



TRANSCRIPT OF FEEDBACK

Transcript of Feedback for the Town Halls of the Strategic Plan of the University of South Alabama. *2015 Office of Institutional Effectiveness.*

*Strategic Plan
Town Halls*

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Preface

For detailed information about the methodology used for content analysis, please refer to the final report of results available on the UCPAF website:

(<http://www.southalabama.edu/departments/institutionaleffectiveness/ucpaf.html>).

What follows is a transcript of the 759 comments that were used in the analysis. Comments were collected in one of three ways: 1) participants made notes on post-it notes during one of five town hall meetings designed to gather feedback about the plan; 2) participants responded to a survey; or 3) participants made comments during large group discussions and/or via email with the Office of Institutional Effectiveness.

Overall Plan (25 Comments)

1. Where are we starting from as regards the new strategic plan? If we don't know that, how will we tell if we are making progress towards meeting the new objectives?
2. What is our international reputation currently, and how does it compare to what we are aiming for? How far do we have to go to reach our goals? We have a relationship with only one foreign university. We don't even have a real language program or language department, so how will our students be qualified for all this international collaboration that is implied in the draft?
3. Where does our students' performance measure on a benchmark?
4. We are not a big name school, we don't get the top 10 or even 20% of new high school graduates. Given that, how realistic is our new plan's intended outcomes regarding student recruiting? Will we be short changing the majority of the ordinary students with a focus on the top tier students who won't need to go here? Where do our students currently rank on the performance scale against those top tier schools?
5. Isn't the new plan ignoring the basic elements relevant to this university? I.e. the majority of students come from the Mobile/Gulf Coast; they are often first generation college students; they are not particularly affluent; many lack the skills that would improve their chances of graduating (such as how to study, time management, budgeting their finances, even basics like how to create an outline or write a 5 paragraph essay).
6. How many other institutions are duplicating our objectives? Shouldn't we try to focus on what makes us unique instead?
7. How can we add more to the cost of an education at South? There needs to be more financial aid across the board. USA Students are graduating without jobs and huge student loans.
8. The student athletes already get great support. How about supporting the rest of the students who might be at risk for dropping out.
9. The faculty don't run the departments, the staff and other professionals do that. The faculty would grind to a halt without the staff. In other words, nothing would get done. We are close to that now, just ask the students.
10. Why should we try to be a Vanderbilt or a Univ. of Alabama? Why are they the ideal of a successful institution?
11. As I know you know, for a strategic plan to be effective, there must be strong linkage between all layers of the plan. Again, I don't sense a strong connection between the three layers in the plan as it is.
12. As I am sure that you know, USA has traditionally been known as a teaching university, with mostly off-campus students, many classes offered at night, and little research ongoing. It is my sincere and strong hope that our first strategic priority is to move to a stronger academic model based on discovery that will help us to achieve academic excellence that allows us to reach national prominence for our scholarly impact. I don't get that feel from the plan as it now stands.
13. The combination of these is that it would be great to see every item in our plan connected in some way to the ultimate objective of having USA be the premier academic university in Alabama and in the Southeast.
14. Add strategies on how the goals and objectives will be achieved
15. Create a logic model for the plan connecting areas that are inter-related; intersecting areas are important to focus on to create pipelines that can allow for more campus and community interactivity
16. More information regarding town hall process should be given before-hand so participants can prepare***
17. More focus on faculty/staff morale
18. More focus on transition from undergrad to graduate (focus on GPA, etc.)
19. Not much detail on diversity metrics
20. More centralization of diversity efforts & information

21. Good definition/understanding of diversity
22. RM, BMD, CAHP: There are 2 ultimate priorities of a university in my view: 1=Teaching (conveying existing knowledge), 2=Research (acquiring new knowledge). If we use the existing 5 priorities, can we put the first 2 in boldface or larger print? Better—take the parts within #3-5 that relate to teaching & research and put them as objectives within #1 & 2? Just 2 priorities = best.
23. Acquiring data will take faculty time away from doing the teaching & research. Please minimize the admin burden, esp. for faculty.
24. Complex metrics require hiring more staff. That costs money. Simplify as much as possible.
25. Diversity should be about the local as well as the global

General Priority 1 Feedback (54 Comments)

1. Faculty recruitment & retention/development, research dev
2. Student involvement in high impact engagement activities (e.g., research)
3. Mention of finances and school \$ is absent as a tool to promote access & success
4. Diversity-salaries: are they sufficient to attract and retain a qualified diverse staff. & should be called out in the plan
5. Better organization of objectives, less overlap/redundancy
6. How are we addressing transfer students?
7. There should be additional bullets that reflect a commitment to hiring high-quality faculty who are leaders in their fields of scholarship as well as excellent course instructors such that USA students are studying at the cutting edge of their chosen disciplines. There should be another bullet here indicating a University commitment to transitioning away from the adjunct model of course instruction that dominates much of Arts and Sciences instruction on our campus. This is not a sustainable system for the faculty who hold those positions or the students who are in that learning environment.
8. A nice set of priorities. The emphasis on diversity, safety, completion, is excellent.
9. This appears to be appropriately focused; no deficiencies are apparent to me.
10. Would add an objective about access to quality faculty who are involved in research (and thus are inspired by faculty research...mentorship opportunities)
11. I like these changes.
12. Include numbers. What are they now, what are the goals?
13. I believe this is a good focus
14. Move safety to the top.
15. Morale is an issue. I suggest we include faculty and staff issues as part of the strategic plan. If we could improve work-life balance, provide adequate support, and improve compensation (both benefits and salary), I believe USA would be a much better place for ALL Jags. If these aren't listed as priorities, I am concerned that little attention will occur regarding this very important issue.
16. Only one sub-objective (the last -f) under 1.1 has anything to do with graduate students. Because graduate students fall under various categories (Masters vs. Doctorate), I would think that this could be expanded into 2 or more objectives that might better match and mirror some of the undergraduate objectives. And just so we are all clear - NONE of these (and the entire document) are truly objectives because they are not SMART (Specific, Measureable, Attainable, Results-Oriented, and Timely) - At a minimum, they are not measureable nor have a time requirement associated with them.
17. Specific obj. dealing w/general education transformation and better integrated into the rest of the degree
18. We seem to focus almost exclusively on FTFT. I think we may want to be explicit about transfer student engagement and involvement
19. Gen Ed invest as objective
20. Faculty development and retention is a key objective in maintaining student success
21. Make explicit experience for transfer students: Presentation of information, Transcript evaluation, Relationship and partners w/CC and other institutions
22. Retention: Special focus on engagement and relationships w/students, Advising and connection,
23. Enrollment Services & vision for USA to be a 1st choice.
24. We need a separate point re: recruitment & not pushing hard in own backyard
25. How do we incorporate CLEP, IB, AP & how well do they do
26. Access: #'s of students get here & can't afford to stay. We should be explicit about how \$ is used to support student access & retention & there needs to be better communication about financial aid

27. Make degree maps available for undergrad & grad
28. Discourage heavy reliance on self-reporting measures
29. Self-reported measures aren't always reliable, due to different scenarios of students, time commitments
30. Need more objectives for providing independent resources & scholarship opps.
31. First Generation Resource Center? (And more services/promotion for first gen)
32. PARKING for students & staff & faculty-no visitor parking-maybe welcome/visitor center?
33. With so many exercise science majors, this course needs an overhaul. Maybe an athletic training program for masters.
34. please give us more parking spots. literally don't add a single student more until we can actually park on campus.
35. Provide greater interaction between the departments and programs of the University and the healthcare institutions. Create a wish list of sorts that could help facilitate greater interaction. MCOB could give financial lectures about healthcare finances. Hospital departments could provide speakers for MPA program on healthcare. Healthcare majors could have tours of medical departments and explanations of different roles of various healthcare jobs.
36. Minimize faculty effort in gathering data for 1.1 and 1.2. 1.3 would require us to take over the K-12 schools.
37. Provide more significant information on the school and how things work such as financial aid and jag tran routes.
38. Invest resources on programs, like Honors, with a track record of getting students through in a timely fashion, while also bringing prestige to the University, winning competitive scholarships, being extremely successful in professional and graduate programs and becoming wealthy, loyal alumni who can give back to the university in 10 years or so. Presidential scholarships might be a wee bit cheaper to give out, but Honors scholars stay here and finish on time at much higher rates - i.e. they're a better investment. Oh, and provide meals at the dining hall that don't drive students off campus. Even if we can't house them more than one year, we really don't want them out in the world telling everyone else the food here sucks - which is what they're saying.
39. Remember that not all students are 'traditional'; many of us work part- or full-time, only able to attend classes nights and weekends. Our opportunities to participate in many programs are limited, as are our resources. I think there is a great untapped resource in the adult students on-campus in that 'we' can offer insight and mentorship to our co-students who have barely left the nest.
40. It is important to ensure that support systems are in place for minority students especially those who are first generation college students. The impact of cultural disparities, structural racism and sexism should be considered when creating programming and having persons who represent the minority students directly involved in decision making is extremely important.
41. All very numerical and doesn't take into account students who may work full time. The 4-year focus is too lockstep and some will want to do 2nd major and we're not encouraging that
42. Is there enough attention to quality
43. Quality of teaching do a better job of finding indicators
44. Participation in professional associations & assistantships, etc.
45. Have diverse faculty metrics reflected in more ways than one
46. Classroom enhancement
47. Essential activities—add faculty & faculty morale & staff morale
48. Professors should have good proficiency in English
49. Shift in type of student we are attracting (age). Are we equipped to accommodate these students (evening, online, etc.). Student support system for these students (transition for balance, etc.)
50. Faculty development and retention is a key objective in maintaining student success and for all priorities.

