY 2021-2022*. This strategic plan developed by a representative committee from the College of Public Service’s undergraduate and graduate programs identifies multiple recruitment efforts the College initiated during the current year and will undertake in the coming months. Concerted efforts included pursuing formal recruitment partnerships with academic and professional schools with similar and complementary College of Public Service academic programs (e.g., Rust College). The College of Public Service is actively pursuing with the TSU Big Blue Dual Enrollment Program to offer an Urban Studies introductory course for high school students dually enrolled at Tennessee State University. This introductory course will launch an Urban Studies career track for the program.
 - The Public Administration’s graduate masters and doctoral programs were fully online for AY 2020-2021, with an enrollment increase experienced in the MPA program this year. According to Institutional Research (IR) data, headcount for

- Spring 2021 in the MPA program was 51 students, compared to 28 students enrolled in Spring 2020.
 - The undergraduate Urban Studies program also was fully online for the year. The Master of Social Work program removed the GRE requirement for admission, and experienced growth in program admissions. According to IR data, 49 students were admitted and enrolled for Fall 2020 compared to 46 admitted and enrolled in Fall 2019.
 - The Master of Public Administration program also removed the GRE requirement in Summer 2020 and has experienced enrollment growth since implementing this change.
 - Due to the COVID-19 pandemic, all College of Public Service courses were offered online for the entire academic year. The College of Public Service developed *AY 2020-2021 Implementation and Student Support plans* (Appendix III and Appendix IV) to ensure the College's enrollment stability and growth during this unprecedented time.
 - The College of Public Service's Master of Social Work program hosted two virtual information events organized by Dr. Kevin Haggard. Social Work and Urban Studies program faculty (Dr. Ali Winters and Dr. Kimberly Triplett) participated in a virtual undergraduate Majors Fair hosted by the TSU Academic Affairs Division.
 - The College of Public Service's graduate Public Administration and Social Work program faculty (Dr. Rodney Stanley and Dr. Ali Winters) also participated in orientation sessions for new students hosted by the TSU School of Graduate and Professional Studies.
- **Engagement** Community engagement and outreach are indicative of Tennessee State University's motto "Think Work. Serve." Continuing an activity begun on-ground in previous years, the College of Public Service hosted a virtual Black History Month 2021 event entitled, "Your Vote is Your Voice: Why Student Voting Matters," featuring presentations by College of Public Service students and a keynote address by Dr. Leroy Frazier, former Interim President of Morris Brown College who as a 20-year-old college student filed and won a federal lawsuit against the State of Mississippi. His lawsuit gave college students the right to register and vote in the city where they reside while attending college. The Black History Month 2021 event was co-sponsored by The Andrew Goodman Foundation and included a presentation by Christina Pollonais, Esq., Senior Program Manager, Andrew Goodman Foundation. The event was well attended, with 57 persons participating, including students from our programs as well as members of the public. Responses from an event feedback survey indicated the event was positively received and attendees would be interested in attending future College of Public Service-sponsored events.
 - The College of Public Service's Social Work program actively participated in *Social Work Day on the Hill* and hosted its own legislative reception with state legislators. The Social Work program, under the leadership of Dr. Cynthia George, participated in the University of Memphis-hosted statewide Social Work Symposium. Three Social Work students presented policy analyses of bills proposed during the current session of the Tennessee General Assembly.
 - College of Public Service faculty participated on panels in commemoration of the Dr. Martin Luther King Jr. holiday (Dr. Ken Chilton) and international Water Day (Dr. Angela Nichols-Paez). The College of Public Service engaged with the local and

broader public through additional service to organizations.

- Dr. Meg Streams assumed the presidency of the Southeastern Conference for Public Administration (SECoPA), which serves a 10-state region with a 50-year conference history, in September 2020.

CHALLENGES

- **Challenge 1:** Academic program growth and implementing cutting edge innovations often requires significant financial investment. A challenge for AY 2021-2022 will be to access revenue streams to support expansion (i.e., securing grants and contracts, endowed funding).
- **Challenge 2:** Available salaries for faculty and staff positions are not always in line with current industry market rates. Attracting and retaining highly qualified faculty and staff to support the growth of the College of Public Service and its programs will present challenges for AY 2021-2022.
- **Challenge 3:** While COVID-19 infections have declined and more people are vaccinated, the nation's economy has not rebounded as quickly. This consequently means a significant portion of the country's populations, including prospective College of Public Service undergraduate and graduate students, will have difficulties paying for higher education. Maximizing ways to help students overcome these challenges and return to academic pursuits will require thoughtful and considerable attention in AY 2021-2022.

Public Administration

- **Challenge 1:** The PhD program in Public Policy and Administration continues to exist without funding for scholarships. PhD programs across the country offers fulltime assistantships for doctoral programs students. Our program does not offer this opportunity which prohibits students from entering the program. The program needs fulltime assistantships to be competitive.
- **Challenge 2:** The MPS program has been running for two years without any administrative support (departure of Sarah Winters). Dr. Stanley appointed Dr. Paez as the program Coordinator and Advisor for the AY 2021-2022 due to the lack of administrative support. Administrative support is needed for this program.
- **Challenge 3:** Need to hire an administrative Assistant to replace Ms. Peggy Cameron who retired.
- **Challenge 4:** The MPA, MPS, PhD in Public Policy and Administration and certificate programs as fully online programs faces the challenge of creating social connections between students and faculty, and with each other as they complete their programs. As programs designed to provide full-time working mid-career individuals with the opportunity to pursue quality higher education, creating social capital and bonds within the online program will be a challenge.

Social Work and Urban Studies

- **Challenge 1:** Need to hire an administrative assistant for the program. Administrative assistant hired for AY 2020-2021 left in Fall 2020 for another position.
- **Challenge 2:** Need to create formal & confidential student satisfaction and feedback systems

to support ongoing program assessment for Social Work and Urban Studies programs.

- **Challenge 3:** Need to better utilize data for program decision making (i.e., collecting, analyzing, reporting, and improving systems)
- **Challenge 4:** Need to utilize technology more effectively for communicating with students and alumni.

ENHANCEMENTS and IMPROVEMENTS

The College: Public Service

- **Goal 1:** The College of Public Service will implement recruitment and enrollment strategies identified in the *College of Public Service Enrollment Plan, 2021-2022* and the *College of Public Service Strategic Plan, 2020-2025* to recruit more students into the college's undergraduate and graduate degree programs.
- **Goal 2:** The College of Public Service will recruit additional faculty for Public Administration, Social Work, and Urban Studies programs for AY 2021-2022.
- **Goal 3:** The College of Public Service will successfully transition course instruction for on-ground programs and business operations back to campus in AY 2021-2022.
- **Goal 4:** The College of Public Service will support the Master of Social Work program in its onsite visit for Council on Social Work program accreditation and the PhD in Public Policy and Administration and the undergraduate Urban Studies programs in their program reviews in AY 2021-2022.

Department: Public Administration

- **Goal 1:** The Department of Public Administration plans to increase the partnerships with state agencies for employees to enter the Executive Leadership program. We are currently negotiating additional cohorts from TBI and DOHR and a new cohort for DHS.
- **Goal 2:** The Department of Public Administration intends to increase recruitment, retention, and graduate rates across all three-degree programs and the five certificate programs. COVID-19 has hindered the department from actively attending recruitment events the way we normally would recruit. With the State of Tennessee opening backup, we believe that returning to the normal recruiting endeavors will assist with increasing the number of admissions to the programs.
- **Goal 3:** Provide resource opportunities for all faculty to present at one academic conference for AY 2021-2022.
- **Goal 4:** Write and submit the THEC program review report for the PhD program. We will begin writing this report in the fall 2021 semester.

Department: Social Work and Urban Studies

- **Goal 1:** In AY 2021-2022, the Department of Social Work and Urban Studies will also introduce the Degree in 3 Program as an option to assist students accelerate the completion of their undergraduate degrees.
- **Goal 2:** To partner in AY 2021-2022 with Rust College to refer their students to our MSW Program.
- **Goal 3:** Provide resource opportunities for all faculty to present at one academic conference this coming year.
- **Goal 4:** The Department of Social Work and Urban Studies will undertake in AY 2021-2022 to implement a career track in Urban Studies in Tennessee State University's Big

Blue Dual Enrollment program. This program allows high school juniors and seniors from participating schools to take undergraduate courses while still in high school. The Urban Studies program will offer Introduction to Urban Studies as an exploratory course in Spring 2022. Offering this course will provide an opportunity to market the Urban Studies program to high school students who may be unaware of what Urban Studies is and interest them in pursuing Urban Studies as an undergraduate major.

Honors College

ACCOMPLISHMENTS

- **Enrollment:** The 2020-2021 academic year mark our largest enrollment in the University Honors College history where we served a total of 833 Honors students. The enrollment goal is to grow the University Honors College by 10% annually for the next five years. The Honors College began its Fall 2020 enrollment with 633 students which was a 27.1% increase from Fall 2019 number of 498. The Honors College grew its overall enrollment to a grand total of 833 for the 2020-2021 academic year.
- **Retention:** Retained 94% of Honors Students in the Honors College despite the challenges the University faced this year with Covid-19 pandemic.
- **University Impact:** The University Honors College planned and hosted the 2021 Honors Convocation on March 2, 2021. Due to COVID -19 the Honors Convocation was livestreamed on TSU social media platforms with a viewing audience of over 2600. We celebrated over 2,176 Dean's List, President's List, Graduating Honors Seniors and Honor Society members from every discipline within the University. TSU Honors Alum, Mr. Damyon Thompson, Chief of Staff to the General Manager at IBM served as our 2021 Convocation speaker. Damyon and his sister Sheri Thompson donated \$50K to TSU to assist with the Enterprise Systems Training Program.
- **TSU Honors Graduate Recruitment:** The first TSU Honors College and Graduate School Fair was inaugurated on April 19, 2021. Honors seniors from several disciplines were able to learn about the graduate programs from all eight Colleges at TSU. They were informed of the many perks the TSU Graduate school has to offer including the waived application fee, graduate assistantship opportunities, waived GRE requirements, and an explanation about the different programs featured.
- **Honor Society Induction:** The Honors College inducted 12 students into Phi Kappa Phi Honor Society, 5 into Alpha Kappa Mu and 35 into Golden Key international Honor Society. The joint induction ceremony was held virtually on April 16, 2021.
- **Honors Virtual Advisement and Virtual Office Hours:** Despite the pandemic, the Honors College conducted virtual advisement sessions and held virtual office hours through Zoom 2-4 times a week. The Honors College was able to give a combined estimate of 1,362 virtual advisement sessions to students through emails, Zoom sessions, teleconferencing, and GROUPME for the fall 2020, spring, summer and fall 2021 registrations.

CHALLENGES

- Adjusting from being a high touch initiative in the midst of Covid, which requires low touch and no touch.
- Adapting to online challenges by instructors and students.
- Inadequate Staffing issue must be addressed; Currently, there are only three staff persons in the Honors College to service over 800 students; The growth of the Honors College necessitates additional staff. Otherwise, we will be forced to limit the growth of the Honors College.
- Honors students need more courses in their majors. There is a challenge getting some of the colleges and departments to identify those courses to cross-list.
- The Honors College operational budget is not adequate for the size of the college.
- Student Financial challenges—students expect scholarships for their academic accomplishments.

ENHANCEMENTS and IMPROVEMENTS

Goal 1: Recruit, enroll, retain and graduate academically talented students

- Recruit and Enroll at least 5% of incoming students into the University Honors College each year through collaboration with admissions, Destination TSU, and First Year Students recruitment events.
- Promote the Honors College to currently enrolled students and invite eligible students to apply at the end of fall and spring semesters.
- Retain 90% of Honors students in the Honors College and help them to progress toward graduation through engagement, advisement, involvement, co-curricular activities, networking, community service, and bonding as an Honors community.
- Increase Honors advisement through the Honors College, Professional Advisors, and Departmental Advisors.
- Graduate at least 75% of Honors student cohort within 4 years with the Honors distinction.