51. I do not think this area should be increased. There's enough classes to take on graduate. It seems a little over barring at times.
52. Provide an atmosphere for emotional growth and exploration.
53. Get rid of the football program cut teachers' pay get more parking lots speed up the jag Tran cut off unnecessary spending stop increases on tuition and fees you are killing people who have to pay out of pocket for everything
54. As a full-time employee, I would like to go back to school. There are several reasons I feel I can't. The programs I would like to apply are full-time which means I have to quit my job or go part-time. As a single mother, that is impossible as I need to keep the health insurance for my kids and myself and bring in a paycheck to support my children. Working part-time means I am ineligible for tuition assistance. It would be great to find a way to help those who are wanting to be more successful and meet the employee's needs.

Objective 1.1 Feedback (26 Comments)

1. Sounds like running reports. How does it increase persistence?
2. Are we doing anything different? How are we incentivizing results?
3. Reasons behind retention rate (underlying issues)
4. Reform General education explicit call out re: Gen Ed transform
5. Add objective to consider # of students who work >20 hr/wk or those who are non-traditional
6. Related to Objective 1.1: In addition to the measures being taken in the FYE courses for freshmen, I think it would be a good idea to add a component in the course that attempts to actively engage the students in both on- and off-campus activities. I think it is important for students not only to engage in academic endeavors but also to get involved in Mobile-area activities. The stronger a tie the students feel to the area, and the more students are enjoying everything that Mobile has to offer (not just USA's academic programs), the more likely they will be to remain at USA.
7. The 1st guidance (that occurs to me at this point) is the STRONG's INVENTORY and a counseling session to translate the indicators
8. Guidance for/position on students who will not finish in four or six years
9. Interview promising leadership student from HS to encourage non-trad admmiss
10. Establishment of qualifications for pre-professional schools
11. New models to support minority students
12. Establish 1st year track(s) instead of freshman declaring a major
13. Need to reach out to students to show avenues to help
14. Program processes to encourage students to take Gen Ed classes early in academic career rather than senior year
15. Help students get into the "right program for them" earlier. This will help decrease length of time to graduation AND attrition rates.
16. If a student is awarded a federal grant, USA needs to award it and not deny the student these funds
17. Availability of classes. Structure of classes sequence to expedite graduation
18. Childcare centers (affordable to students, employees)
19. Early admission programs
20. Increase presence in west fla, Baldwin co, & south miss
21. Better partnerships with high schools & community college & to help USA students complete core curriculum prior to freshman year
22. Paying for college is difficult for many students, especially those who don't have anyone to help them pay for college. At the start of the semester, several students (of whom I'm aware) had to wait several weeks for a decision from financial aid. This is extremely stressful for students and places an unnecessary and unfair disadvantage for students with few financial resources. While other students are able to buy book and begin their semester, these students are prevented from purchasing books and some students are forced to drop classes - all because they are waiting on financial aid. Also, I had a student tell me that he was denied federally approved funds by USA. This seems counterproductive, if we want our students to complete their degrees. If we are serious about keeping our students, I think we need to lessen the difficulties of attending college when we can. Delaying disbursement of funds may or may not be under the control of USA but, if it is, it is something we should address.
23. Not just hours earned but also think about degree progression
24. Some students need 5 years to be competitive for professional schools.
25. Considering # of commuters & those who work, how many can really take 15 hrs/wk
26. All of our students don't have to be traditional

Objective 1.2 Feedback (26 Comments)

1. Alignment for lifecycle for employment
2. Additional objective: Students career placement success??
3. Strengthen the Core (No more flabby courses!) My obsession with General education at USA began four years ago when I was the Vice President of Faculty Senate. This position as an officer provided me an opportunity to speak with faculty from all across campus. Many issues were specific to a unit or department, but our conversations often turned from complaining about the weather to complaining about students. “Students get to my class and they can’t write!” was not only a common utterance, it was pervasive. A close second was “Students can’t think!” and these two statements combined began me investigating “under-prepared students.” Certainly one can make the argument that students at USA are underprepared, but my conversations with colleagues across the U.S. demonstrated that they felt the same way in all three respects. It was time for me to look into the mirror and consider what are we doing in our General Education at USA to prepare students to write. As President of Faculty Senate, I continued to hear the same comments, and my response would be, “well, what are we doing to make it better?” This was often met with, “Students are underprepared when they arrive, not being prepared when they get here, and this is the fault of English 101!” I couple this with my advising of students in the Anthropology major, who often wanted to know how best to “game the system” and would say things like “I will ask so and so about the best professor to take for that requirement.” I would respond “Make sure you learn something along the way.” I was not as equipped to focus on learning outcomes with students and was sometimes speechless when in an upper division course I would hear a students say, “well I got to this class without having to ever write a paper or use the library, I guess I need to do that now.” As the instructor, I would think “F-me! This is going to be a struggle for all of us?” Privately and publicly, I proclaimed, “Gen Ed at USA is broken.” This led to diverse faculty reactions: 1) Our department does a great job with Gen Ed and it is not broken so leave it alone; 2) Yes, it is broken, students can complete it without achieving any significant learning (Academically Adrift); 3) Maybe it is broken, but there is nothing we can do about it. I continued with conversations about Gen Ed with students and faculty, and made a presentation to the Arts and Sciences Faculty Senate Caucus trying to convey the above. I also met with various folks in Administration to express my views. Later, I enlisted the help of Drs. *** and ***to present a faculty workshop where we used TBL to think through Gen Ed. These workshops largely reinforced the diversity of opinions about Gen Ed, and demonstrated that those in the trenches were more likely to see Gen Ed as broken and those in administration were more likely to see it as functioning fine, and simply needing some tweaking. Fall 2015, I joined the Gen Ed Committee and found that like many committees at USA, there was not a strong history of working for change or sense that people knew much about what the committee should be doing. At one point, we began a conversation concerning the idea that “Gen Ed was Broken” and the idea seemed to resonate particularly concerning students not having the skills needed to do advanced work. The committee attended a Gen Ed Workshop this past January and mixed views were again apparent. I am recently returned from the AAC&U meeting with two excellent colleagues. The conference was fun and informative. It is always stimulating to have engaged colleagues when attending a conference, and our conversations rarely strayed from what session were we going to attend next and where our next meal would be. Good suggestions on both made for a very enjoyable experience. What I found was that MANY institutions are engaged in General Education “revision” though I see it as more transformative. I feel as though if you are not revising your Gen Ed you are being left behind (Red Queen). That is, if we are not running to keep up, we are surely falling behind and will we continue to be able to put our graduates up against those from other institutions who have a stronger Gen Ed? General Education reform is about producing better learning outcomes for our students so let’s get to the hard work of making it happen. Gen Ed reform is the right thing to do for our students! The conference not only

galvanized my thinking in terms of “keeping up with both big state U and small privates” and that it is about our students, it also demonstrated that much of the hard work is already completed for us. The AAC&U has put together Essential Learning Outcomes (ELOs, Don’t bring me down), developed rubrics for assessment, and continues to do a variety of research, especially with employers, that supports their work. We do not need to reinvent the wheel, we simply need to install it! Of course, installation at any particular place, like USA, is far from simple and the instructions are vague at best. However, there are accounts out there of success and failures, consultants, and other resources to help make it happen. So, why transform the Gen Ed at USA? Most simply and importantly, we will be proud of the students we graduate with a transformed Gen Ed. Students will be better prepared for advanced academic work, their career, and lifelong learning. While this is sufficient to have us beginning to form new committees and hire a Director of General Education at USA, there are additional reasons to focus our efforts on Gen Ed Reform. However, all of these ultimately relate to improved learning outcomes for our students. Change campus culture! Currently, the most common perspective on Gen Ed by students, faculty, and advisors is that it lacks value. The Gen Ed is an obstacle to be overcome or get out of the way. Instead of a selling point, it is a detriment for the institution. This change in campus culture can ripple throughout the entire university and to reach its full transformative potential it should involve the entire campus: students, faculty, advisors, alumni, community, development, marketing, and so on. Why reform Gen Ed at USA now? 1) A potential tipping point among faculty who are ready for change 2) AAC&U provide us the tools 3) Focus on student retention and persistence 4) Faculty development in best teaching practices/provide reason to innovate 5) Recruiting new students 6) Involving alumni and community 7) Advisors won’t tell student to just CLEP out of that requirement

4. Increase the teaching and opportunities for developing critical thinking skills.
5. Using data to be predictive of success throughout the student’s course work
6. Advertise Jag success & writing lab more
7. Need more freshmen advisors
8. Do faculty know how to develop learning outcomes? Help from Instructional Design?
9. Each course should be audited for content every 4-6 years.
10. Offer more career planning courses that are of value to the student. Students should be required to take a career course that helps them learn and understand more about their intended major. (Example: Major exploration course) Advisors should be more engaged with students to help them progress toward degree completion and prepare for graduate school.
11. Offer more online course
12. Give tests in week one and two
13. Institute a university-wide requirement that a pre-requisite has to be passed with a C or better before a student can take the next course.
14. I don't see this anywhere in the focus area but to improve student outcomes C should be required for prereq's. (Objective 1.3?)
15. Do not ignore student feedback on teacher evaluations.
16. Most of these are not by faculty
17. Lots of self-reported measures
18. Only metric about jobs or placement, need to have more metrics for jobs/advancement of education
19. Satisfaction by employees measurement (?)
20. Short term employment mentioned mid/long term outcomes (difficult to measure) are perhaps more important metric
21. Percentage of students knowing how to search and retrieve information for research successfully
22. How many will complete? How reliable is self-reporting? – also 1.5, 1.6
23. Assessment/Predictive testing for state board professional exam
24. Learning outcomes need to come out of an actual performance context

25. Fine tuning assessment for student success
26. Decrease class sizes, which can only happen through increased hiring of good faculty paid at the national pay scale for faculty.