Goal 2: Add 5% more Interdisciplinary and discipline specific Honors courses for Honors students to take to fulfill their University Honors distinction.

- Increase Interdisciplinary Honors Course offerings by encouraging different departments to cross-list 3-4 upper-level courses with HONR3012 Honors Junior and HONR4012 Honors Senior Special Topics, and Honors Thesis/ Senior Project or Capstone courses.
- Introduce the concept of discipline specific upper-level Honors to Provost Harris, the Deans, and Chairs. This will solve the shortage of discipline specific Honors courses available to majors in the Honors College.
- Involve Departments to assist in their Honors students' advisement of taking Honors classes.
- Engage Honors Students in Undergraduate Research, Internships, and study abroad as alternate ways to earn Honors credits.
- Encourage Honors students to enroll in at least one Honors class per semester to meet the required # of Honors credits.

Goal 3: Decrease the number of Honors students on Honors probation by 5% so they can graduate with the Honors distinction and therefore increase the graduation rate of those achieving University Honors.

- Send letter to Honors students whose GPA has dropped below 3.25 and is in danger of being on Honors probation. Invite them to come in to meet with an Honors advisor.
- Hire a Graduate Assistant to assist with Honors advisement and probationary issues. Talk to Provost Harris about the possibility of funding
- Create a Plan of Action (POA) contract with Honors students to seek tutoring and to meet with the professor of the course they are struggling in.
- Create an Honors peer to peer tutoring initiative and encourage students to participate.
- Offer cohort advisements for freshman, sophomore, junior and senior sessions
- Encourage participation in co-curricular activities designed for the freshmen and upper classmen such as Trivia Night, Honors T.E.D. Talks, Mentoring program, Honors Week, General body meetings, Honors Convocation, and Honors conferences.
- Provide one-on-one Honors advisement and build personal relationships with students while providing a family atmosphere.

The following table outlines the academic production of faculty across the eight academic colleges for the 2020-2021 academic year. The legend at the bottom provides a definition of each acronym.

Annual Report 2020-2021

College	TPR A	IPR A	CPR A	NPR A	PP	JP R	SI	G	SA	T	P	G F	PS
Agricultur e	132	1	132	78	18 6	81	14	105	62	6	7	68	0
Business	15	6	9	0	12	0	34	149	11	1	1	0	0
Education			1	3	29	0	0	95				15	25
Engineerin g	53	0	48	0	41	30	74	32	6	3	2	22	51
Health Sciences	21	21	0	21	39	21	17 2	336	50	8	7	8	7
Liberal Arts	0	6	0	0	1	8	11 6	273	26	6	5	8	1
Life & Physical Science	30	2	8	0	37	25	7	85	9	1	1	14	22
Public Service	1	0	1	1	5	0	50	153	11	1	1	1	1
Total	252	36	199	103	35 0	165	46 7	122 8	17 5	2 6	2 4	13 6	10 7

College	2	VT P	P D	Tec h	FP C	FP S	FP W	FP P	FR T	FS R	FRS S	B P	BC P	BA P
Agriculture	0	0	8	19	81	103	2	2	3	21	0	0	0	0
Business	0	0	0	1	12	22	30	0	30	30	0	0	0	0
Education					1	27								
Engineering	2	2	1	1	30	26	18	7	12	2	0	0	0	0
Health Sciences	0	0	0	0	14	43	18	0	30	0	0	0	3	0
Liberal Arts	0	1	2	3	2	48	91	0	92	0	0	0	0	0
Life & Physical Science	0	0	0	0	13	17	12	2	22	2	11	0	0	0
Public Service	0	0	0	0	6	1	3	0	15	0	0	0	4	0
Total	2	3	11	24	159	287	174	11	204	55	11	0	7	0

Legend	
TPRA=Total Peer reviewed articles	FPC = Faculty Participation in National Professional Conferences
IPRA=Individual Peer reviewed articles	FPS = Faculty Participation in Discipline Seminars & Workshops
CPRA = Collaborative Peer reviewed articles	FPW = Faculty Participation in Tech and e-learning Seminars & Workshops
NPRA = Non-Peer reviewed articles	FPP = Faculty Participation in Off-Campus Summer Prof. Development
PP = Papers presented	FRT = Number of Faculty w/ Release Time for Research
JPR = Papers published by faculty and students	FSR = Number of Faculty w/ Support Staff for Research
SI= Student Internships	FRSS = Number of Faculty Receiving Summer Salary for Research
G = Graduates	BP = Books Published by Faculty
SA = Student Awards	BCP = Book Chapters Published by Faculty
T = Tenured	
P = Promoted	
GF = Grants funded	
PS = Proposals Submitted	

VRP = Visiting Research Professors VTP = Visiting Teaching Professors PD = Post-Doctoral Fellows Tech = Technicians	BAP = Book Abstracts Published by Faculty
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During the past year, the Office of the Provost and Vice President for Academic Affairs has taken on the significant responsibility of additional non-academic units including Financial Aid, the Office of the Registrar, Testing Center, TRIO, Office of Technology Services, Title III, Academic Success Center, and Office of Institutional Effectiveness, Research, Planning, and Assessment. This challenge has been met with success and continued opportunities for growth, innovation, and educational excellence in service to our students and faculty. The following section outlines some of the accomplishments, challenges, and planned enhancements of our non-academic units. As demonstrated, these units continue to excel and, under the leadership of the Office of the Provost, are empowered to consistently seek out initiatives to build a stronger culture of service and excellence for the TSU campus.

ACADEMIC SUCCESS CENTER

ACCOMPLISHMENTS

- **Response to COVID-19:** To accommodate the institution’s move to remote learning, we transitioned our services to virtual advising, learning, and tutoring. All units allowed students to create virtual appointments via EAB Navigate and WOnline.
- **Academic Advisement:** The advisement unit increased the number of Academic Success Advisors from five (5) to twelve (12) to decrease and effectively manage caseloads. With a more proactive approach to student success, advisors were able to make a significant impact in the retention and progression of first-time freshmen. During the 2020-2021 academic year, we:
 - o Block scheduled 1,386 first-time freshmen with an average of 14.52% attempted credits by end of spring 2021.
 - o Documented 9,907 attempts and interactions with students.
 - o Advised and/or coached 2206 students
 - 944 (82.6%) of the 1,143 first-time freshmen (202050, 202080) advised and/or coached were enrolled in both fall and spring terms. It’s also important to note that 972 (66.2%) of the first-time freshmen cohort (1,468) persisted from fall 2020 through spring 2021.
 - 535 (88.3%) of the 606 first-time freshmen who are currently registered for the fall 2021 term were served by advisors during the spring 2021 term.
 - first-time freshmen advised and/or coached achieved an average credit completion above 75% for fall and spring terms.
 - 409 (98.5%) first-time freshmen advised and/or coached progressed and earned 30 credit hours by the end of the spring term in comparison with 415 total first-time freshmen who earned 30 credit hours.
 - o Worked with the College of Liberal Arts to additional mid-semester (7-week) general education courses to assist students, especially students who registered late.

- o Conducted student surveys - For the fall, 159 respondents completed the survey. For the spring, 165 respondents completed the survey.
- **Degree-In-Three:**
 - o Three new majors were added to the program that put the College of Liberal Arts at 100% participation for DI3: English, Art – Studio Art, and Theatre.
 - o 15 new students were added to the program after the February informational.
- **Tiger Tutoring:** Tiger Tutoring piloted a new embedded tutoring program with the Math Department for their Math 1110 courses which was orchestrated by nine peer tutors and a graduate assistant. The program 74% of student who received tutoring through this program received a C or higher in their math course.
 - o The Writing Hub joined the Writing Center for its first full academic year partnership. The Writing Hub assisted graduate students who came in for writing assistance. The Writing Center & Hub assisted 94 graduate students 401 times over the year.
 - o The Psychology Center joined Tiger Tutoring for its first full academic year partnerships. This peer- led program aided nearly 70 students over the academic year.
 - o Tiger Tutoring transferred all their in-person training programs to the virtual landscape. AllCRLA- approved materials were made into movies and other interactive forms of media.
- **ASC Math:** Twenty-four students registered Summer Completion Academy and were able to successfully complete SCA. Due to COVID-19, we were not able to bring students to campus and for the first time conducted our SCA online.
- **ASC Writing:** There was a total of 1,657 one-on-one tutorial sessions held for Summer 2020-Spring 2021, and 646 students were served. This is an increase from the total of 1,413 one-on-one tutorial sessions held and 610 students served in Summer 2019-Spring 2020.
 - o The Writing Center had over 5 times the number of attendees (36 vs. 7) for our Fall 2020 vs. Fall 2019 University-wide workshops.
- **Retention:** The Academic Success Center (ASC) supports retention through advisement, tutoring, and learning support activities. Specifically, the advisement unit's efforts resulted in fall and spring persistence for 944 (82.6%) of the 1,143 first-time freshmen (202050, 202080) advised and/or coached during the 2020-2021 academic year. Also, 535 (88.3%) of the 606 first-time freshmen who are currently registered for the fall 2021 term were served by advisors during the spring 2021 term.
- **Staff Development:**
 - o Completed Supporting Student Mental Health webinar in January
 - o Recurring weekly meetings on systems/platforms, best practices, processes, and troubleshooting challenges that also included campus partners from nine key areas (Bursar's Office, Admissions, Global Learning, AFROTC, Records, Men's Initiative, Women's Center, Office of Disability Services, and Honors College)
 - o Free Diversity, Equity, and Inclusion in the Workplace Certificate as a continuing education course open to the public through University of South Florida. The Director and 3 advisors completed the 7-week program.
 - o All advisors are members of NACADA-the Global Community for Academic Advising

- **Events/Activities:**
 - **Writing Center** staff presented University-wide scholarship, ESL conversation group, and writing workshops (sentence structure, introductions and literature reviews, creative writing, mindful writing/journaling, APA, MLA, getting published, and resumes and cover letters). The spring workshop “Writing Resumes for Internships and Scholarships” was presented with the Career Center. Also, celebrated Read-in to Celebrate African American Authors with the Reading Center and Poetry Corps month-long event for National Poetry Month, held for the first time on Writing Center social media
 - **Academic Advisement** facilitated (1) Virtual Registration Help Sessions in the Fall and Spring terms, (2) hosted an HBCU Experience Event for students to share their pandemic experience and hear ways to still enjoy their academic experience at TSU, (3) Black History Kickoff event with 3 Breakout Rooms for a movie screening, trivia, and general advisement help, screening Spike Lee’s School Daze, Trivia, and Advisement Help, and (4) student focus groups to hear student feedback regarding our web pages and processes.
 - **Academic Success Initiatives - Degree-In-Three** Informational: 37 students attended via Zoom. The event explained program benefits and cleared up any questions.
 - **Tiger Tutoring** hosted an online writing bootcamp in collaboration with Title III’s Writing Hub. The Writing Bootcamp was a 3-day event. Two days involved workshops targeted at graduate students and the other day was for undergraduate students.

CHALLENGES

Academic Advisement:

- Lack of campus knowledge of our processes and services
- Historical processes and programs that no longer server the effectiveness of our unit and students’ needs
- Misadvising leading course repetition due to incorrect advising tools and incorrect student type not verified on admission application.
- Decreased team morale due to lack of innovative and collaborative opportunities between faculty and ASC leadership for course availability and advising tools.
- Crisis management for processes we have no control puts us in the middle of situations we can’t resolve.
- IT barriers with emails not sending and A6 hold regenerating within 30 minutes of removal.
- Lack of faculty/department advising responses for students, including not having a uniform department/faculty advisement list for all departments.
- Some advisors still do not have access to DegreeWorks, Student tab, and/or Banner 9.
- Change of Major form, DegreeWorks, and DegreeMaps do not match. Advisors risk misadvising when using inaccurate or outdated advising tools.

Mini Semesters:

- The mini semesters were created to boost student retention rates. However, knowing if they will be funded has come to be a yearly challenge that we face. In addition, the mini semesters are a recruiting tool used for Degree-In-Three, and that could inhibit the growth of that program if they are not funded.
- More communication needs to be fostered between the ASC, Financial Aid, and the Bursars office to ensure there is as little confusion as possible on the process used to vet students for mini semester scholarships. This is to ensure that Bursars holds are not levied on scholarship approved students. Many students had balances on their accounts for Maymester and account

related questions were being forwarded to the ASC and not Financial Aid. In the future, it may be necessary to share the approval list with the bursar's office to reduce the barrier to communication.

ASC Math:

- The biggest challenge we faced was attendance.
- Having proper internet for teaching online from home.
- Since teaching math requires a lot of writing, having proper board at home created some difficulty.
- A lot of students with ACT sub-score of less than 19 that were supposed to enroll in enhanced sections of college algebra and contemporary math were somehow enrolled in regular sections and had to be moved.

ASC Writing

- Our major challenge is student engagement. Students fail to attend University-wide writing, scholarship, and ESL conversation group workshops even though these workshops would benefit them.
- Another challenge has been effectively marketing services, particularly University-wide workshops. We need to research the platforms students use to more effectively reach students, but we also need to market to faculty/staff since most of our attendance in the past has been a direct result of faculty/staff referral of students.

Tiger Tutoring:

- A large part of our challenges in the next academic year will be knowing what our funding for peer tutors will look like at the end of Spring 2022. Our peer tutor budget was cut last year, and we have been paying our tutors through a grant that will be running out by the end of the year.
- Knowing our status on hiring peer tutors going forward is by far our biggest challenge for the next year, because it will determine whether we can begin the hiring process.
- Cuts to operational budget can also be a hindrance to our growth as a tutoring program.
- There may be challenges to operating in a physical location given we have many student employees and staff that have various levels of comfort with the amount of traffic we can receive on any given day.

ENHANCEMENTS AND IMPROVEMENTS

Academic Success Center Goals are to: (1) increase students passing learning support and the co-requisite courses, (2) Increase utilization of our services, and (3) and grow our programming within the ASC unit and the institution. Also, to increase student satisfaction of our services while creating an environment that fosters learning and growth for the student and staff.

Academic Advisement:

- Refine UNIV 1000 participation with strategic required and expected advising meetings.
- Contribute to fall to spring FTF retention with targeted academic advisement services that encourage not only 15 credit hour attempts but the importance of 30 credit hour benchmark progression.
- Increase respondent feedback on academic services surveys to understand service perception and experience.

- Use Access Success Summer 2021 data as a baseline to determine how to serve first-time freshmen and their parents in pre-fall and during the academic year.
- Incorporate student voices in activities through an engaged student council.

Academic Success Initiatives:

- Research if other DI3 plans exist nationwide to help facilitate the creation of a 3-year plan for Engineering.
- Consult other universities with DI3 programs to possibly gather best recruitment and retention practices.
- Adding the following majors to the DI3 offering (at least): Health Sciences, Public Health, Healthcare Administration & Planning, and Biology.

ASC Reading:

- Increase number of students using the Reading Center and attending “open” workshops.
- Upon request from professors, offer in-class workshops in Test-Taking and Critical Reading Strategies at semester’s beginning to get students off to a successful start.
- Develop a comprehensive 2nd language tutorial reading program.
- Launch the Virtual Reading Center for campus-wide use.
- Restructuring UNIV 1011 curriculum/delivery to conform with English 1010.

ASC Writing:

- Increase student attendance at university-wide workshops.
- Market services more effectively, to both students and faculty/staff.

Tiger Tutoring:

- To increase Psychology, Math PLUS, Math, and Reading Center’s traffic.
- To increase survey numbers to our tutoring centers, including the addition of faculty surveys.
- Hire on more peer tutors than previous year.
- Make our physical locations as comfortable and accessible as possible for both tutor and student.
- To continue our Writing Bootcamp event and expand it to a whole week.

Air Force ROTC

ACCOMPLISHMENTS

- **COVID-19** – Det 790’s response to the COVID-19 pandemic was effective and continued to improve as the academic year progressed. As cadre, we elected to hold all our academic classes virtually in order to maximize social distancing as much as possible. However, we held our Leadership Laboratory (LLAB) in-person so that we could adequately evaluate our cadets’ leadership development.
- **Admissions and Enrollment** – Our detachment has grown in both quality and quantity over the past two years. As of now, we expect approximately 50 new students to start our program in fall.

- **Graduation** – Our commissioning numbers have been an area of emphasis in order to improve our viability. We commissioned five new officers in 2021.
- **Faculty Development** – Capt Miller successfully completed Squadron Officer’s School (SOS). SOS is a six-week PME course that required to be completed in order to be eligible for promotion. Additionally, TSgt Lipscomb completed the Non-Commissioned Officer Academy and was recognized as a Distinguished Graduate!
- **Staff Development** – TSgt Robinson, our detachment personnelist, is also an assessor for the Southeast Region.
- **Events/Activities** – Det 790 hosted and Det 790 participated in multiple virtual events over the course of the 2020-2021 academic year. These virtual events included career days where commissioned officers would speak to our cadets about their specific career field and allow cadets to ask questions in order to gain a better understanding on careers of interest.
 - Det 790 also facilitated three in-person events to offer career broadening opportunities to our cadets. These events included two sessions where USAF instructor pilots brought the T-6 Texan pilot training aircraft to the Nashville area to talk with our cadets and give a tour of the aircraft. The third event included a trip up to Fort Campbell, KY, where cadets were able to engage with specialized combat support units in the Intelligence, Weather, and Air Liaison Officer career fields.
 - Det 790 Color Guard was able to support TSU’s undergraduate and graduate commencement ceremonies. This was the first Color Guard event since Nov 2019 due to the CV-19 pandemic.
 - ***Probably the biggest event*** and having the most impact for TSU was the visit by the General John W. “Jay” Raymond, who is the Chief of Space Operations for our newest military service, the US Space Force. Gen Raymond was able to engage with selected TSU faculty members about his priorities for the Space Force. Future activities between the USSF and TSU are possible in the form of internships and other engagement opportunities.
- Capt Kellie Miller was selected as a Detachment Assessor for AFROTC’s Southeast Region
- Capt Kellie Miller was selected as a member of the Virtual Tiger Team
 - AFROTC team developed to determine best practices for operating in a virtually
- TSgt Robinson was retained as a Detachment Assessor for AFROTC’s Southeast Region

CHALLENGES

- **COVID-19:** Though conditions have improved dramatically with regards to CV-19, it is still a threat and may pose a challenge as restrictions continue to be lifted nationwide. As we prepare for a complete return to campus in fall 2021, time and effort will still need to be devoted to CV-19 mitigation.
- **RETENTION:** Related to the ongoing pandemic, the US Air Force has seen unprecedented retention rates. As a result, the service is currently over congressionally mandated end-strength which as a result, could impact the number of AFROTC cadets who can finish the program. Fortunately, retention had minimal impact on the FY21 selection boards, but future impacts are to be determined at this time.

- **ADMISSIONS OFFICE:** A third challenge anticipated is with TSU’s admissions office, specifically regarding admitting cross-town students. At the beginning of the fall semester, we routinely have a large influx of new students, many of which are enrolled at one of our cross-town universities. Enrolling at TSU as a cross-town student for the purposes of AFROTC participation is a different process than for those who attend TSU full-time. These students quite often have various holds placed on their accounts which keeps them from registering for AFROTC classes. This results in AFROTC cadre having to spend inordinate amounts of time pushing emails back and forth with admissions in order to figure out the problem and how to resolve it. We have reached out on multiple occasions to try and schedule a meeting so we can figure out what we or our cadets are doing wrong, but so far we haven’t made any progress on that front.
- **SCHOLARSHIP PROCESSING:** Another challenge that we’ve experienced and anticipate being a future issue is with scholarship payouts for AFROTC scholarship recipients. We have two TSU cadets who are on AFROTC scholarships and we are still working through issues with spring 2021 balance holds. We received their tuition invoices, and processed accordingly to get them paid, only to find out there was some sort of error and we have to re-attack. Then we find out from the cadet that he/she can’t register for classes due to a balance hold, which is what we’re working through now. Resolving these issues takes extra time and usually involves email flying back and forth with the Bursar’s office to get the issue(s) resolved.
- **FACILITIES:** Work order requests not getting fulfilled is another issue that we have consistently faced and expect to continue. Most of these center around requests for classrooms or work areas to be cleaned as well as recycle cleanup. In some cases, we’ll go weeks without a response, despite multiple work orders being put in. We consistently receive little to no forewarning of work that is planned for our office areas. This became a routine issue with ongoing fire alarm maintenance and testing. Fire alarm drills while trying to conduct class and/or trying to conduct simple office work can be a significant distraction. We completely understand that this is required work that has to be done, but some warning when enable us come up with workplans to mitigate impacts.

ENHANCEMENTS AND IMPROVEMENTS

- 1) Continue to increase awareness that we are here and what we have to offer students. We have ongoing efforts at TSU as well as our cross-town universities to improve awareness to incoming freshmen via social media outlets and email blasts. We also plan to meet with key faculty who oversee what the Department of the Air Force (DAF) considers “highly desired majors”. These majors are primarily STEM degrees which include Physics, Mathematics, Chemistry, multiple Engineering specialties as well as other technical majors.
- 2) We also aim to improve our commissioning output and improve our viability as an AFROTC detachment. As mentioned earlier in this report, our numbers have increased since current cadre arrived at Det 790, but there’s still much work to be done to ensure both the USAF and USSF both receive quality officers of diverse backgrounds.
- 3) Continue to motivate and inspire our current group of cadets to stay focused and work hard to complete our program to be the best they can be. We have the makings of potentially the largest

group of cadets from Det 790 in decades to attend Field Training in 2022 and thus transition to the Professional Officer Corps.

- 4) Execute a safe and seamless transition back to in-person operations in the fall 2021 semester.

CENTER FOR SERVICE LEARNING AND CIVIC ENGAGEMENT

ACCOMPLISHMENTS

- **Response to COVID-19:** Shifted over 50 UNIV 1000 sections to online synchronous learning, Researched and Provided Virtual Service Opportunities, Virtual Debate Watches, and Virtual Meet-Up with the Office of International Affairs and Career Development for UNIV 1000.
- **Faculty Development:** Service-Learning Mini-Grants of \$500 offered to all tenured and tenure track faculty.
- **Events/Activities:** Tiger’s Day Out, Vice Presidential Debate Virtual Watch Party on October 7 from 7-10 PM, Presidential Debate Virtual Watch Party on October 22 from 7-10 PM, MLK Virtual Day of Service on January 18, Service Scholars service at Diaper Connection on October 13 and March 4 for 6 hours.
- **Special Initiatives:**
 - Applied for Community Foundation of Middle TN Discretionary Grant and TBR Diversity Grant.
 - On-boarded three new community partners: the West Nashville Dream Center, the Nashville Diaper Connection, and the McGruder Family Resource Center.
 - Partnership with East Magnet High School for TSU student service opportunities and potential recruitment opportunities.
 - Partnership on “Sights, Sounds, and Cityscapes: A Digital Humanities Collaborative for HBCUs and their Communities,” with the HBCU Digital Humanities Consortium.
- **Research:** Center for Service Learning and Civic Engagement, Ms. Allison Hotz, ABD published “Assessing the benefits of service-learning in group counseling among graduate psychology student-trainees” in ServeINDEED, the Tennessee Service-Learning & Community Engagement Journal, September 2020.
- **Community Engagement:** Dr. Schmeller engaged with several local, state, and national organizations related to civic engagement and youth voter registration efforts as time permitted this Fall. (Students Learn Students Vote, the American Democracy Project, and the Tennessee Democracy Network)
- **Staff Development:** Ms. Nix-Davis and Ms. Shakeira Foster established with five students the Katherine Y. Brown Leadership Academy. With eight members this year the KYB Leadership Academy completed twelve hours of service and hosted a three-day virtual summit addressing: sexual assault, sexual abuse, dating violence, and sex trafficking.