Objective 1.3 Feedback (25 Comments)

1. What are we doing, specifically, to recruit High achieving students?
2. What about outside the region. Does the growth of our out-of-region recruiting begin a kind of diversity (including but not limited to international) that might expand our campus culture and maybe touch on globalization.
3. Why regional focus? Are we limiting ourselves by this focus? There is a balance needed
4. Recruitment of high-quality. Co-op w/local schools & better understand link b/t high school & college (& middle sch.)
5. Diversity of more than race & gender
6. Try to lower the GRE and TOEFL requirements of admission. For undergraduates, GRE may not necessary
7. Increase opportunity to CLEP for credit core classes
8. I agree we need to ensure the recruitment of high quality students and increasing academic standards is a must.
9. Should we have a pre-college program? E.g. Dual Enrollment Services
10. Creation of Office of Diversity
11. Actively invest in high school prep of students
12. Address programs and admission of LGBT students
13. Increase effort to support nontraditional students Increase support for veteran students
14. we've got ACT, but what about TOEFL scores as indication of Intl. student readiness
15. In order to meet objective 1.3, there needs to be an indicator in reference to our growing Adult population recruitment and retention
16. Track ability to pay for college—adjust tuition costs
17. Consider financial need
18. Graduate Nursing students are not required to take the GRE, nor are any scores reported as admission criteria.
19. These metrics do not ensure diversity. How do we make explicit the goals of diversity? What do we mean? Do we want to have a faculty, staff, student mix that looks like our region? What about 1st generation.
20. How does this ensure diversity recruitment? It sounds more like data collection
21. Yes. Too much focus on finding diversity. If we seek excellent students and faculty, the diversity will follow. If we only seek diversity, we are missing the point and academic excellence is no longer our aim. I am all for diversity; however not as a goal. It will flow as a natural side effect when we seek the best. If we assume that 'the best' only reflects 1 race or nationality, then we have most definitely missed the point. Focus on excellence and the rest will follow.
22. Objective 1.3 should put a HIGH degree of emphasis on the 'social class diversity' aspect. As a basic college degree is becoming, more and more, the new 'high school diploma' (meaning: the very base level of education necessary to attain any kind of financial security in life), it is the DUTY of every public institution in America to take care that students from poor or low-income backgrounds are not left out of the brave new world simply because of their economic hardships.
23. I fail to understand Objective 1.3 and the assurance of admission of high-quality diverse student body representative of region. Does this mean we are moving to a quota system in our attempts to recruit based on race/ethnicity, gender, and social class. Why can't we just simply state we appreciate and recruit diverse groups of students.
24. What is being done at the university and the individual college level to actively recruit a diverse student body? Faculty already have overwhelming teaching responsibilities. Who will be tasked with recruitment at such a level so as to make it effective?
25. Ensure recruitment and admission of a high-quality, diverse student body that is well prepared for college study and representative of the racial/ethnic, gender, and social class diversity of the region.

Objective 1.4 Feedback (16 Comments)

1. Does A ensure or measure access
2. Does this measure within major access
3. Number 1.4 in the graduate online courses there is a spirit of practice that does not ensure anyone meeting academic/professional mentorship. For example when questions are posted in the forums answers are slow or nonexistent. Also sometimes the answers back are abrupt and done in a scolding manor. Finally, there is conflicting information given on posted lessons between faculty and in the required books.
4. Why is 1.4 so short? Couldn't hiring decisions over last 4 years (faculty and administrative and director positions) that included minority candidate in the candidate pool. Assuming the candidate was equally qualified was he or she afforded the job?
5. Great objective but this has been an objective for the last 20 years and very little to no progress has been made in terms of faculty diversity especially ethnicity
6. All hiring should prioritize expertise rather than ethnicity.
7. Access/engagement more partnership b/t res life staff and faculty with programming—keep track of programming of academic programs in res life
8. Consider promoting females as often as males
9. Recruitment plan for diverse faculty beyond advertising in certain publications
10. Retention of diverse faculty
11. How do we know that we are recruiting and hiring a diverse faculty and staff? More difficult to know about recruiting efforts.
12. Why is there only one measure of this objective? How many highly qualified minorities have not been hired for open faculty, director, administrative positions? This would be a good self-measurement
13. Mentoring of non-traditional students & faculty (older students!)
14. Diversity should take second place to hiring the most qualified individuals.
15. Why is this now going to be different? All talk no action. Just look at the graduation stage!
16. Guard against erosion of tenure, over-reliance on non-tenured (casual, adjunct) faculty. Do better than the law or SACS allows.

Objective 1.5 Feedback (26 Comments)

1. We will have data?
2. Not all students learn well in TBL. Can we not have some academic freedom here?
3. Can we incentivize faculty to do/develop w/innovative instruction other than TBL
4. Library not mentioned!
5. Academic support from library should be added
6. Need objective on recruiting retaining & developing faculty—that is a key component to student success
7. Increase support [for] staff and nonteaching faculty
8. Stop pushing TBL. Most students in some disciplines hate it.
9. Please eliminate 1.5a and 1.5b. A colleague introduced TBL, following the institution’s lead, and student rage was so intense that she had to stop. A large group of pre-med students expressed firm opposition at a club meeting and the faculty speaker, from COM said ~ ‘you have no choice. It will be done this way in COM, so you have to get used to it.’ The experts should to the customers (even though accreditation & professional licensing laws make them a captive audience). We should neither promote nor oppose TBL. The learning style is a matter of faculty judgement and student feedback. It is not only our unit or institution in which TBL 50:50 support: opposition or >50% opposition.
10. Add to this opportunity for faculty feedback
11. Team-based learning? What rooms are available to support this type of learning?
12. Faculty resource fair to learn about student & faculty services
13. Revise Gen Ed so faculty are using creative learning modalities & inform students why important
14. ^ # of TBL classroom space/collaborative instructional space/collaborations
15. Ensure students have access to resources (e.g. library, journals, databases, etc.) that support programs such as UCUR and other research
16. One on one mentor model like in honors
17. Improve library collections both students & faculty need it for research
18. Better guidance for medical residents in each unit not enough oversight leadership, guidance for residents
19. Have we considered other ways to measure excellence in instruction other than (or in addition to) Team Based Learning? While some courses/majors may easily fit into a TBL format, others may not.
20. More advisor-reported interaction with students, probably better record-keeping—more direct measures
21. Increase student satisfaction (by survey) on accuracy & usefulness of advising of academic paths
22. UCUR is now Office of Undergraduate Research (OUR). Please change. # of students not best metric, student products & success is.
23. Objective 1.5 has two bullet points for TBL, a trendy instructional method (with corporate backing) that has been called into question by a growing number of studies
24. Quality matters takes away academic freedom
25. Do students really “appreciate quality matters or know what it means?”
26. Change UCUR to the Office of Undergraduate Research

Objective 1.6 Feedback (9 Comments)

1. Again, how do you foster self-reporting? Our students will self-report if we train them in the importance
2. Examples of programming?
3. More engagement with faculty
4. 1.6 is too vague just like 1.5 too vague
5. Add co-curricular transcripts as means of student self-reporting
6. Access: need more parking for current students
7. Specify what co-curricular learning outcomes measured
8. Not the best measures/indicators. Better option: participation in student groups/part. In athletics. Better measures of
9. Student orgs reports of engagement. Students more likely to stay if they are engaged. Student engagement in community almost the same as 5.2

Objective 1.7 Feedback (16 Comments)

1. Incorporate “healthy” into this objective
2. Safe add wellness or “healthy” & (with environment) Can a comprehensive wellness program be incorporated
3. Need better lighting on campus—especially in parking areas and libraries
4. Emergency call towers
5. Creed of conduct for faculty & students as part of culture & university branding
6. Increase cameras (quality ones). 911 poles
7. Training programs for students to learn how to prevent and/or react to a crisis situation
8. Infrastructure for more lighting
9. Continue to develop “apps” to let students know what is going on with safety
10. More visibility of police officers—sorority/dorms/laundry
11. Decrease through traffic on CW Campus
12. Emergency access phones throughout all campuses
13. Should have something related to Title IX as an indicator how are we progressing.
14. See to things that actually create a safe environment & not just perception
15. Title IX should be added in with others--& dev indicator for programs, etc. for effectiveness/changing perceptions require training, etc.?
16. Add an indicator. Campus offerings on safety. Capacity and quality. There is so much happening on this topic, how do we assess it?

Objective 1.8 Feedback (15 Comments)

1. Should be combined with 1.3
2. Add Objective 1.9: Financial Aid: Across the board, Simplify process
3. New Objective 1.9: Achieve integration of the health core and educational missions
4. Increased graduate Enrollment Services calls for sustained access to library resources
5. Partnerships with local high schools...share faculty & resources
6. University advertising
7. Tie in to other areas of country like with distinguished young women
8. Marketing of graduate programs, better marking & outreach to undergrad students.
9. Expand honors scholarships
10. Better specificity re: target of F to S ratio
11. metrics used elsewhere—reorganization—possible overlap
12. Faculty/student ratio—University position on online vs. face-to-face. Online classes may be issue.
What does this look like? How measured?
13. Clarity (increase or decrease?) or improve?
14. ACT & GPA are proven markers & not necessarily useful
15. What is the ratio? What is the threshold #?