- **Faculty Engagement:** Dr. Schmeller’s work on SACSCOC re-accreditation and the UNCF Career-Pathways Grant.
- **Student Development:**
 - Jasmin Pointer, Kasandra Sanders, Elaina Verges, and Rebekah Wynn all completed four years of service as tutors at “Learning Does Matter,” Temple Church.
 - Connected Mya Millines with an internship through our collaborative partnership with the Nashville Diaper Connection.

CHALLENGES

- The inability to effectively track, document, and verify student service as well as courses incorporating service-learning.

ENHANCEMENTS AND IMPROVEMENTS

- Train additional faculty in academic service-learning.
- Add at least 5 additional classes as service-learning courses.
- Revise UNIV 1000.
- Improve the method of documenting and reinforcing student service.

EXTENDED EDUCATION

ACCOMPLISHMENTS

Recruitment:

- Attended 97 virtual education fairs; interacted with approximately 1,402 interested students and 22 have applied for spring admission and some are awaiting financial aid response.
- Received and responded to 475 inquiries from TN Reconnect.
- Supported outreach services to Operation Stand Down. Provided educational awareness and options to new staff and three (3) educational awareness conversations.

Retention:

- Continued tracking the messaging from the Unit’s Communication Plan which is a team effort to manage the currency and flow of information to students by the advising team. This initiative is to decrease impediments that prevent students from accessing services; approximately 7,2991 documents were sent in various formats (email and snail mail).
- Updated Degree Maps for publication on the webpage
- Revised the 2019-2021 Undergraduate Catalog for the above stated Colleges. Submitted catalog document to the Student Success Team for inclusion in the software AccuLog.
- Transitioned successfully the on-ground Fall 2020 Advisement session for Adult, Distance Learners, Transfer and Veteran Students to a Virtual Advisement Orientation event on Saturday, August 15, 2020.
- Successfully transitioned the on-ground Spring 2021 Advisement for Adult, Distance Learners, Transfer and Veteran Students to a Virtual Advisement and Orientation event on Saturday, January 23, 2021.

- During the fall semester 2020, 548 students pursued PLA credit; this semester (January 2021 – May 2021), 272 students took advantage of this opportunity. A total of 820 students were awarded PLA credit during this report cycle.
- Created marketing and/or communication items for the Office of Student Support Services and the Veterans Student Center
- Conducted a virtual workshop for student veterans on career planning: Career Advice Development and Resources on April 9, 2021.

Continuing Education:

- Continued partnerships with American Job Centers to administer funds through the WIOA (Workforce Innovation and Opportunity Act) program to enroll students in continuing education courses.
- Established and nurtured relationship with Next Steps, a new workforce development program through the Tennessee Department of Labor and Workforce Development that assists qualified injured workers in obtaining training to re-enter the workforce.
- Transitioned the annual two-day, State Board approved Barber and Cosmetology Instructors conference (August 9 – 10, 2020) to a virtual program and received excellent reviews from attendees and presenters.
- Developed programs for TSU’s participation in Belmont University’s Initiative to develop Presidential Debate events sponsored by area colleges and universities.
- Spearheaded a collaboration between the College of Engineering and College of Business for TSU’s submission to the AT&T HBCU Innovation Challenge.
- Developed for implementation the following outcomes utilizing the services of University faculty from funds received through a grant from the Community Foundation of Middle Tennessee (CFMT) to meet the technology gap of seniors, ages 65+ that reside in North Nashville:
 - two (2) one-on-one technology drop-in clinics, “Get to Know the Basics About Technology,”
 - one (1) virtual technology training for Fifty Forward Bordeaux members
 - one (1) printed technology guide, “The Basics of Technology: A Guide, Lesson 1;”
 - six (6) live and/or pre-recorded courses: April in North Nashville: A History in Four Acts - Part 1, II and III; Political Realignment in the South, Changes in Campaigning - The Rise of Social Media, and US Presidents and Foreign Policy
- Conducted a workshop for TSU staff entitled: ABC’s of Credentials: Associations, Badges, Certifications and everything in between, March 8, 2021.

Grant Awards:

- Received an award from the AASCU (American Association of State Colleges and Universities) and APLU (Association of Public and Land-grant Universities) in partnership with the Bill and Melinda Gates Foundation for the delivery of no-cost staff development services.
- Received a 2020-2021 Student Engagement, Retention, and Success (SERS) grant in the amount of \$50,000 from the Tennessee Board of Regents to develop and expand a cluster of academic services that pave a seamless path to completion for Veteran students.
- Received a 2021-2022 award from Georgia State University and Trust Bank in the amount of \$50,000. The focus of this grant is student success innovations that promote retention progression and graduation.

University Initiatives:

- Coordinated with Emergency Management to outfit Avon Williams meeting spaces and classrooms with the necessary equipment to meet COVID-19 guidelines.
- Worked with Academic Affairs staff to provide Emergency Management with a list of classrooms used for on-ground instruction to ensure they are compliant with social distancing guidelines.
- Organized and compiled COVID-19 Work Plans for each unit reporting to the Interim Provost and Vice President of Academic Affairs.
- Worked with construction management in the Gulch regarding development projects near the Avon Williams Campus to plan for end-of-construction repairs to AWC grounds and facility.
- Worked collaboratively with the Office of Records, IT, and undergraduate student advisors to correct scribing issues in DegreeWorks:
 - created a program inventory listing of actual degrees to clean-up databases in the software
 - contacted department chairs concerning anomalies of their programs in DegreeWorks
- Met the October 15, 2020 deadline as directed by Institutional Effectiveness, Research Planning, and Assessment to submit the Unit's assessment plan in Nuventive Solutions.
 - Unit assessment coordinator completed Nuventive Training
- Coordinated the University's annual Veterans Day program: approximately 150 individuals viewed program via the Zoom platform and in person.
- Worked on the SACSCOC Reaffirmation Report Committee to complete at least seven standards.
- Created and/or printed marketing items for the following departments/university wide initiatives:
 - Agriculture: TSU Agriculture/Coop Extension Flyer, 2+2 Program in Agriculture Science Flyer
 - College of Education: Virtual Summer Coding Camp, Year End Report Cover
 - Academic Affairs: Dr. Patricia A. Crook Retirement Celebration flyer and PowerPoint
 - Extended Education: Veterans Day 2020, Academic Maps updates, Welcome Back Marquee
 - Global Online: Launch into Spring 2021 Flyer, TSU Global Online Pandemic Passport, Free Coding Course HBCU c2
 - Library: TSU Library Hours of Operations Marquee
 - Music Department – Scholarship Announcement Poster
- Continued work with Ellucian consultants to successfully implement the software Course Program of Study (CPoS) in DegreeWorks for launch in Fall 2021.

Staff Development:

- UTC (University of Tennessee at Chattanooga) Boots to Suits: Veteran Transition Support Conference (October 12-13, 2020)
- CollegeSource Transfer Week Webinar Series (October 19-October 23, 2020)
- CAEL Virtual Conference (November 2-November 5, 2020)
- APLU Virtual Conference (November 9-November 11, 2020)
- 2020 SACSCOC Annual Meeting (December 2-9, 2020)
- Immunization Holds Meeting (January 19, 2021)
- EAB Navigation Discussion Meeting (February 15, 2021)
- ACE Pilot Program/MOS's (February 26, 2021)
- TNeCampus Student Liaison Professional Training/Meeting (March 16, 2021)
- CPOS Implementation Meeting (March 26, 2021)

- TNeCampus Student Liaison Professional Training/Meeting (April 20, 2021)
- DegreeWorks Scribe Consulting/Training (May 10-14, 2021)
- DegreeWorks Scribe Consulting/Training (May 17-21, 2021)
- Creative Pro Events (May 18-20, 2021)
- Student Veterans of America National Conference (Virtual) February 19-20, 2021)

CHALLENGES

- COVID-19 Pandemic increased the eRate applications from an average of 150 per semester to well over 500 eRate Applications. Only one person handled this increase.
- Phone demand for Veteran students who need assistance in processing their benefit paperwork increased. The Adult Recruiter placed calls and responded back to students to assist. However, two student's issues were escalated to other offices for assistance.
- Communication to faculty and staff what the policy is for students who do not adhere to the face covering/mask policy.
- Zoom fatigue by recruitment constituents:
 - Potential students stated that they did not want to begin a degree program with a 90% zoom or online presence.
 - Eager employers wanted to host meetings and learn more about TSU; however, approximately 21 meetings had to be rescheduled due to employers overbooking.
- Personnel with hearing disabilities found it difficult hearing presentations; close captioning was not available for live sessions.

ENHANCEMENTS and IMPROVEMENTS

- Continue to attend recruiting events virtually (47) and in person when restrictions are lifted.
- Continue discussion with NES (Nashville Electric Service) about the start of another cohort in Electrical Engineering.
- Continue to administer the NES Cohort in Electrical Engineering. Twelve (12) students on target to graduate Fall 2021 with a Bachelor of Science Degree in Electrical Engineering.
- Focus more on PLA to increase use by students.
- Develop Prior Learning Assessment Portfolio Program.
- Conduct activities associated with the 2020-2021 SERS grant in support of Veteran students to include:
 - create a Veteran specific UNIV1000 course
 - provide online training addressing the needs of student veterans for faculty, students, and staff
 - increase the number of Military Occupational Specialties (MOS) translated for academic credit
- Continue to expand offerings of continuing education courses developed by faculty.
- Finalize MOU with the Council on Aging to transfer ownership of Discover Nashville, a lifelong learning program, to TSU.
- Utilize the University's learning management platform to offer the Barber and Cosmetology seminar online and accessible year-round.
- Explore more opportunities to work with government sponsored workforce development programs.
- Improve DegreeWorks' usability by all University constituents; monitor work completed over the summer and implement a catalog updating policy.

- Develop Student Veteran Deployment policy.
- Launch Undergraduate Catalog in AccuLog.
- Continue to partner with the National Urban League on special projects.
- Continue to coordinate pipeline programs in Business, Urban Studies, and Hospitality.
- Work to complete YouTube video presentations of faculty conducting lifelong learning seminars for senior adults.

FINANCIAL AID

ACCOMPLISHMENTS

- **Response to COVID-19** – In response to the COVID-19 Pandemic, the university campus was closed to non-essential staff. A small number of staff worked on campus during the period of March 2020 – September 2020. Staff communications, both internal and external, were moved to remote methods. We continue to work a balances schedule both on and off campus to ensure all processes are being handled timely.
- **Admissions and Enrollment**
 - Since March of 2020, we have been working on awarding students for the 2020-2021 academic period. The following reflects a summary of all awarded students:
 - **Total Awarded Students for 2020-2021 8,811**

<u>By Classification:</u>	
First Time Freshmen	3,305
Continuing Students	3,816
Other/not attending/not classified	85
First Time & Continuing Grad Students	340
First Time Grad Readmit & 1 st time TSU	8
Readmitted Students	445
New Transfer Students	565
New Spec/Non Degree	80
First Time High School (Dual Enrl)	167
- **Staff Development:** TASFAA, SASFAA, and NASFAA are associations that support the development and networking in the financial aid community. We were able to purchase five NASFAA training manuals and are working through them on an independent basis and in small groups, when possible. We began an exercise about six months ago to develop standard operating procedures for all areas.

CHALLENGES

- **Access to staff:** Many students want to seek help in a face-to-face or in person format. With the COVID-19 virus still impacting our community in such a negative way, staff are reluctant to make themselves available in this type of format. This is understandable and unavoidable. Safety and the health of our employees is a priority for our office and the university. We work to ensure we are available to the students in a virtual setting where they will feel they are getting the information, attention, and direction needed.

- **Staff training:** Staff training is more complicated in a virtual setting and bringing on new staff, even experience financial aid administrators, can create confusion and uncertainty. Ensuring all security protocols are being upheld and providing remote access to employees without prior TSU experience is required. Ensuring system access is appropriate and internal controls and processes are being followed will be the key to addressing this challenge.
- **Federal requirements/procedures:** With changes in the tax system and IRS document changes (1040 only, new schedules for all criteria, update to the tax year used for processing, etc.), additional training is needed each year to ensure we know how to read and evaluate tax information. The data determines the student's expected family contribution (EFC) and matches to the table provided annually by the Department of Education regarding eligibility for Pell grant.
- **Institutional coordination:** Financial Aid is integral to many processes at Tennessee State University. Coordination is necessary with Admissions, Recruiting, Bursars, Records, Student Affairs, Academic Affairs, Athletics, and the Foundation Office, as well as other areas. We are constantly working to coordinate in these areas to ensure access to information needed to run our processes, information needed to assess student eligibility, and information we need to share to assist students.

ENHANCEMENTS and IMPROVEMENTS

- **Training:** Training plans are in place for each new and existing employee. The introduction of a more focused and deliberate approach to training will help staff move more quickly into advanced processing roles and expand our ability to handle any issue.
- **Process Improvements:** Process management is key to providing the service needed to support staff, students, parents, and other stakeholders. Finding ways to streamline tasks and processes including increasing the number of documents available via NextGen/Dynamic Forms software will help eliminate the paper and reduce the burden on the Technical Clerk. Increasing the use of electronic submission of forms and documents by students will also yield positive results in this area.
- **Customer Service:** Customer service is something discussed across industries and defining "excellent" customer service should not be difficult. Positioning the office to create a better perception of excellent service has been a challenge. Helping improve the image and perception of the office will require more than just providing better service. It will require more consistency with the service provided. It will require service above and beyond expectations for every student we serve.
- **Synergy:** While it is easy to get comfortable in your area of responsibilities, it is crucial for our office to operate better as a unit. Remote work and limited contact created some divides. People became comfortable working in silos. While we still operate as one unit, the level of collective communication is improving, and we are moving forward and reaching our goals together.

GRADUATE SCHOOL

ACCOMPLISHMENTS

- Processed 430 graduate diplomas
- Admitted 790 students
- AXIOM Integration
 - Implementation for GradCAS began in Spring 2020 and has been routinized as standard process for generating T#'s automatically and exporting other important data from the GradCAS application directly into Banner.
 - Testing for BusinessCAS and EngineeringCAS has been completed in Fall 2020.
 - Testing protocol was documented for the other six CAS systems.
- RESPONSIVE TO INTERNAL AUDIT
 - Established an Argos Report to monitor the A1-Holds placed on applicants who were admitted conditionally due to missing official transcripts and official test scores.
 - Established an online readmission application for students who had not kept continuous enrollment for one or more semesters.
- SACSCOC DECENNIAL REPORT
 - Prepared reports for the graduate school as used in various standard reports
 - Provided a PDF version of the graduate digital (online)
- VIRTUAL EVENTS
 - Collaborated with the Library and Writing Hub to host informational workshops for graduate students and the university community.
 - Hosted several virtual recruitment fairs with the AKA and Zeta Beta Sororities, as well with classroom instructors.
 - Partnered with the Career Center and Honors College to recruit seniors for Graduate School.
 - Hosted informational sessions with College Departments on Graduate School Processing.

CHALLENGES

- The Graduate School Staff endured many challenges, including staff shortage due to the buy-out.
- The approval of publications and dissertations.
- Due to the pandemic challenges, our procedures need had to be adjusted to accommodate colleagues and students.
- More technical training is needed for Acalog from Title III so that the catalog can be updated accurately and timely by the colleges.
- Critically need: Assistant Dean to help with Graduate Faculty Council, publications, and the other duties of an assistant dean.
- Limited to no budget for funding graduate operations (online application fees, marketing, YouVisits Virtual Campus Tours, etc.)
- Lack of follow-up by the colleges in marketing and recruiting graduate students as directed by the Provost and President.

ENHANCEMENTS and IMPROVEMENTS

- Increase graduate enrollment and retention rates. (1,800)
- Increase graduate staffing to include an Assistant Dean
- Increase graduate staffing to include an IT Graduate Analyst

- Automate graduate operations and forms.
- Collaborate with the Colleges new graduate programs, certificate, and courses.

LIBRARIES and MEDIA CENTERS

ACCOMPLISHMENTS

- **Response to COVID-19:** The Libraries reduced seating capacity by nearly 50% by giving some furniture to residence halls or the student center or by placing them in storage. Additional computer workstations were purchased and expanded to the second floor for social distancing and disinfecting wipes were supplied to patrons. A sign in system was implemented for contact tracing and a temperature check stand was purchased with TAF fund. Circulation staff also used a handheld thermometer. Funds were set aside to pay Olympus Cleaning Service for disinfecting team in the evenings. An online system for study rooms was initiated with a disinfecting routine. The self-check-out stand was kept in working order. Books requested by faculty for classes were purchased in electronic format when possible to allow for off-campus access by multiple users.
- **Retention:** The libraries continued the effort to purchase class required textbooks to help with student expenses and support retention.
- **Program and Course Development:** Library Faculty participation in UNIV 1000 has been restarted. A library orientation module was developed by Julie Huskey, Presley Dyer and Jennifer Castle.
- **Online Education:** The libraries provided a remote services page and provided virtual reference during library open hours. The [embedded librarian program](#) was expanded by adding four more librarians to support classes via elearn. All information literacy classes were conducted online and library liaisons to academic departments with graduate programs were required to provide research appointments.
- **Faculty Development:**
 - Glenda Alvin, Associate Professor: Apple Teacher Program, Nuventive training
 - Jennifer Castle/Assistant Professor: Pandemic Passport Series, Embedded Librarian Course
 - Anna Presley Dyer, Assistant Professor: Completed Embedded Librarian Course; Springshare training in LibWizard, LibAnswers and LibCal
 - Xuemei Ge, Assistant Professor: Embedded Librarian Course, Nuventive training, HBCU C2 Spring Training, Completed Apple Teacher Program
 - Julie Huskey, Assistant Professor: Tennessee Open Education Initiative Webinar, PanOpen Webinar: Teaching Completed certificate in XML and RDF-Based Systems; Has completed four course toward certificate Online Instruction
 - Chris Langer, Assistant Professor: Apple Teacher Program; Embedded Librarian course; Springshare training on creating and enhancing research guides
 - Vanessa Owen, Assistant Professor: Socially Distanced Library Series, Research Guides, Apple Teacher Program, HBCU C2 Spring Academy, Global Pandemic Series

- Angel Sloss Pridgen, Assistant Professor: EAB Navigate Training; Datafest 2020; Springshare tutorials on Creating a Virtual Library Tour, In-Person Appointments, Creating an Alert Box
- **Staff Development:** The staff participated in the trainings on YouTube and webinars concerning library databases. Michelle Vaughn and Colette Bradley completed the Gateway 8 Staff Development Series. Jarvis Sheffield, Colette Bradley, Michelle Vaughn, Don McElhiney, and John Anderson completed the Apple Teacher program.
- **Events/Activities:** Nine faculty and staff participated in the **Apple Teacher Program** and accumulated more badges and certificates than any other department to date, according to the director, Dr. Denise Malloy.
- **Special Initiatives:**
 - Julie Huskey facilitated OER grant co-written with Dr. Andrea Ringer for using OER materials in History classes
 - Jennifer Castle developed an online undergraduate library orientation libguide with 14 tutorials (<https://tnstate.libguides.com/libraryorientation>).
- **Accreditation:** The Libraries and Media Centers successfully completed its sections of the SACSCOC Report.
- **Research:**
 - The Libraries and Media Centers faculty had one book chapter published and one accepted.
 - Two faculty published book reviews in *Against the Grain*
 - Two faculty presented at conferences
 - Title 3 Grant awarded for \$250,000 Blacks in under-represented careers
 - One faculty member is a principal investigator on an ACLS Digital Humanities Grant
- **Faculty and Staff Accomplishments:**
 - Jennifer Castle became reviewer for *Journal of New Librarianship* and Lead Editor for [Documents to the People](#).
 - Anna Presley Dyer completed her second master's degree in film and media studies at the Arizona State University and had a book chapter accepted for *Integrating Pop Culture in the Academic Library*.
 - Angel Sloss Pridgen, published a book chapter in *Underserved Patrons in University Libraries* and submitted a chapter proposal for *Beaten Bodies: Using Bibliotherapy for Young Adults Experiencing Sexual Trauma and Abuse*. <http://ebooks.abc-clio.com>
 - Chris Langer (184), Jennifer Castle (23), Presley Dyer (174), Julia Huskey and Angel Sloss-Pridgen published biographies of TSU Olympians and TSU Presidents in Digital Scholarship@TSU and received significant numbers of downloads from researchers
 - Jarvis Sheffield, Coordinator of Media Centers, will be presented the Kate Wilhelm Solstice Award by the Science Fiction and Fantasy Writers of America at the 56th Annual SFWA Nebula Awards®. Mr. Sheffield is the founder of the Black Science Fiction Society and has also served as the editor for *Genesis Science Fiction Magazine*.

CHALLENGES

- **Funding:** the Libraries and Media Centers need sufficient funding to provide resources that support the curriculum of a university with “R2” status. STEM databases are expensive, but they are “must haves” for research and publication.
- Aging Main Campus Library Facility which had major power outages that required two new breakers ---as the library continues to add technology, it will need more power. There is a continuing problem with a leaking roof. It also needs new carpeting and signage.
- **Study Room Space:** additional space is needed for study rooms, especially graduate study rooms.
- **Staffing:** further re-organization needs to take place in the areas of updating job titles, pay, and work assignments. This will enhance delivery of services, raise staff morale, and improve operations.

ENHANCEMENTS and IMPROVEMENTS

- To be able to supply the necessary resources to support students, faculty and staff research needs.
- To expand and strengthen the library literacy program, including the embedded program.
- To building content in Digital Scholarship@TSU to enhance open access publishing for TSU faculty and students.
- To fill all vacant positions and have the Libraries and Media Centers be fully staffed.
- To provide more support for graduate students, including study spaces.
- To keep TSU Libraries and Media Center competitive with other TN public universities our size and enrollment.

OFFICE OF INTERNATIONAL AFFAIRS

ACCOMPLISHMENTS

- **Response to COVID-19:** The IEC Faculty and Staff displayed outstanding flexibility and cooperation during this process resulting in a seamless transition to the virtual setting. Additionally, faculty and staff are provided with professional development opportunities to continue to grow even at times of difficulty. Lastly, regular meetings were held with faculty and staff not only to check progress with the instructional program but also to check the well-being of all.
 - o An entirely online evening program, General English Program, that primarily targets working-class immigrants, refugees and asylum seekers in Tennessee has been introduced. This customized program helps new Americans in their transition to a new social and professional environment.
 - o In response to the remote work plan, ISSS implemented virtual office hour each weekday from 2-3 pm. As of May 13, 2021 - 454 students have visited ISSS virtual office hours and received advisement.
 - o ISSS developed unconventional student support approaches including video conferences and chats to mitigate challenges associated with virtual learning. These approaches helped in

meeting the needs of all international students both in the U.S. and in their home country (France, Greece, Latvia, Macedonia, Saudi Arabia, Spain, Serbia).

- **Soliya Connect Virtual Student Exchange:** Soliya Connect Virtual Student Exchange courses scheduled for execution in Spring 2021. There are 26 International universities, 16 Universities from the USA, and 2 HBCUs (TSU and Morgan State) participating in the Spring 2021 Connect Global program. 126 TSU students registered in the Soliya Connect Portal to participate in an eight-week virtual student exchange in Spring 2021 courses.
 - OIA received approval from Dr. Harris – Provost /VP of Academic Affairs to add the - 75 High Impact Practice designation to the participating sections above to track and verify student participation in Banner. OIA will create/submit a CARP for an UNIV-1100 follow on course to integrate the Soliya Connect -Virtual Student Exchange for Spring 2022.