General Priority 2 Feedback (34 Comments)

1. Unsure about faculty in entrepreneurial activity?
2. Same as above - what are the numbers we're trying to improve, and what's the time frame for changing them to... what numbers?
3. Focus more on undergrads in research
4. Increase faculty/innovative measures to ensure faculty-student ratio & diverse experiences
5. Funds for faculty recruitment, development, & retention
6. Add Priority: Interdisciplinary research collaboration among depts. E.g. medical tourism
7. Library resources support (fundamentally) the research done by faculty & students, but it is not listed as a priority
8. An additional bullet should indicate a commitment to increasing faculty incentives to increase extramurally funded research, such as course release, merit-based pay, and professional development accounts.
9. The objectives for this priority appear to be appropriate and focused.
10. Include the USA libraries in this objective as they are integral to increasing scholarly production.
11. The university libraries should be mentioned here. For example, support for research in the form of librarian support for researchers, research materials, and space for research should be mentioned.
12. Make them SMART.
13. A recommendation would be to pool your subject matter expertise with the calling to consider what the individual strategy would be to address this key component to the effectiveness of our institution.
14. Target opportunities exist through the utilization of subject matter expertise through promoting cross-culture communication (academic and medical). This could be addressed as an objective. For example, the number of collaborative relationships producing a measurable outcome (health disparity, consumer education, etc).
15. A recommendation would be to begin with the primary objective and compose separate measurable objectives related to: Participation in research; Education of healthcare professionals; Access to Care; Patient Outcomes; Satisfaction; Interprofessionalism; Efficiency; Collaboration
16. Help faculty be more productive
17. More incentives for faculty to take on students
18. Help train students to be more ready for research
19. Change funding formula for GA assistantship
20. More funding for research in areas where external/national grants are not available
21. More support for grant writing/in both staff & climate
22. Better travel & research budget (including/especially for students)
23. Expand the number of activities that can help more with the diversity of international students.
24. The College of Allied Health has a huge untapped opportunity before them. The B.S. in Emergency Medical Services (Paramedic) is the only one in the state and one of a few nationwide. They should be performing research on EMS because there is a vast lack of adequate information on the field of prehospital healthcare. They could easily become an authority on the subject.
25. I believe that if we as a university want to improve the quantity and quality of peer reviewed publications and other research, as well improve securing funding via grants we have to improve our methods of recruiting competitive qualified graduate students. The stipend we offer, as well as the lack of resources including health care, limit us in the number of qualified applicants we can receive.
26. Please provide systems in place for graduate support of minority students. The alienation and isolation that minority students experience has very real negative effects. Hiring more minority faculty members and more minority staff to assist minority students in matriculation.

27. Scholarship on national level: Getting graduates out there, Making connection to faculty, Push more research on publications in media, We are conducting scholarship
28. Increase the # of grad assistants
29. More qualitative data/objectives
30. Objective: Promote stronger collaborations and mutually beneficial research partnerships between university and community stakeholders that make use of and strengthen USA's research output and impact. (e.g. government organizations, nonprofit organizations, businesses, k-12 schools, 2 year colleges)
 - a. number of internally funded community engaged research partnerships
 - b. number of externally funded community engaged research projects
 - c. increased outcomes data indicating impact of community engaged research efforts
 - d. increased quality of data indicating impact of community engaged research efforts
31. Promote the importance of a balance between hiring external candidates for higher positions and hiring from within. Our healthcare system seems to have overlooked the value of its own employees, especially when these employees have continued their education. External candidates are given preference which is debilitating to morale. If we do not value our own education system and employee experience, how can we expect to retain the best employees? And what are we saying about the value of our own advanced degrees?
32. Need to find balance between demands of teaching and time for research.
33. Faculty in Arts and Sciences are very discouraged by the huge disparity between their pay and those of Administrators. As a result focus is dwindling. If you want engaged faculty, pay them what they are worth
34. I think this priority should be greater than the effort put into bringing SEC-level football to USA! Except in a very few colleges, I know of no one who plans on getting their master's degree at South, including myself. That is a shame.

Objective 2.1 Feedback (39 Comments)

1. What is the definition of “faculty discovery projects and programs”?
2. Please define resources—include an outline of resources as an indicator
3. Internal funding fantastic start. Standard equipment breaking
4. Increase financial aid incentives for graduate programs/students
5. Integrate educational resources with healthcare objectives
6. Include research staff and nonteaching faculty
7. Why focus on just faculty research? If you want excellent Graduate programs providing the same resources and infrastructure to students will help tremendously.
8. Expand the focus of Objective 2.1 a, b, and c to include types of scholarship other than 'discovery'. Scholarship of teaching, application and integration can address other priorities as well, such as community engagement and student success
9. Target training grants for grad programs
10. Provide better computer/tech support for collaborative creative development
11. Look at our model of F&A distribution and revise
12. Need a division of biostatistics
13. Better use of grant and contract overheads to support growing the research infrastructure
14. Consistent, systematic “need” support package for new faculty
15. Create an internal funding mechanism for innovative interdisciplinary/collaborative research
16. Pre-tenure sabbatical—apply for sabbatical with tenure/promotion get it 7th year not 8th year
17. Lower teaching loads for research—standardize teaching loads that reflect research goal
18. Evenly distribute University, College, & Dept. Service
19. Hire more faculty to help balance research/teaching
20. Increase resources to support research & proposal development, e.g. dedicated staff
21. Material resources to support research ex: library materials and personnel
22. Expand UCUR
23. Opportunity for faculty to negotiate teaching/research ratios
24. Grant writer on staff to help faculty search, obtain, and write grants
25. Look at the numbers of students that faculty teach and award time with course release. Time is a resource
26. Increase library holdings and facilities. Add study cannels.
27. Involvement in early college need a policy change for tuition
28. Central resource—(research)—integrate entire USA system. Many research studies, etc... from healthcare & other industries will pay for itself.
29. Develop a core research and development dept to oversee, apply and conduct research opportunities for healthcare
30. Utilize graduate students to assist in research activities/projects
31. C -> Include grad students, # of faculty that support grad student research
32. Mentors per college need to be defined and recognized
33. Increase in number of full-text journals available
34. Increase in # of print or electronic books, documents & other materials available...
35. Clinic—no set aside of time for research & logistics difficult
36. Equipment breaking & need support for infrastructures campus wide
37. Sustainability of instrumentation
38. Provide the financial means necessary to obtain the equipment/facilities required in order to be competitive for external funding opportunities
39. Increase resources, support, and infrastructure...

Objective 2.2 Feedback (32 Comments)

1. Not working
2. Is this code for “let’s get rid of humanities programs?”
3. Given grad numbers, this is a mistake “grow current” programs?
4. Support existing programs. New Grad programs? Dean of A&S is threatening to cut some A&S programs
5. Yes, Yes, Yes
6. Library resources ILL: journals, books, databases are essential to research but aren’t a priority or essential activity
7. Library resources: should include funding to support access to databases, should include funding for library faculty to collaborate with research faculty
8. All good
9. Graduate education can/should include graduate medical education (GME) - the training of residents and fellows for specialty and subspecialty professional life. Incorporating common elements across the university, including GME, would strengthen the university as a whole. Although the training paths are different for medical graduate education and masters/doctoral graduate education, there is common ground in research, funding, and dissemination. GME activities are collaborating regionally and nationally in several settings.
10. Nursing PhD
11. Creation of Master’s in Healthcare administration/management open to any BS or BA discipline
12. Creation of master’s degree in emergency medical services (ems) to complement the BS degree here
13. MD-PhD
14. Encourage academic dual degrees across “schools” when logical—remove politics in program development
15. Increasing, improving the research outcome metrics of 2.2-2.7 requires priming pump to invest in the research infrastructure
16. Provide support (staff positions &/or budget dollars) to faculty after new programs are under way (i.e. recruiting students)
17. Graduate Student Council: SGA does not understand grad needs due to being 99% undergraduate governed, Conference reimbursement, Grant needs,
18. Regular meetings b/w college, dept, program
19. Grad student professional development
20. Increase opportunity for graduate students to gain teaching experience
21. Competitive stipends to grad programs—History lost 25% of 2014 admits because they got better deals elsewhere
22. Increase variety of online graduate learning/programs
23. Offer more master level classes besides simply med school in sciences field
24. Collaborate with other masters & doctoral students & programs
25. Increase funding for graduate programs.
26. Offer more online graduate programs. Most students graduate with their undergraduate degree and secure employment to help payback student loans etc.. But still have the desire to pursue a graduate degree so working and going to school is possible with online course availability.
27. Increase faculty satisfaction rates
28. Item 2.2 is not clearly defined - is this via student feedback or by pass rates?
29. Expansion of graduate programs must be addressed
30. CoE Stipend: \$11K: Way too low, Look at national averages, Use GAs to work on grants but fairly compensate them
31. Post-graduate employment opportunities new broader than program focus—e.g. PhDs can do many things—let’s not over align programs

32. What does objective 2.2 even mean? It is unclear to me. Second, we have a long and deeply ingrained institutional history of paying lip service to research but having no follow-through. I am convinced that our board of trust, as well-intentioned as it may be, is totally clueless as to the cost of actually building a research university. The outlays publicly discussed in the new \$150 capital campaign only serve to reinforce that impression. \$10M is peanuts compared to what is needed, and those of us NOT in the COM know where we stand in line to even get any of that. Our Research Administration is just not up to snuff.

Objective 2.3 Feedback (10 Comments)

1. Honors students—departmental honors & honors theses
2. Increase opportunities for undergraduate and graduate students to participate with faculty in research, discovery, and creative activities.
3. Support student research activity (Objective 2.3)
4. 2.3 is excellent, but it needs internal funding in some disciplines.
5. Establishment of inter-professional network of collaborative faculty
6. Evaluation of graduation programs & potential combination
7. University-wide research course that would count toward graduation
8. More interdisciplinary interactions. Ex: infection control could utilize graduate students in national research products. Finance students can help look @ healthcare spending
9. Use University Honors/Departmental Honors/ UCUR students to supplement our lagging graduate programs in research. We have some very capable UGs, we need to make better use of them to improve faculty productivity.
10. Apply academic research to other disciplines

Objective 2.4 Feedback (17 Comments)

1. Fate of IDG needs transparency
2. Grant writing resources for college and unit level
3. Faculty release time for research
4. Provide a way to improve application competitiveness
5. ^ Protective time for grant programs
6. Give credit in faculty load
7. Support for pilot projects
8. Restore incentive program for research faculty
9. Provide access to databases
10. Increase dissemination of educational opportunities to staff ex: scholarships, grants, etc.
11. Provide resources to healthcare to increase capacity for research grants
12. Provide funding for trips to funding agencies (Objective 2.4)
13. Student and faculty collaboration on grants
14. Count industry funding as highly as grant funding for tenure.
15. Provide a clean delineation between COM teaching responsibility (Medical education) & primary departments appointments—who do we answer to?
16. Very selective to the type of research with emphasis on subjects that make a difference in the big picture
17. Many do not pursue external funding since it translates into faculty not teaching an overload, which is very important to supplement full load salary. Unless this changes through salary raises faculty will not attempt to solidify external funding.

Objective 2.5 Feedback (6 Comments)

1. How to balance international collaboration with export control requirements/limitations?
2. Increase number of internal research collaborations at USA (collaborative research among several USA colleges/divisions)
3. Include internal collaborations as well. There is currently a lack of mechanisms/structures for collaboration between the USA academic and healthcare system. Reducing the barriers for internal collaboration would certainly promote attaining this priority.
4. Increase support for international travel funds
5. Then give us paid leave when we get nationally recognized grants/awards
6. I think that a good portion of our research activity should be geared to improving the lives of our community Mobile/GC/Southeast/AL. This ties in to our engagement and relevance to region

Objective 2.6 Feedback (4 Comments)

1. Entrepreneurial: Add resource center, Equipment, Contract/partnership with students/faculty in exchange for initial startup support
2. Need \$ incentive or release time for faculty mentoring activities
3. Actively seek private funding for research such as pharm. companies
4. Academic entrepreneurial activity go beyond marketing products

Objective 2.7 Feedback (10 Comments)

1. Advertise share info/insight gained from multi-disciplinary quality improvement projects can tie to research projects
2. Maybe 1-2 USA sponsored research/or quality improvement project recognition highlights
3. Provide funds for travel & state/national meetings needed to make peer connections
4. Research on impact of RCO
5. Where is the quality (2.7) is number more important than doing impactful/meaningful research
6. Add: national education as type of publication
7. Add: number of verbal presentation at regional and national professional meetings
8. Encourage and support faculty fellowships at research centers abroad, i.e. American Academy in Rome, Berlin, etc.
9. Add scholarly activity counts to 2.7A
10. Reasonable balance of teaching, research, & service

General Priority 3 Feedback (22 Comments)

1. I would be interested in the details of how the university plans to address these priorities. South feels very insular despite the variety of international students one can see on campus.
2. This applies to medical student and graduate medical education as well. Global health is a growing concern and important topic and skill set for all future physicians.
3. I recognize how these objectives will enhance faculty and students' international experiences, but I fail to see how these objectives will impact staff.
4. Support and encourage global engagement through research initiatives that arise out of community engaged scholarship and community based principles.
5. Expanding int'l recruiting to new areas—especially working on Europe beyond athletes
6. Graduate education recruitment in Europe
7. Flexible Gen Ed curriculum that would transfer/work for those studying abroad
8. International internships mentoring of int'l students by US students
9. Enhance advertising of publicly funded study abroad
10. Graduate student study abroad
11. Better communicate value of study abroad
12. International student mentorships: through SGA, through faculty
13. Improve orientation experience for international students (e.g., don't put math exam in orientation)
14. Consider a "CAS 100" type course for international students
15. Encourage languages taken early
16. Yes, I believe a lot do not participate because of the language barrier.
17. Offer an international course for international students that exposes them to university life. Offer more scholarships to international students.
18. Work with the city to create a more university oriented environment in the area surrounding the university to encourage students to come to USA from both other areas of the United States and other countries. This should include a shuttle to downtown, especially on the weekends.
19. Make funding available for international presentations and research.
20. "Global" also equates to places outside of the South—e.g. "study away"
21. Yes. Although a diverse student body with a strong international presence is a benefit to the University's image and reputation, that sector of the school is, and should remain, a minority of the total undergraduate/graduate enrollment. USA is, first and foremost, an Alabama public institution, created in 1963 to serve the students in Mobile and the Gulf Coast region. Concrete steps, including quotas if necessary, should be taken to ensure that Mobilians, Alabamians, and Gulf Coast citizens remain the focus of student recruitment efforts at USA. As the folk saying goes, 'You have to dance with the one who 'brung 'ya.'
22. We need to stop pretending all international value systems and political systems are equally meritorious, and stop trying to dissolve ourselves into the world. We need to be unapologetic advocates for classical Western ideals, and we need to insist that those who come here to be educated conform to our social and ethical norms, and not expect us to conform to theirs. This kind of internationalist-think makes people in many corners feel warm and fuzzy, but there will be a rude awakening someday if we don't remain a bastion of classical Western virtues and values. It is no accident that the civilization in which we live today, with its stunning array of technological accomplishments, originated only in the Christian west.

Objective 3.1 Feedback (28 Comments)

1. Should we improve our national status first?
2. How do we take advantage? Internships, service learning
3. Matriculation from English language institute
4. In terms of order of objectives 3.2 and 3.3 greater importance than 3.1
5. Not a high, doable priority—Already diverse
6. Increase the number and diversity while maintaining the standards
7. 3.1 is ok if it means recruiting more students rather than excluding some to make room for others.
8. Addition of co-curricular environment
9. Integration in housing & campus life
10. Engagement in university community
11. Student services/activities
12. Faculty resources for supporting international students
13. Enrollment Services: Orientation & support: Programs need support in identifying students who will succeed, How to handle inquiries
14. Increase integration of international students into student body
15. Faculty as mentors or faculty exchange? Faculty should be more aware
16. Freshmen common read
17. University wide initiative “go global” “South Goes Global” “Ready for the world”
18. Increase present of advising’s support for international students
19. Global experience for students who don’t study abroad?
20. Need better support for existing international students
21. Attract a global presence by charging in-state tuition for all students during summer sessions
22. Recruit more international students from China, Korea, and Japan. Especially China.
23. Try to lower the TOEFL and GRE score on the admission requirement
24. To give 3hr. for doing what is now extracurricular
25. Engage and communicate more international students to make them feel more welcome to the university.
26. “Listening beyond the accent”
27. Ranked #5 healthcare
28. As with faculty, recruit students by ability, not nationality/ethnicity

Objective 3.2 Feedback (44 Comments)

1. ^ students participating in international experiences—not just University related but experiences outside University setting. Example: peace corp & peace corp masters. Working at any social justice entities to expose students to international causes
2. Add objective supporting collaboration across units
3. move 3.2 to the top
4. Funding available for students to study abroad & curriculum mapping that allows/includes study abroad
5. More programming to attract US students to int'l events
6. Increase funding and access for study abroad internationally
7. Grad & undergrad opportunities to experience the real lives of people in other countries—internships—PC Masters
8. Where to send students abroad. Ambassadors to school
9. Expand the variety of abroad students outside foreign lang. classes
10. Get business to sponsor studying abroad
11. OIE—faculty workshop on organizing faculty-led courses
12. Fund faculty preparation visits to set up new USA
13. Include high impact as part of study abroad. Honors project, service learning
14. More impactful if incorporated into General Education!
15. Need examples of programs
16. More opportunities to travel and learn in different countries
17. More financial aid available for study abroad
18. Develop large scale curricular plan, including hiring of faculty
19. Internalize the curriculum (support for FL instruction)
20. Increase the number of faculty leading study-abroad opportunities
21. Require foreign language courses. Can easily be assessed through national standardized tests
22. Do not rely on service providers that limit options for study abroad locations
23. Align study abroad with faculty research interests
24. Offer scholarships to low-SES students so that they can study abroad. Often, costs of airfare prevents students from considering studying abroad
25. Fill existing empty lines, such as: --Filling lines would increase enrollment and bring in more students (Latin amer. HY, Africa HY, French Lit.)
26. More support for existing programs with international content
27. Increase faculty understanding of global perspective
28. Prepare students for study abroad
29. Provide funding for all students to travel internationally
30. Link global experiences to academic & career goals to encourage global thinking
31. Students from Alabama & Gulf Coast need to get out of Alabama
32. Support conferences and brief academic experiences accessible to all students—local may lead to global with early exposure
33. Local & regional students need to see more of the world
34. Provide resources through the libraries and other that support student exposure to and understanding of international products & view points
35. Try to build up the long relationship with local universities to help us recruit students and let them come to US for study
36. International faculty exchange
37. Find a way to strengthen courses that have a global focus already and bring those faculty together to exchange ideas about how best to complement each other's courses.
38. Metric for “understanding” & “culture exchange”
39. Foreign languages

40. Add faculty international experiences/exchanges
41. Study abroad opps. for graduate students
42. No. of foreign exchange students engaged in USA programs
43. Explore options for “study-away” programs in USA, but that would allow students to travel our diverse & globalized country. Ex. Class that incorporated spring trip to DC
44. Augment Study Abroad programs with 'Study Away' programs - i.e. academic courses that involve an experiential travel component w/in the US on breaks, summers, and at the end of semesters. This is how you get this population to have a taste for travel - take them to NYC over spring break, or to the Badlands of SD on fall break, etc.. It's cheaper than going abroad, and lets' face it, anything beyond Birmingham is 'global' for many of our students....