- **Events:**
 - February 2021 zoom meeting for Global Scholars and International Students to prepare for the TSU Virtual Summer 2021 Internship interview at the Spring 2021 – Virtual Career Fair. Ms. Duke will be provided 33 TSU students (UG & GR) preparation for seeking virtual internships (Summer 2021) during the Spring 2021 – Virtual Career Fair by:
 - February 2021 - “How to obtain a US Passport” and “Why Study Abroad” discussion with the TSU Alumni Mentoring Program – Tracy Farmer (22 students participated)
 - March 2021 – The Tennessee Consortium for International Studies (TnCIS) cancelled all Programs for Summer 2021.
 - In October 2020, the OIA conducted a Tennessee Bar Association (TBA) collaboration (International Education and International Student and Scholars Services) entitled Innovations during COVID-19. HBCU innovations in IE and ISSS were highlighted. There were 25 TBA members participants.
 - The International Education subunit conducted virtual International education (study abroad, passport, and cultural competence – self assessment) for TSU freshmen enrolled in UNIV-1000 for Fall 2020. (Oct 2020) - 531 TSU Freshmen students participated.
 - In November 2020 and March 2021, OIA conducted a virtual study abroad fair providing TSU students options for virtual internships, Summer 2021 study abroad, and career opportunities with the Peace Corps. The Peace Corp Zoom Meetings provided an opportunity to learn about the challenging, rewarding, and inspirational career opportunities from a panel of returned Peace Corps Volunteers. During the two sessions, the 65 participants heard from HBCU Alumni about their rich and varied experiences during their time in the Peace Corps.
 - The Men’s Initiatives Conference was held April 2021 in Kean Hall. Although there were 75 AA male registrants for this conference, attendance was lower than expected with 20 – 30 AA males fully participating in this development and leadership conference. This conference was schedule in the same timeframe as Tiger fest. We partnered with Ms. Duke – Director TSU CDC and OIA to address academic, career, and personal benefits of Men’s Initiative development programs.
 - The OIA executed Virtual Welcome week activities that included a New Student Open House on August 17th to welcome students and to assist in their transition into the University (9 participants). The “Taste of Tennessee and Tour of Nashville” helped introduce our new international students to the areas of attraction in Tennessee and Nashville area and provided the opportunity for international students to engage with OIA staff (18 participants). We held

- o a virtual scavenger hunt on August 19th (8 participants) along with an international film night on August 20th (6 participants).
 - o In October 2020 and April 2021, we hosted an SGA/ISSS Unity Conference with Toree Sims Jr. to specifically home in on non-financial actions that could be incorporated to improve campus life for all students.
 - o We conducted four Optional Practical Training/Curricular Practical Training Workshops with 66 participants attending. Workshops were held in September 2020 and February 2021.
 - o OIA hosted a socially distanced “Drive-Through Graduation Celebration” in front of Holland Hall to honor the graduates. There were 15 participants. As COVID restrictions relaxed, an in-person Graduation Reception was held for the Spring 2021 graduates. Sixteen students participated.
 - o OIA sponsored Virtual Spring Cultural Celebration Week activities in March 2021 that included ethnic food demonstrations, country tours and cultural art presentations to promote cultural awareness to the University community. Overall, there were 173 participants.
- **Admissions and Enrollment:**
 - o **IEC-** In the 6 terms between July 2020 and June 2021, the IEC enrolled 38 Students from 13 countries and offered 39 courses in 8 levels. Progression and completion rates across terms have remained at 91% consistent with previous academic years.
 - o **ISSS-** There were 215 International students enrolled for the Fall 2020 semester. In Spring 2021, enrollment decreased to 211 international students.
- **Graduation:**
 - o **IE-** Two Global Scholars graduated in the 2020/2021 academic year. Brandi BeCoats completed a Master’s Degree in Speech Pathology and Alssa Hobb completed an Undergraduate Program in Food Science the College of Agriculture.
 - o **ISSS-** There were 84 international students who graduated in the 2020/2021 academic year
- **Retention:** ISSS tracked and monitored international students’ academic progress as students transitioned from in-person and hybrid classes and provided the necessary assistance that promoted academic success. We identified 27 at risk undergraduate international students with a D/F grade(s) after the mid-term examinations. Follow ups via email and virtual advising were utilized to identify root causes for appropriate remediation. Additionally, referrals to tutoring, the Writing Center, and other campus resources were suggested for further assistance.
- **Faculty:**
 - o The United States Citizenship and Immigration Services (USCIS) has approved seven (7) AY 2020-2021 Faculty H1B petitions.
 - o The number of H1B applications increased 60% from AY 19-20 (5) to AY 20 -21 (8) with 7 professors/instructors and 1 Post-Doctoral Researchers approved as H1B extensions/transfers indicate a more experienced hire to support TSU academic goals.
 - o The Director of the IEC serves as the journal editor for the EnglishUSA Journal.
 - o The Director of the IEC served on the Commission on English Language Program Accreditation (CEA) Scope Task Force.

- **Staff:** The ISSS staff attended the Tennessee Association of International Educators (TAIE) Annual Conference. In addition, the ISSS Coordinator participated in six virtual Staff Development Workshop Sessions sponsored by Academic Affairs and Title III.
- **Accreditation:**
 - o Intensive English Program – Commission on English Language Program Accreditation (CEA) – 5-year accreditation (December 2020 – December 2025). Tennessee State University became the first HBCU (Historically Black Colleges and Universities) to have an accredited English as a Second Language program and is the only CEA-accredited ESL program in Tennessee.
 - o The J-1 Exchange Visitor Program received re-designation for two years by the U.S. Department of State.

CHALLENGES

- **IEC:**
 - o U.S. Embassy closures and travel restrictions severely impacts ESL programs to recruit international students. As of May 2021, 80% of the U.S. embassies are either closed or suspended operations preventing students to obtain appropriate visas to come to TSU for language study.
 - o SACM has difficulty in processing tuition payments due to its internal challenges deriving from remote working. As of November 2020, SACM has \$46,103 outstanding balance for 15 students.
- **IE:**
 - o Track students, Faculty/Staff and Community Partners through high-impact practices (HIP).
 - o Develop and execute programs that promote intercultural communication and cross-cultural competence.
 - o Provide access and track students to engage various global learning programs.
 - o Provide Professional Development Workshops for TSU Faculty
- **ISSS:**
 - o There were delays in visa processing due to embassy closures that adversely impacted incoming international student enrollment.

ENHANCEMENTS AND IMPROVEMENTS

- **IEC:**
 - o The IEC is projecting a recovery in student numbers in Fall 2021 with the opening of U.S. embassies and lifting travel restrictions in addition to availability of a vaccine. Applications and inquiries are increasing at a steady rate and the IEC is intensifying its marketing and promotion activities.
 - o The IEC will relaunch its two programs coincided with the pandemic: Undergraduate Pathways Program and IELTS Test Prep Program.
 - o The IEC will continue to seek and apply for federal, state, and local grants to create alternative sources of revenue for the IEC as well as to increase the visibility of TSU in international arena.

- o The IEC will recruit for undergraduate and graduate students for TSU by promoting level completion opportunity for international students allowing to be admitted to TSU's degree programs without a language score from IELTS or TOEFL.
- o The IEC will develop new partnerships with international higher education institutions, scholarship bodies and local governments to implement customized English as a Second Language Programs.
- **IE:**
 - o Attract students, Faculty/Staff and Community Partners to high-impact practices (HIP) -- community- based learning, global learning, and capstone research opportunities.
 - o Develop and execute programs that promote intercultural communication and cross-cultural competence
 - o Provide access for all students to engage various global learning programs
 - o Provide Professional Development Workshops for TSU Faculty leading global learning experiences-- The Forum on Education Abroad Guidelines for Student Learning, Development and Safety considerations as we re-engage international travel in Spring/Summer 2022.
- **ISSS:**
 - o We aim to provide programming that supports the United Nation's Sustainable Development Goal of promoting appreciation of cultural diversity. Returning to campus will provide an opportunity to return to in-person programming that will result in a more enriching experience.

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, and ASSESSMENT

ACCOMPLISHMENTS

- **Assessment and Accreditation:**
 - o Facilitated the configuration and use of Nuventive Improve for housing historical progress of outcomes assessment for 83 academic programs and 62 administrative and academic/student support units.
 - o Developed method for programs and units to identify outcomes which support the University's strategic goals and objectives.
 - o Completed IE Review of all submitted annual assessment plans
 - o Conducted ten (10) training sessions on (1) Outcomes Assessment and (2) use of the Nuventive Improve platform.
 - o Quarterly meetings held with academic department assessment coordinators, and Assessment and Improvement Committee for Administrative, Academic & Student Support Service units.
 - o Improved institutional culture of assessment through increased understanding and use of outcomes assessment. Based on the annual assessment survey administered with a 70% response rate. Results revealed 97% strongly agreed/agreed training sessions offered increased their understanding of the assessment process; 88% strongly agreed/agreed the new assessment process is more beneficial than prior year process; and 60% strongly agreed/agreed Nuventive Improve platform is simpler than the former software.
 - o Participated in the SACSCOC Meeting on the Record resulting in TSU being removed from probation sanction for Standard 8.2.a.
 - o Program Accreditation: OIERPA established relationships to facilitate programs identified, per THEC Planning File, with upcoming programmatic accreditation site

visits. Sites visits for 2020-21: BS and MS Public Health – Status: Site visit conducted October 1-2, 2020 resulting in accreditation through July 2028. Participated in CEPH consult visit in preparation of interim report due to CEPH January 2022.

- o Facilitated group which developed and published *TSU Academic Program Modifications Approval* document resulting in a published comprehensive matrix.
 - o During the 2020-2021 academic year, twenty-seven (27) new program, academic program modifications, or notifications were processed, approved by Provost, and submitted.
- **Quality Assurance Funding (QAF) Coordinator:**
 - o Targeted programs with upcoming Major Field Tests encouraging strategies to improve the MFT scores with the aim to improve THEC QAF point recommendations for THEC Standard 2: Major Field Assessment.
 - o Facilitated group (Student Equity and Retention Council) to address THEC Standard 5: Student Equity. The Council completed the Year 1 Self-Assessment Report timely and report ready for submission to THEC as scheduled for QAF submissions.
- **Institutional Research:**
 - o TSU's first data visualization interactive dashboard was developed providing fall enrollment data for 6 years enabling internal stakeholders access to frequently requested census data.
 - o Census Data Reporting Group was organized, and the group developed an improved and streamlined process for enrollment reporting for internal reporting as well as TBR/THEC enrollment reporting. The aim of the group is to reduce the number of errors prior to the official census report due to TBR.
 - o Implementation of formal charts in PDF format for distribution of data to internal requestors.
 - o Creation of Activity Calendars to better track detailed information pertaining to internal and external requests.
 - o Creation of Resource guides for the Office of Institutional Research pertaining to formal chart templates, email responses, IRB processes, and internal audit reviews, proper coding for main items in scripts, popular table areas in Banner where data is located, and other.
 - o Revisions were made to account for certain data integrity issues as well as to conform to federal/state guidelines for basic fields such as Race, Full-time/Part-time status, student categories and other items.
- **Institutional Planning and Program Review:**
 - o Meetings from October 2020 through February 2021 resulted in the development of ninety-three (93) strategic initiatives. Meetings from February 2021 through May 2021 reduced the number of strategic initiatives to fifty-five (55). This reduction accounted for unclear, unrealistic, and repeated strategies.
 - o Participation in the planning process was expanded to individuals and departments beyond those individuals who participated in the development of the plan.
 - o OIERPA established relationships with the three educational programs scheduled for a program review in 2020-21 (Engineering, Political Science, and Sociology).
 - o A centralized repository was implemented for the submission of credentialing materials. All faculty transcripts were uploaded into the Human Resources section of Banner.
 - o Faculty credentialing was completed for both semesters (Fall 2020 and Spring 2021) of

the 2020-2021 academic year. This resulted in 100% submissions through collection, organization, tracking, and the transfer and upload of credentialing related materials and documentation for teaching faculty across University departments.