Objective 3.3 Feedback (16 Comments)

1. Partnerships both globally and locally
2. E. Is unclear. Make faculty more aware
3. New Objective 3.4: Increase faculty resources to increase research/travel to meet global engagement i.e. Dean of A&S questions international travel
4. I'd expand Objective 3.3 to include regional as well as local presence.
5. Expand & improve partnerships to improve global health impacting COM, nursing, MCI...
Develop research driven health initiatives with global focus
6. Support for faculty development related to international engagement
7. Use virtual technology to link USA to host country longitudinal relationships
8. International businesses to advertise for our University of their home base
9. Get international business to sponsor scholarship programs for students from Home Base
10. Use foundation to fund: international collaborations, international travel opportunities
11. International associations academic/professional for faculty to connect students to jobs
12. International activities are always pretty cool (like fairs and stuff). Maybe consider a business fair specifically with international organizations that work in the area?
13. I have been working with numerous local businesses and organizations and little support has been offered or provided by our institution. There are makings for establishing campus centers providing research to serve Gulf Coast organizations beyond just the School of Business and Health Care.
14. It is very difficult to find persons to directly interact if you are a community person. It would be very helpful to have a liaison between the community and the university to manage requests and to direct community leaders to the right university person and/or resource.
15. B & C. Concerns that these priorities are not educationally centered & will need to maintain academic freedom
16. Increase engagement with international businesses and organizations especially those with a local presence.

General Priority 4 Feedback (69 Comments)

1. Keep current objectives. They are simple and to the point –“Fantastic Objectives”
2. University & teaching: How do we incorporate training into this?
3. ADD IN: Objectives relating to education of profession (all of the current ones are patient related)
4. Objectives about excellence in training
5. We do not see patient advocacy/education: It's 1 directional but needs to be multidirectional
6. Need to develop 4.1 stronger academic-pract partnership
7. Objective added: specifics on education and research to support the general goal of this area. No objectives speak to research or education.
8. Statement not supported by objectives
9. There is a disconnect between the mission statement and objectives. The objectives only talk about outcomes and not objective that is particularly related to us as an academic medical center that focuses on education and research.
10. Inter-professional education is not covered in these objectives.
11. What is our place in the community in relation to other medical centers? We should be the tertiary medical center for patients with complicated medical issues, which frames our uniqueness. The major descriptive paragraph is not off, but the objectives are not representatives of the whole of the priority (e.g., access and inter-professional education).
12. Changing the way care is delivered and training of health care professionals for the future of health care delivery is not expressed here.
13. Regarding priority 3: Diversity should be about the local as well as the global
14. The division of benefits of couple of years ago enhanced this feeling of division between the health care and education divisions.
15. We need better communication across divisions.
16. We need to find the place where the education and health care mission merge. They should not disrupt each other.
17. Encourage more interdisciplinary activities between health care and education
18. There are lots of things we could be researching but we need partnership with the university to make them a reality. Create opportunity for more collaboration and partnership across divisions.
19. We need better alignment of goals and outcomes along with improving communications.
20. Having different people from different disciplines was valuable in these small groups. Can we create more opportunity for that?
21. Lack of communication re: resources and we need to provide more opportunities for partnership across levels (graduate and undergraduate) and across faculty disciplines.
22. The focus of these objectives appears to be appropriate.
23. I think it is a good system priority focus.
24. Include the Biomedical library in this objective as without access to information, faculty cannot produce research nor can they better education health care professionals or patients.
25. There should be an objective about the role of health professional education. While it is included in the goal, there is no objective - measurable outcome - that creates a focus of activity. Unfortunately, this fits what current efforts at medical education excellence feels like at our institution. It is something that is mentioned in the big picture, but always disappears from discussions of service and reimbursement.
26. These priorities are lacking in 'to educate healthcare professionals'. Also need to focus on developing strengths to community health care- not just measuring - all the objectives appear to be focused on outcomes already measured and developed. Quality of graduates in nursing, allied health, etc. measure the employer's evaluation of the new graduate in fields. Develop a study of health care areas where numbers of graduates don't meet demands / needs of healthcare systems. Establish these areas as service of needs to healthcare at large. Especially allied health areas.

27. Fine
28. This priority needs to be developed more fully. Essentially these three objectives are merely reflections of the Triple Aim of Healthcare that all healthcare systems must address to remain viable. It's difficult to comment on this priority given its broad statements and lack of measures. I understand regulatory measures are being updated; however, they are constantly changing, but continue to focus on IOM's quality measures: safety, effectiveness, efficiency, timeliness, and equity. The priority statement is worded strangely and is somewhat redundant; Efficiency implies effectiveness and optimal utilization of resources. For efficiency to occur, healthcare delivery must be informed by research.
29. The health care piece of the pie seems to be making the greatest, and most touted, strides. That is wonderful. South should constantly push the envelope in this arena, including advocating for greater access to healthcare for everyone.
30. Translation of research to practice is a fundamental aspect of excellence in healthcare and is missing in this language. Patient-centered approach to treatment is a model that is critical and receiving significant funding dollars. Suggested Objective: Strengthen partnerships between the academic and clinical programs to increase translation of research based medicine. Support, encourage and enhance patient-centered models of care throughout the clinical and academic programs.
31. Should be more measurement items: What is HCAHPS?
32. Communication of our resources between univ depts. In health system
33. With regard to excellence, we need to put measurements in the plan that hold us accountable for outcomes for patient care. Be multi-dimensional in our thinking.
34. Numbers
35. Needs COLLABORATION
36. We don't see INTEGRATION of health programs in healthcare: They work separately, Not enough "cross talk"
37. There's a level of "resistance" to work together Ex: PT students do not have many opportunities to go to the Medical Center
38. Need better communication between hospitals & health sciences @ the University
39. Team development—"team driven care"
40. Does being the region's leader mean the biggest? It shouldn't, but we should be the leader in offering unique services. What is our niche? To provide services in the region that citizens can access without having to leave the area.
41. What are we? A health care system that provides education or an educational system that provides healthcare.
42. Why are we divided? What can we do to not be divided?
43. Students are our #1 priority and that should be reinforced such that all staff and faculty (e.g., housekeeping and maintenance, faculty and administrators) offer help to students when they see they need it.
44. Ways to accomplish the objectives w/training & clinical sites
45. There should be a creation of join position? –A Bridge—
46. Needs administrative structure that supports translation w/work of clinical side to implementation side
47. New hospital USAMC! Building
48. Disease specific centers of excellence
49. Assess healthcare gaps in Mobile & work to fill e.g. Pediatric urology & nephrology
50. Telehealth technology & engage rural health
51. Faculty joint appointments—MCI/USAMC & C&W
52. Applying new models of collaborative care
53. Re: the 1 year retention rate: USA is still seen as a stepping stone. Why don't we offer child care? That may be one thing that would improve retention.

54. We should have a get on board day for faculty.
55. Connect and communicate more the opportunities for students to volunteer with the health system and career opportunities for them.
56. Do more to be inviting of the community to campus—for example it's impossible to tell them where to get a parking pass.
57. To help keep patient satisfaction up, work on 'modernizing' USA Hospitals (medical center) and utilizing technology to help patients and make patients feel better about their visit. Work on updating televisions to true HD service, for example.
58. Hire more workers to get patients in and out in a timely manner.
59. No recommendations really but I have some concerns regarding the psych clinic and the fact that it doesn't take insurance. if that's not fixable, I understand, but that's a concern
60. Hire more trained and caring professionals.
61. Study the trends in healthcare needs and offer additional allied health training in the needed areas, such as reopening the Clinical Laboratory Science program. Not every BMD student will be able to go, or want to go, to Medical School. The University's job placement statistics could be improved by offering alternatives to the years these students have studied science by funneling these students into other complimentary career paths, such as CLS. Develop courses through the MCOB and MPA programs that teach about real healthcare financial concerns and methodologies so that the graduates can use concrete in-the-trenches information to help do actual healthcare financial planning and budgets. Increased use of hospitalists to coordinate hospital care. Increased access to Internal Medicine providers for employees so that care at all levels is available and our own employees are encouraged to use our physicians and our own diagnostic services. This encourages the Medical Home model and increases the success of the RCO. We need to take care of ourselves.
62. Health care should not be linked to the holding of ones grades and just be a side bill. All health care services should be told in advance the prices of such screenings or tests.
63. I disagree with the policy that USA Hospital employees have the opportunity to retire and continue working under the LLC. When I inquired about this, the reasoning was because of a handful of Holidays the campus gets??? This is a very UNFAIR benefit. You state that USA is an equal opportunity employer. This is a conflict of interest!!!
64. Advertise the Bachelor's degree in EMS.
65. Make sure no-one else can tell horror stories of their encounters with the USA health system.
66. Invest more resources into community outreach and make a meaningful effort in the underserved communities in the City of Mobile.
67. No recommendations, but wanted to say thank you for including the Health system as part of the new strategic plan. In the past, the health system has felt left out by those on campus. As the regions trauma, burn and neonatal unit it is imperative that more focus is put on the health system.
68. Excellence in Health Care. Our drafted objectives are synonymous with the Triple Aim of Healthcare (Population health, experience of care, and per capita cost). While this is the goal of healthcare system at large, how does the USA system seek to adapt the changing landscape of our healthcare environment?
69. Our mission statement specifically mentions "promoting health" of our service population. As written, our strategic draft does not include objectives that address this component of our mission. It should be noted the distinct differences between "health" and "healthcare". Objectives to address this focus (health) would allow for engagement in activities that seek to modify health outcomes across our target population (Gulf Coast).

Objective 4.1 Feedback (35 Comments)

1. ADD: “patient-centered approach” & “translational approach/research” to the objectives: Ex: 4.1 objective: “...achieving through patient-centered approach to...” “...of application of research through practical services (?)”
2. USA. Broader Priority! Leader in value based care modeling! This includes outreach and engagement of consumers prior to the need for services.
3. B. Add “To develop a population health focus including prevention, early detection, etc. as leading academic treatment & research enterprise.”
4. Objective for healthcare not as defined or specific as other disciplines
5. Development of USA Health system as the tertiary care facility in Gulf Coast region
6. Combine 4.1 & 4.2 Regionalization
7. Address all areas of a patients’ physical health, including their emotional and spiritual aspects of healing.
8. Add indicator to 4.2 beyond “satisfaction” Consider repeat use, external surveys of pts, other
9. Establish baseline of all objectives listed & other objective -> research, education, etc.
10. ^ % of USA employees utilizing our health system
11. ^ Pt. Access to primary care & specialty population management
12. Specific quality indicators being looked at
13. Define quality indicators that are patient centered
14. Focus on efforts to aid in prevention of disease and increasing quality of life: Both for people associated with the University & the entire Mobile community
15. Objective 4.1, 4.2, & 4.3 in intro paragraph; other concepts listed in paragraph not listed as objectives. (i.e. research, educate)
16. Integration of output & input services required
17. Leader in quality improvement research and healthcare delivery research!
18. Promote a single unified system for medical records across all depts. Within USA system
19. Increased recognition of quality of healthcare provided at USA—by acknowledgement in the community
20. Increase Case Managers to assure national benchmarks are met
21. Vice President of Health Affairs Dean Recruitment
22. Need to implement dynamic programs of excellence
23. Attract more medical specialists. For example: Rheumatologist, dermatologist. Be able to retain medical specialists
24. State of the art equipment
25. More range of specialties to be more comprehensive
26. Investment in human resources needed to provide quality
27. Make employees accountable when they do not follow the set standard
28. Budget for products that could improve quality of care for pts.
29. Allow departments, such as Nutrition Services, to be adequately funded for educational programs and CEUs and this will allow us to pass this education onto patients and fellow physicians, clinicians and nurses in different areas we discuss plans-of-care.
30. I would like to see our nursing MA program transition to a face-to-face environment. When I first came here, the healthcare worker treating me confessed to cheating in her on-line coursework. You can imagine the rest.
31. As a student that suffers from psychiatric issues it is extremely important to me that the university creates a larger psychiatric center that is available more often so that students can receive medication on campus not just on Wednesday mornings. It would be more efficient for those who are moving here from a different area that are seeking a psychiatric doctor who can prescribe medication especially for depression, anxiety, adhd, and other disorders that may hinder from the learning process.

32. 4.1 Please consider re-opening the Med Tech program. Our health system is short 8-10 positions and there is a nation-wide shortage of Clinical Laboratory Scientists. Some of the BMD students that have career goal changes would be interested in a laboratory career. They may then be able to go to Med School or PA school later and be very successful due to clinical experience.
33. Need to be more competitive
34. In order to 'Achieve exceptional patient quality outcomes' we need more than just a pretty facility or fancy artwork on the walls. Your employees that work in the trenches, so to speak, can tell you more about what is needed to achieve those exceptional outcomes. Hospital administration depends on the department heads to determine what the needs of their department are. The employees of those departments convey this information to those department heads. When these requests are continually ignored it makes the employees feel disrespected and unimportant, thus affecting morale. If you REALLY want to know what is needed to achieve exceptional outcomes, ask the ones who actually lay hands on the patients and have physical, face to face contact with them. Some department heads spend so much of their time in meetings and they struggle to find time to actually be there for their department. They are also spread very thin by having to run 4-5 departments. I have seen and continue to see firsthand how ineffective that is. If USA wants to be 'in comparison to peer groups' then we need to find out what they are doing right and what we are doing wrong. Stepping down out the ivory tower and actually seeing firsthand the wondrous things that we employees do for patients, would give them a new perspective. I know that the hospital administration is very busy running our facilities. I respect them and applaud them for their work. I think it would be a great idea if they threw on some scrubs and some running shoes twice a month and shadowed an employee for a day. Imagine the amount of respect and honor they would receive from the employees. As we all know, word travels fast in hospitals. That respect and honor would go beyond the areas they shadow in.
35. In order to exceed peer groups, our healthcare facilities need adequate facilities and equipment. Talk a walk through any of our medical facilities and you will see outdated equipment, supplies and inadequate staff. We are not state of the art. There also needs to be a paradigm shift in the healthcare facilities. We are functioning as we have for years, without the motivation or desire to improve and change with the times.

Objective 4.2 Feedback (21 Comments)

1. Should be edited—not reimbursement but proactive innovative preventative health
2. Accreditation is not a subset of reimbursement
3. Yes—“no margin > no mission” is true, but don’t lose sight of the missions part of an academic medical center
4. √ variations in patient experience
5. Employee satisfaction is important too. Directly related to 4.2 patient satisfaction
6. Achieve exceptional patient satisfaction in USA Hospitals, Clinics, and the Mitchell Cancer Institute.
7. Consider accreditation for auxiliary clinics to match hospitals
8. ^ staff pay to match local/regional levels
9. Consider the reopening of CLS Department. Trouble filling opening in clinical laboratory
10. Consider more opportunities to help students in healthcare to train/volunteer at our hospitals
11. Being the leader in patient access to care: 1. Build physician group—urgent care & specialty phys. (nonteaching); 2. To promote all employees & families to use USA Phys/Hospitals; 3. Will bring additional community support & use of USA Health System by word of mouth.
12. Upgrade the financial reporting system. Currently, financials have a lot of manipulation, which burdens large room for errors and delays reporting to leadership who are trying to guide this strategy financially.
13. Develop recognition of USA as a “center of excellence” in healthcare
14. New hospital for adult inpatient care with expanded OR & Bed capacity
15. Development and maturation of primary care & achieving quality measures for the RCO
16. Reevaluate staffing levels to nationally recognized programs
17. Utilize priority 2 to help healthcare research, finance, nsg, HR, allied health
18. Quality leadership that is integrated
19. I would like to see adoption of a objective similar to Dell Com of making our community the healthiest in the SE or nation
20. Merit raises for staff who go above & beyond
21. Happy employees equals happy patients

Objective 4.3 Feedback (15 Comments)

1. 4.4: Align the missions of the educational and healthcare enterprises
2. √ variations in care
3. W/regard to excellence, we need to put measurements in the plan that hold us accountable for outcomes of patient care. Multi-dimensional.
4. We don't get a high percentage of our own staff and faculty who use our services and we need to increase that.
5. Incorporate fiscal training documentation etc. into Med School training
6. Investigate staffing shortages to see what campus programs could be developed to meet our needs—like clinical lab sciences
7. Cross educate clinical staff w/college of Business as a collaborator to make better program financial decisions
8. Have MCOB staff walk through process improvements—LEAN w/clinical processes
9. Those with ability to impact on reimbursement need to understand the limitations posed by practice mandated guidelines
10. Long term financial master plan with integration of health system
11. Faculty/staff healthcare benefits a +1 option alongside individual and family plans
12. Add inter-professor reimbursement models—PA, NP-Others
13. We don't get a high % of our own staff & faculty who use our services & we need to increase that
14. I think our success depends on our ability to collaborate with other local health systems and not only compete
15. 4.3 Due to changes in re-imburement, it may be the correct time to stop using LabCorp in the clinics and send the lab work back through our own health system. This will allow for population health trends to be monitored and will bring revenue back into our health system. Why pay an outside lab to do work on our own employees that are Blue Cross paying customers? If the bundled payment system replaces fee for service, we would be prudent to help ourselves be more fiscally sound. Physicians would get faster results which would ultimately lead to better patient care and higher patient satisfaction. With the POB centralizing the physician offices and Cerner being implemented throughout the system, it just makes sense to do our own clinics' lab work by summer 2016. A high level financial analysis should be done as well as looking at the long term ramifications for our health system, such as satisfying Meaningful Use mandates and having a true health system with the laboratory tests the same from the clinics and MCI to both hospitals.

General Priority 5 Feedback (28 Comments)

1. Add another objective: develop community-based research & engaged scholarship
2. Increase of impactful research
3. Add objective: Increase opps. for student internships w/community (groups)
4. § Adding “educational” & “career paths”
5. Yes. Pull it back. We are in no position to be all things to all people. Let's focus on our core mission of delivering to the community well-educated, independently-thinking, highly skilled and motivated young people, and let THEIR influence on the community be what counts!
6. Creation of policies to support community-engaged scholarship
7. Develop community engagement database: Be able to track including volunteerism, Access for community & campus to see & post opportunities
8. USA needs to be a part of day-of-caring
9. Worlds of opportunity (exposes 8th grade to careers): Need a presence as a 4yr institution, Could be under 5.2
10. Need facilities appropriate in size and scope to host events open to campus and community...Parking included
11. Service learning...Non-profits could benefit from this so central point of contact to group and campus about process and getting connected
12. Have a visitors center/spot/booth: Info/directions/parking info, Easier access for visitors and potential students
13. In the airport shop and the airport in general
14. Getting blood drives/other community agencies involved in branding USA – “I bleed red, white and blue” shirts
15. Speakers' bureau on campus
16. Offer things on the weekends and after 5pm.
17. Allow the campus employees the same benefit to retire and remain in the same position as do hospital employees. I understand campus employees may get an extra week or so for Christmas break but that's a week or so compared to a lifelong goal/commitment to excellence for those for their future. I would rather give up that week or so and have the privilege of retiring and continuing to work as well.
18. ON-CAMPUS FOOTBALL STADIUM. I don't know if anybody will even read this but I know so many people who turned down going to south because there was no stadium on campus. Having that would not only increase ticket sales but it will also create a great college sport atmosphere. In my opinion this will also add to the beauty of this campus, we have so many iconic buildings and structures and a stadium would be a giant one to add. I think an on campus stadium would also mark a giant milestone and show outsiders and alumni how fast this campus is growing. How amazing would it be to hear all around campus 'USA' being shouted by such a great student body on a Saturday night. I really hope this is read. USA student- ***
19. Please realize that not every single one of us lives on campus so maybe schedule movie events and activities and that sort of thing for the day time. I'm honestly not trying to lose sleep over it but I wish I could get involved more
20. Reward good behavior Community engagement is key to increasing the overall effectiveness of the university.
21. Reaching out to the community is an indirect means of recruitment. Today, students from Dodge Elementary who were visiting the Archaeology Museum took a class photo with the Southpaw statue in front of Alumni Hall. This is invaluable for future recruiting. Support those entities on campus that do this type of work.
22. Let professors establish more relationships with their students.
23. The 10% value of Service in a faculty load is unfair due to the time required. If university-community engagement is a priority, the university will need to value it more highly.