CHALLENGES

- **Assessment and Accreditation:**
 - Communicating the importance and understanding of THEC Quality Assurance Funding to academic programs.
 - Determining the most cost-effective method to publish the enrollment dashboard whereby access is limited for internal viewing only.
 - Staffing – responsible to serve as Director of IR for 5 months until position was filled.
 - Acquiring the responsibility for Course Evaluations - (1) finding programs were not updating course instructor information in Banner and (2) the data results provided with the current platform does not provide the ability to disaggregate data which would allow for a more complete understanding of the student evaluations.

- **Institutional Research:**
 - Review and revision of scripts for internal and external reporting to ensure scripts align with how data is to be reported and with university processes.
 - Time management as several new projects will be implemented throughout the 2021-2022 academic year.
 - Learning and adapting to the transition from TBR to THEC.
 - Management of THEC data errors and attempting to have errors clean shortly after census date in order to have final census data available for internal and external reporting needs.
 - Audits of current data processes

- **Institutional Planning and Program Review:**
 - In prior years, programs had the option of conducting a program audit, which is performed by a team of faculty from institutions within the state of Tennessee. These faculty are not compensated for these efforts. THEC determined that four-year institutions are no longer allowed to utilize this option. This created a funding hardship within the University's programs which historically completed audits as well as a learning curve adapting to the program review requirements.

ENHANCEMENTS and IMPROVEMENTS

- **Assessment and Accreditation:**
 - To develop a model that uses accreditation processes for institutional improvement.
 - To improve data integrity and data access.
 - To support educational programs in addressing assessment criteria expected by programmatic accrediting agencies.

- **Institutional Research:**
 - To develop University Factbook and Common Data Set
 - To implement Enrollment Status Reports (point-to-point)
 - To develop additional interactive dashboards.

- To continue to develop and implement the use of Resource Guides
- To create Banner Quality Assurance Meeting group
- **Institutional Planning and Program Review:**
 - To provide informational sessions to parties responsible for submitting and uploading faculty credentialing documentation.
 - To continue to expand staff and faculty participation in the strategic planning processes.
 - To increase program preparation for annual reviews.

OFFICE OF TECHNOLOGY SERVICES

ACCOMPLISHMENTS

- New Health Science Building Relocation: OTS completed the relocation of five departments (Dean’s Office, Cardio HIM, Occupational Therapy, Physical Therapy, School of Nursing) within the College of Health Sciences. The relocation involved more than 250+ technology devices successfully allocated to the classrooms, labs, and office spaces within the building.
- New Student Laptop Distribution: Distributed 131 new Lenovo laptops to TSU Students to assist with their on-campus and remote learning experience.
- New Staff Laptop Distribution: Distributed 52 laptops to TSU faculty/staff to assist with on-campus/remote job duties.
- Resolved a total of 5,459 of 5,711 work orders which resulted in 95% resolution of all service calls received during the Spring Semester of 2021.
- Provided the necessary network and systems documentation to complete a State IS audit.
- Finalized the distribution of VoIP lines and phones to the entire campus. The only remaining analog lines are legacy fax lines.
- Selected a digital faxing solution (CallTower) that will provide “eFax” capabilities to end users and departments.
- Determined that the MFA solution OneLogin was not going to be ideal for the university community, so a determination was made to pursue the less expensive Microsoft/Azure MFA solution.
- Completed the installation and termination of cabling and data ports for VoIP fire alarm panels. This was a combined effort between OTS and Facilities management.
- Completed and documented the full cycle of a disaster recover simulation. Completed simulation results were submitted and approved by Internal Audit.
- Installed and deployed a new security tool (Tenable). This was a combined effort in OTS between our CISO, systems, and network teams respectively.
- Integrated new Banner Trainer, Tracy Jennette, into our training support.
- Using Ellucian consultants, completed a Business Process Assessments for the Registrar and Financial Aid offices.
- Provided user training with Ellucian for Recruit CRM with attendees from Undergraduate Admissions, Graduate Admissions, and Applications Team.
- Developed a Banner Services application to allow students to input internship data into a local Banner table; many of these internships are independent of specific course work and/or major requirements and often goes untracked. The application will allow departments and the Career Development Center to track and report more accurately on student internships.
- Initiated technical support and coordinated Ellucian resources for implementation of DegreeWorks/Banner Course Program of Study; this integration will allow TSU to comply with

Federal regulations governing payment of Federal aid for courses only within a student's program

- Continued production implementation of Chrome River Travel and Expense Application; provided support for testing and issue resolutions.

CHALLENGES

- Low on-campus staff count: Although a large portion of end-user issues can be resolved remotely, there is still a lot of services that must be resolved by a technician on campus. Services such as new equipment setup, hardware replacement, and other unexpected issues that require on-campus technician support. This causes delayed response times to service requests which can prevent faculty, staff, and students from completing tasks in a timely manner.
- Power outages throughout campus continues to be an issue.
 - Combined with power outages, the lack of a generator or a good functioning generator on various buildings has made power outages exponentially worse.
- Lack of communication and planning from other departments has resulted in “emergencies” for OTS, which creates the risk of OTS not preparing enough to conduct a best practices approach to a solution.
- Data input inconsistencies and integrity in Banner creates unnecessary work for OTS.
- Administrative offices ownership and understanding of tasks, processes, procedures; “self-inflicted” errors due to this lack of understanding continue to cause “emergencies” that requires OTS to continually fix the same problems.
- User testing and acceptance for Banner upgrades is very slow.

ENHANCEMENTS and IMPROVEMENTS

- Complete the installation of video recording/teleconferencing equipment in the 30 classroom spaces of the Health Sciences department.
- Distribute the remaining new laptops to students in need of technology to support their in-class/remote course work.
- Update the OTS website to reflect current policies and procedures.
- Begin rollout of new Microsoft/Azure Multi-Factor Authentication across all departments.
- Deployment of wireless captive portal:
 - This will make everyone that uses TSU wireless to register their device at least once (for students and employees).
 - It will also allow us to know what is connected to our network and allow to react/prevent any potential security threats faster and more efficient.
- Begin rollout of eFax solution (CallTower):
 - This will eliminate the need to use legacy fax machines and give the ability for users to send/receive faxes straight from their email client.
- Potentially move more services to a cloud-based solution, such as:
 - Upgrading phone services, integrating with existing collaboration tools (i.e. MS Teams).
- Available of the Banner 9 Self Service applications.
- Complete a Business Process Assessment for HR.
- Recruit CRM re-implementation for Undergraduate Admissions due July 1, 2021.
- Expansion of Dynamic Forms use/functionality to replace paper/electronic documents.

REGISTRAR

ACCOMPLISHMENTS

- **Departmental Accomplishments:**
 - Successfully transitioned the Office of the Registrar from the Division of Enrollment Management to Office of Academic Affairs
 - Successfully transitioned leadership within the Office of the Registrar from Thelria Hardaway (retired) to Verontae Deams (Interim University Registrar)
 - Met with State Auditors for three months and ended with no findings for the Records Office
 - Implemented monthly staff meetings to give updates and provide training
 - Cross-trained staff on all job-related duties and effective job processing.
 - Successfully completed the end of term processes with no issues
 - Maintained the departmental budget to ensure fiscal responsibility
 - Departmental Compliance Officer for SACSCOC

- **Response to COVID-19:**
 - Successfully transitioned and equipped the several staff members to work remotely
 - Implemented e-transcripts
 - To date, 10,152 e-transcripts have been fulfilled
 - Instituted virtual office hours
 - Assigned a designated staff member to solely monitor the Office of the Registrar's email account to ensure a repaid response

- **Graduation:**
 - Certified Fall 2020 Graduates
 - Undergraduate - 479
 - Graduates – 207
 - Certified Spring 2021 Graduates (estimated)
 - Undergraduates – 714
 - Graduates - 215
 - Explored the option to provide electronic diplomas which will be beneficial to our students; particular emphasis given to international students

- **Retention:**
 - Increased the collaboration with other units to ensure quality and continuity of student service.
 - Enhanced the quality customer service practices have been at the forefront of office operations.

- **Advising:**
 - **Degree Works**
 - The Office of the Registrar Staff worked collaboratively the Office of the Provost update Degree Works
 - Ensured alignment with the departmental degree maps.
 - Full implementation is expected Fall 2021

- **Staff Development:**
 - **Attended *Tennessee State University Synergize Conference 2020***
 - Staff members attended the Tennessee State University Synergize Conference. The staff attended sessions and were invigorated by topics such as: “Women in Higher Education”, “Leading with Intention”, and “Diversity and Inclusion”
 - 66% of the staff attended the conference
 - **Attended *Ellucian Live 2021 Conference***
 - First time that all staff in the Records Office had the opportunity to attend the conference.
 - Session included: Degree Works forum, Pragmatic Innovation in Higher Education, Enabling Extreme Self-Service; and many more.
- **Staff Accomplishments:**
 - Dr. Verontae Deams earned a certificate in Post-Crisis Leadership from the University of South Florida – *April, 2021*
 - Book Chapter submission (in review): Dr. Verontae Deams – *September, 2020*
Qualitative Research for Diverse and Underserved Communities

CHALLENGES

- Mid-Year administrative transition
- Departmental vacancies remain (four vacancies)
- The delay of the purge process impacted the National Student Clearinghouse reporting and warrants questions from auditors.
- New roles and responsibilities within the Office of the Registrar and Office of Academic Affairs warranted new assignments. To that end, the learning curve for staff and administrators had to be overcome.

ENHANCEMENTS and IMPROVEMENTS

- Goal 1 – Partner with Credentials Solutions, Inc. to implement automatic transfer credit evaluation software
- Goal 2 – Implement electronic diplomas for graduating seniors
- Goal 3 – Employ an Associate Registrar, Graduation Analyst, and (2) Records Associates
- Goal 4 – Participate in two professional development opportunities during the academic year
- Goal 5 – Implement Banner Self-Service so that general office procedures can be automated

TESTING CENTER

ACCOMPLISHMENTS

- **Response to COVID-19:** Despite the reduced number of on-campus testers, the Unit remained dedicated to providing on-site testers with a safe environment by spacing students throughout the testing stations, cleaning computers, desks, and lockers, and requiring face masks. The Unit continues to seek the most efficient and productive way to operate while keeping the safety of students and staff our priority.

- **Staff Development/Accomplishments:**
 - Dr. Triba Gary-Davis, Director- Student Veterans of America National Conference, APLU Virtual Conference, Boots to Suits Conference, Member of Assessment Improvement Committee
 - Ms. Beverly McMillion, Administrative Assistant IV- Participated in the Gateway Staff Development classes through Title III, Member of Staff Senate
 - Ms. Debora Jones-Jobe, Coordinator- Major Success: The Extent of Student Learning, Remote Proctoring Options for the ETS Major Field Test, A Brief Consumer Guide to Understanding Assessment Quality, Student Motivation: Common Misconceptions and Methods for Improvement
 - Ms. Porsha Perkins, Test Technician- Webinar Assessment in Action: Hear from Your Peers, Remote Proctoring Options for ETS Major Fields Test, Major Success: The Extent of Student Learning 1 &2, Student Motivation: Common Misconception and Methods for Improvement, Weekly Open Form sponsored by ETS
 - Dr. Triba Gary-Davis serves on the Assessment and Improvement Committee and the Professional School Exploratory Committee
 - Ms. Beverly McMillion is a member of the Staff Senate.

- **Comprehensive/Senior Exams:** The Unit completed most of the Senior Exit Exams and Major Field Tests before Spring graduation; however, the Units seeks to offer more services to students to increase engagement and provide standardized test strategies for Senior Exit Exams and Major Field Test to be completed earlier in the upcoming year.