24. Develop and promote the available resources of faculty and staff for community needs.
Establish a 'lending' library of faculty/staff available to non-profits and communities for expert advice, planning and developing systems of delivery of services, etc.
25. Accent healthcare education by having a required number of public service hours in community clinics.
26. Objectives: 1. Develop rigorous, systematic evaluations of all outreach and extension programs.
a. Increase evidence of impact through achievement of stated outcome goals. b. Increase evidence of application of systematically gathered input from stakeholders regarding outreach and extension efforts. 2. Strongly connect community engagement to on-campus research and educational strengths by increasing mutually beneficial relationships with community stakeholders. a. Adopt tenure and promotion policies that advance rigorous community engaged scholarship and research. b. Increase opportunities for training of faculty, students, and staff in the principles of rigorous community engagement including service learning and community based participatory research. c. Increase internal opportunities for dissemination of community engaged scholarly activities.
27. # of mutually beneficial partnerships
28. Where are the student learning & student success metrics! Not just learning

Objective 5.1 Feedback (38 Comments)

1. Yes
2. Incentive for faculty/staff to participate. Little credit/reward for faculty
3. More internships available
4. Internships and service-learning are not the only options. A general push for individual creative instructor by individual teachers. Foster innovation that is tailored to our clients/students not following trends.
5. Mesh objective 2.6 entrepreneurial activities with community engagement. One fosters the other
6. Redefine what an internship is: purpose, types of activities allowed, how does it support curriculum, how is it supervised, distinguish from service learning
7. I would include faculty as well as students in Objective 5.1 (understanding that this is a more critical goal in specific schools and programs.)
8. Internships!!!!
9. Service learning: Non-profits could benefit from this so central point of contact to group and campus about process and getting connected
10. Educating the faculty
11. Good objective. Need to effectively publicize to community & campus
12. Centralized support & one place internships
13. Central location for all services & ways of community involvement that currently exist
14. Number of developmental and career advancement hours (mock interviews, resume workshops, etc.)
15. Have more internships within the healthcare system for all areas including MPA and College of Business
16. ^ Internships—Medical, Industry Co-ops, Doctrine specific
17. ^ Partnering with health system on internships
18. Assess current programs in which the health system serve as a partner with focus on non-clinical like business and public administration
19. Identify where faculty members on campus who can provide internships for USA students. –This list could be a great resource for our students.
20. Engagement with experts in the community through guest lectures
21. Experiential learning course w/no course fee
22. Make sure there is access to the literature through library resources
23. Increase national level and international internships, bring in consultants who have experience with these
24. Include measuring students in ambulatory clinics to increase service learning
25. Community survey of needs
26. Communicate this: service learning—venture
27. Meaningful experiences—more opportunities
28. Already provide service learning in department wide initiative for last 8-9 years and there is no institutional support or funding to take experiential experiences beyond Mobile. Other more progressive schools expose their students to experiences beyond the local community so administrative support is needed.
29. I have had personal experience with a partnership between South and a local non-profit. I think there needs to be more control by faculty, more participation, so that students are not left to fend for themselves when an agency looks to the relationship more as an opportunity to have extra help than a true learning experience. There needs to be accountability on both sides in order for there to be a real benefit.
30. “Co-op”- do we need to add co-op to 5.1A?
31. Good objectives. Increase outreach to high schools
32. Increases in paid internships

33. Courses for experiential learning for students
34. Make sure the measures are based on literature on differences in sub and internships
35. This is the weakest of the points—based on the points, it's more about how the community can help the university as opposed to the university helping the community
36. Have this expand quickly
37. Objectives 1 and 2 here are the most important. Life in the US today is a struggle for employment, particularly employment that can provide a living wage (or, at least, a wage that is sufficient to cover both food and rent in the same month). Any 'leg up' that the University can help to provide it's students as they head out into the dismal job market is welcome, especially considering the high levels of debt most of us have had to accrue in order to attend USA in the first place. Place students' hands in the hands of local business leaders, and let them make their best impressions. Hopefully, entry-level employment opportunities will arise.
38. Consider all of the members of the student populations and not only provide lip service to diversity but real resources and efforts by providing a diversity officer that can communicate the needs of the minority student population which translates into finding meaningful internships and work opportunities in industry, government, nonprofit, etc.

Objective 5.2 Feedback (27 Comments)

1. Add community service w/civic engagement
2. Objective 5.2 should be 5.1—we must be seen as fully engaged in community & leadership participating in growth & forward momentum advancing this region. 5.1 objective will follow
3. Increasing fac./staff serving on community boards and support to hold those roles
4. Job placement services for graduates
5. Access to attend city meetings to develop relationships to create resources for the University (not financial resources) & for the University to provide resources back
6. If we had a list of resources from campus that we could use @ Hospital to problem solve on speak like to clinical staff or on Business plans
7. Encourage univ-based start-up tech companies
8. Focus groups—Corporate/students Academic Selected for corporate
9. Partnerships with clinical faculty > needs assessment
10. Web page (one click) that informs faculty/staff/students of campus related events for the week or month
11. Increase the number of USA/business partnerships to offer mentors for students in their chosen fields
12. Increase publicity of events on campus that engage the community & students at the same time.
13. Not enough timely advanced notification of events
14. Bring in famous speakers to champion service learning
15. Office for involvement: Coordinates, helps set measurable objectives
16. More advertisement of available opportunities—establish a volunteering metric for teams, etc.
17. Need to use community engagement as an opportunity to understand diversity issues in the community
18. Engage in community events like “United Way Day of Work”—Habitat for Humanity
19. Because our medical facilities provide care to indigent patients, it is of the utmost importance that we would develop grant writing and funding avenues for our medical facilities. In order to compete with our peers, and provide the best care we will need to partner with local and national businesses for funding and develop a strong grant writing program.
20. Increase strategic engagement of faculty, staff, and students with business, government, non-profit and other organizations directly involved in regional economic, civic, and cultural development.
21. Partner with the city and local governments and our healthcare institutions to develop additional internship options, such as through the MPA program and the Mitchell College of Business. Have additional events such as the Think Pink Tea which brings in the community and promotes a sense of loyalty for our system.
22. Develop more internships and partnerships with government and industry in the region.
23. A and B indicators could be clarified
24. How are indicators measured secondary to qualitative data collection approach? (Indicators seem to be all quantitative).
25. Add indicator: # of grants with university-community partnership
26. Expand definition of the community! Regional focus. Consider tuition enhancement for students in this catchment area. Regional referral area = regional student recruitment area
27. Expand definition of “community” to include gulf coast region

Objective 5.3 Feedback (26 Comments)

1. § Can this be enforced?
2. How exactly will these be able to be measured?
3. Is this touching enough on external relationships besides 5.3? i.e. looking at partnerships w/local schools—like schools come in to College of Med to tour/visit
4. Outreach from the University to communities that may not have the means to leave their community to access University programs. “University outside the walls”
5. How do we do 5.3 C? Campus is not participating in these activities
6. Do an annual founder’s day that invites community & alumni back to campus: Would be a mechanism for people/community to know of opportunities
7. Provide a mechanism for faculty to get involved in community boards (i.e. arts council, etc.) to provide visibility and engagement
8. Hire a full time CASLCE Director
9. Social media outreach
10. Transportation to community service opportunities
11. Reduced fees to audit classes to encourage community to participate w/University
12. Multicultural competence/awareness faculty/staff/students
13. Try to add more classes which be held after 5 pm to attract more community members who needs to work from 8-5
14. More outreach to high schools & middle schools to recruit for the University (women’s athletics)
15. More & better academic non-credit courses for those of us who love learning at the University but aren’t interested in pursuing a degree
16. Bringing in community leaders to see what we do @ Med Center & entire health system—Once they see they will be hooked
17. More events—better marketing of events
18. Create environment in community where everyone has Jag Fever
19. Expand offering—make it cheaper
20. Start involving USA employees incentive to use USA for healthcare needs & furthering education
21. Advertise advertise advertise
22. Hold things on campus that people will want to attend and make sure they know they're invited!
23. If we want the community to participate in University-life, we need to be more active in the community. I would like to see more volunteer service opportunities for staff, particularly during traditional work hours. Many employers have adopted Employee Volunteer Time Off policies after realizing the benefits of giving employees opportunities as part of their jobs to volunteer.
24. How do we know we’re doing 5.3 besides #?
25. I would recommend some sort of metrics to assess how well we meet our community needs and alignment to Mobile/Gulf Coast strategic plans
26. Cultural change

759 TOTAL COMMENTS