- **Memberships/Accreditation:** Currently, the Testing Center at TSU is listed as a subscriber to the standards of the National College Testing Association (NCTA). During the 2021-2022 academic year, the Unit will seek membership to the association and attend the NCTA virtual conference in August.

- **Community Engagement:** The Testing Center aims to be the in-house and community testing site for graduate school applicants who attempt the Graduate Records Examinations (GRE), Graduate Management Admissions Test (GMAT), Medical College Admission Test (MCAT), Pharmacy College Admission Test (PCAT), Law School Admission Test (LSAT), and The Test of Essential Academic Skills (TEAS); therefore, the Unit plans to expand its menu of graduate school admission exams.

CHALLENGES

- The closure of the Avon Williams Testing Center interfered with the revenue stream generated by the site; therefore, our *return to normal* operating procedures will be challenging, but the Unit will concentrate on updating equipment and certifications for that site. The Unit has outlined the re-opening of the Avon Williams Testing Center in three phases.
 - Phase I- (May-early June)-update computers and all certifications
 - Phase II- (June-July)-staff return to campus, finish all staff and site certifications
 - Phase III-(July-August)-site re-open and is fully operational

- Historically, understaffing has always had an adverse effect on the operating procedures of the Unit. The Unit will seek solutions to fully staff both locations and the proposed extended testing hours.

ENHANCEMENTS and IMPROVEMENTS

- One primary goal of the new Director is to build comradery among the Unit to enhance communication, build trust and improve relationships. Through team-building activities, the Unit will establish a shared mission, vision, and values to better serve the students, faculty, vendors, and the community.
- The Unit's customer service strategy is to treat every student with positive energy, enthusiasm, courtesy, and respect throughout their entire testing experience.
- The Unit will partner with Career Services and other units on campus to incorporate and facilitate personal assessments like the Myers-Briggs Type Inventory (MBTI) or Clifton Strength Assessment for campus-wide empowerment and success for students, faculty, and staff.
- The Unit will also partner with Distance Education to expand the utilization of the testing center for proctored exams and extend testing hours to accommodate more of distance and adult students.
- The Unit will increase its presence on the University with participation in New Student Orientation and UNIV 1000 to promote available testing services.
- The Unit will increase engagement and scores on the Senior Exit Examinations and Major Field Tests to effectively facilitate student assessment.

Title III

ACCOMPLISHMENTS

- Completed HBCU, HBGI and SAFRA Annual Performance Reports
- Completed HBCU & HBGI Phase I Data Collection Reports
- Completed the FUTURE Act Interim Performance Report
- Implemented the new FUTURE ACT grant
- Implemented Staff Development and Student Financial Literacy Workshops
- Funded 36 Faculty to participate in professional development activities
- Collected and analyzed data for federal reports
- Provided funding for the QEP Cadence Pilot
- Participated in SACSCOC Preparation and Site Review
- Renewed expiring university software agreements HBGI Audit Completed with no findings
- Funded 10 new Graduate Assistants
- Provided individualized technical assistance and training for Title III Activity Directors
- Supported 30 Faculty Tutors to provide Tutoring services to students
- Implemented TutorMe software to provide additional tutoring hours
- Conducted Satisfaction Survey for Staff and Activity Directors to assess processes
- Updated Title III Website; developed Future Act, Tutoring & Staff Development Websites

- A preexisting lab was renovated in the College of Education to create a more innovative academic space allowing students to work on group projects, have discussions, and work one-on-one with their professors.
- Upgraded several Engineering Labs to meet accreditation requirements.
- A swipe identification card system was implemented to provide general campus support by collecting attendance data of students and faculty; staff tracking and student access into all facilities on campus. Classrooms with swipes supported 105 courses.
- Grant funds allowed the Library to increase its database subscription holdings (11 added in AY 20 while increasing student use).
- Two hundred seventy-seven (277) students participated in P.A.S.S. The average Grade Point average was 2.963. For AY 20, students who attended P.A.S.S. tutoring had an average GPA of 3.02 (on a 4.0 scale), while the institutional G.P.A. was 2.70 for the same period. Students in tutoring surpassed the target G.P.A. of 2.5 (on a 4.0 scale). Acquired additional hours of tutoring at no additional charge through TutorMe.
- Title III supported 60 Graduate Assistants across all three grants. The HBGI grant alone supports 22 doctoral level Stem students by providing tuition, stipends, travel, educational and research supplies, and improved research capacity. HBGI also provided Writing support for graduate student dissertation writing through implementation of Graduate Writing Booth Camp.
- Through the Future Act grant, the You First Project was implemented to support first generation students. It transcends the typical understanding of academic coaching and student success to engage first generation students to develop skills to succeed academically and to prepare them to experience their best life. The project employed first generation specialists and purchased library resources to assist students to create experiences that increase performance and address life dreams. They have also formed a partnership with the Advisement Center.
- **Employee Accomplishments:**
 - Four Title III staff members earned doctorate degrees during the last 12 months. Most recently Dr. Seneca McPhee Barbee, You First Activity Director – Earned the Ed.D degree Spring 2021
 - Dr. Sessi Aboh earned a certificate in Nonprofit Management
 - Ms. Anjelica Jones earned a certificate in Higher Education Assessment
- **Staff Development Activities:**
 - The Interim Executive Director and the Assessment Director participated in Nuventive assessment training.
 - The Title III Leadership team participated two workshops sponsored by U.S. Department of Education on how to complete the new APR and IR federal forms.
 - The You First Coaches and staff participated in various workshops on coaching techniques and how to motivate students in a the virtual atmosphere.
 - The You First Project and Academic Tutoring staff collaborated to conduct Motivational workshops for students.
 - Interim Executive Director attended virtual meeting of the Association of HBCU Administrators
 - All staff members participated in two Grant Management Demo sessions.
- **Student Accomplishments:**
 - Stacy Ann Baker, Graduate Assistant, earned her Ed.D. degree Spring 2021

CHALLENGES

- Getting faculty/staff to understand that Title III funds are restricted and cannot be spent on unallowable requests.
- Lack of Title III involvement in the planning process
- Long delays in university processing systems
 - Delayed Budget upload to Banner
 - Account changes and Budget Revisions not being processed Unable to get accounting corrections made
 - Slow hiring process
 - Delay in getting publication numbers for Workshop Flyer
 - Inability to motivate enough students participation in Title III Learning Support Service programs & Activities

ENHANCEMENTS and IMPROVEMENTS

- Prepare to return to campus in-person Virtual Staff Retreat
- Develop Title III Strategic Plan
- Prepare for renewal of HBCU proposal
- Ensure all Fund accounts are being spent down
- Identify, select and implement of new Grant Management software LRC Renovation to begin

TRIO

ACCOMPLISHMENTS

- **Grant and Report Submission:** The Educational Talent Search application was completed and submitted (*decision notification in July 2021*). We also completed and submitted the required annual performance reports and received the maximum award eligible for prior year experience.
- **The Upward Bound Program:** provided students the opportunity to participate via Zoom on Saturday mornings from 8 to 11:30 am followed by a drive-up lunch at a local restaurant as an incentive.
 - We held 22 sessions that included instruction in advanced mathematics, English I-IV, Biology, Chemistry, ACT prep, college readiness, and Spanish I and II.
 - Students also participated with the Cooperative Extension – “Teen Cuisine” program. This allowed students to engage in food demonstrations, workshops on nutrition education, food safety, and health education.
 - To increase the awareness of financial literacy, the students participated in a Budgeting and Couponing workshop with Mrs. Carla Jones, Dave Ramsey Financial Peace Representative. Students were allowed to put the knowledge that they gained into action when they were allowed to visit a local Kroger store and shop with coupons and save.
 - We were able to recruit and enroll ten new participants in spite of the pandemic.
 - The Upward Bound Program was able to assist twenty-two seniors with completing high school, while sponsoring twelve graduates for the Bridge Component of the program. The Bridge Component allows recent high school graduates with the opportunity to enroll in two college classes at the program expense.

- **The Educational Talent Search Program:** provided students tutorial and mentoring services virtually through Zoom on a weekly basis. The services were provided during class times with teacher approval, after school, and during the evenings.
 - The program sponsored workshops with community partners with Metro Nashville Police Department, Parks and Recreations, HCA TRI Star, Deloitte, Chomco Entertainment, and various other professions and businesses. This provided students information regarding career paths and opportunities.

- **The Ronald McNair Program:** worked with students virtually through Zoom. Sessions were held with campus Career Center, Dr. Hassell in the Writing Center, and program meetings. As some students returned to campus to continue their studies, we offered assistance with locating research mentors and allowed students to conduct independent studies with webinars to increase their skills and knowledge. To offer the students a chance to present their findings, virtual sessions were held with staff. For the reporting school year, the program was able to recruit and enroll three new participants. The Ronald McNair Program had three graduates for the 2020-2021 school year and has been assisting two of the recent graduates with applying for graduate and professional school.

- **Response to COVID 19:** TRIO Programs made adjustments to services to ensure that we were able to meet the requirements of the grant applications. Due to the pandemic, normal practices have moved to virtual format. Staff were provided with technology and resources to hold virtual open houses, tutorials, counseling, and mentoring sessions, and provided virtual cultural and educational activities. To stay connected to students, staff also conducted home visits with complying with all state and local mandates. Participants were mailed packets with academic enrichment activities, provided meeting with community partners to promote social and emotional wellbeing, and social-distance in-person meetings to provide meals for participants as needed. To further ensure the programs successes, many of our forms, such as program applications, flyers, newsletters, and processing materials have been converted to web-ready versions. To further assist students with continuing their education, we provided a College and Career Carnival, virtual tours and professional development.

- **Special Initiatives:** The program sponsored a College and Career Carnival with over 15 colleges and 12 career professional presenting information over six weeks via virtual platform. This was a college readiness initiative that provided program participants the opportunities to receive information on admission requirements, available financial assistance, campus offered activities, and career explorations. TRIO also partnered with the TSU Cooperative Extension Program to promote healthy eating, alternative diets, meal prep, and shopping monthly. To promote financial literacy, students participated in a Budgeting and Couponing session via Zoom. At the conclusion of the session, participants were allowed the opportunity to apply what they learn during the “Great Shopping Spree” sponsored at Kroger’s.

CHALLENGES

- **Educational Talent Search Program**
 - The program is at a deficient in participants
 - The targeted schools have not indicated if they will allow staff in their buildings when school starts in the fall
 - Our program enrollment will suffer due if we are not allowed in-person assistance

- o Providing cultural and/or educational field trips – transportation and in-person venues
- **Upward Bound Program**
 - o The program may not be able to provide in-person session on campus due to new COVID requirements
 - o Keep students engage if we remain virtual
 - o Identifying qualified tutors to assist students in areas of need
 - o Allowing students to participate in our residential program (recruitment and retention)
- **Ronald McNair Scholars Program**
 - o Identifying students in the STEM areas of study who are interested in obtaining a Ph.D.
 - o Identifying mentors to work with students desiring to engage in research
 - o Providing students with the opportunity to engage with professional in their areas of study
 - o Providing tours, attendance to research symposiums, and cultural activities outside of campus

ENHANCEMENTS and IMPROVEMENTS

- **Educational Talent Search Program**
 - o Rebuild the integrity of the program to our stakeholders
 - o Provide a computer science coding opportunity to program participants
 - o Offer participants social and emotional safe place
 - o Implement the grant application submitted February 25, 2021
- **Upward Bound Program**
 - o Complete and submit the grant application for 2022-2027
 - o Provide a computer application class for program participants
 - o Develop a hybrid program designed to allow students to both participate in person and virtually throughout the year
- **Ronald McNair Scholars Program**
 - o Complete and submit the grant application for 2022-2027
 - o Engage students in research and other scholarly activities to promote doctoral studies
 - o Create a database of resources available for Scholars including scholarships, graduate/professional school information, and career opportunities.