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University of Houston
DOWNTOWN

Scan to view
Digital Program

HAPPY NEW YEAR!!!!!

1. Sign-In

2. Grab breakfast

3. Scan the QR code for the digital program

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Digital Program

AGENDA

8:30am   Breakfast

9:00am   Welcome from Academic Affairs

9:30 am   President's Update

10:00am   Division Updates

12:00pm   Lunch

12:45pm   *Empowering Futures: Integrating Transferable Skills at UHD:* A Panel Discussion on the QEP with UHD Students and Faculty

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SCHEDULE OF SPEAKERS – DIVISION UPDATES

❖ Deborah Bordelon, Provost & Senior VP, Academic Affairs

  w/ Office of the Provost Staff

❖ Carmen Panlilio
Interim Vice-President,
Enrollment Management

❖ Kim Lambert-Thomas
Vice-President,
Administration & Finance

❖ Erica Morales, Director, Benefits & Compensation, Human Resources

❖ Chief Casey Davis, Chief of Police, UHD Police Department

❖ Hope Pamplin, Director, Accessible Education Center

❖ Dan Maxwell
Interim Vice-President
Student Success & Student Life (3SL)

❖ Jay Zambrano
Vice-President, Advancement and University Relations

PROVOST'S UPDATES

ACADEMIC AFFAIRS WELCOME

Cristian Melgar

Assistant Business Administrator, Financial Affairs

Letiticia Burns

Research Accountant – Office of Research and Sponsored Programs

Caimdyn Stewart

Director, Academic Planning and Experience- NISS Grant

Gabriel Durham

Associate Director, Community Engagement and Service Learning

Impact Learning Office

ACADEMIC AFFAIRS FAREWELL

Retirement Party!

Monday, January 27 at 4pm

TDECU Tour Room

honoring

Louis Evans

Executive Director

Off-Campus Instructional Sites

ACADEMIC AFFAIRS UPDATES

Course Buyout Guidelines for External Funding

- **Feedback from Faculty Senate, Faculty Senate Task Force, Office of Research and Sponsored Programs (ORSP), Deans, Executive Cabinet**

- **Posted on the ORSP Website**

- **ORSP is available to provide support for writing your grant proposal and developing your budget**

ACADEMIC AFFAIRS UPDATES

Grant Updates

Proposal Submissions:
FY 24: 54 submissions, $25,981,223 proposed dollars
FY 25: 11 submissions $ 4,034,024 proposed dollars to date.

New Awards:
FY 24: 22 awards, $6,205,152 funded
FY25: 6 awards, $504,714 funded

Additional information will be shared at a future Faculty Senate Meeting

INTERNAL FUNDING

ORCA Awards FY25

- Total Amount Funded: $138,864
- We awarded an additional $20,000 in ORCA funds beyond the $118,000 budget.
- 25 out of 53 projects were funded.
- Thank you to the ORCA Committee and especially to the ORCA Committee chair – Dr. Lanyi Zhang!

AI INTEGRATION TASK FORCE

- Greg Dement, Chair
- 3 Subgroups: Governance, Operations, Pedagogy
- **Fall Activities:**
  - Compiled existing research, best practices in AI, and examples from other institutions
  - Surveyed faculty and students on AI practices and beliefs
  - Drafted a preliminary research report
- **Spring Activities:**
  - Develop a draft report of recommendations to share with the UHD community.

FACULTY AFFAIRS

Judith Quander, AVP

FACULTY AFFAIRS UPDATES

1. Faculty Credentialing and Faculty Success
   - Every faculty member will have to be re-credentialed
   - CV from every faculty member
   - FS Open Lab Hours – Fridays, 2:30 pm – 3:30 pm
2. Collaborations with Human Resources:
   - Full-time Faculty Compensation Study (Working Group)
   - Adjunct Faculty Salary Survey

FACULTY AFFAIRS UPDATE

3. Faculty Workload Policy

4. Other Policies

- PS 10.A.01 Rank and Tenure

- PS 10.A.02 Faculty Grievance Policy

- PS 10.A.06 Faculty Dismissal Policy

- PS 10.A.09 Faculty Salary Adjustments

- PS 10.A.10 Emeritus Policy

- PS 10.A.17 Department Chair Policy

REMINDERS

Conflict of Financial Interest:

SAM 02.A.29 <u>Conflict of Interest</u>

3.4. <u>Financial interest</u>: For purposes of this policy, financial interest is defined as an interest in an individual or entity (other than a retirement plan, a blind trust, insurance coverage, or an ownership interest of less than one percent in a corporation) in which a person:

3.4.1. Owns or controls, directly or indirectly, an ownership interest of at least one percent, including the right to share in profits, proceeds, or capital gains; or

3.4.2. Could reasonably foresee that a UHS or university contract with the individual or entity could result in a financial benefit to the person.

FINANCIAL CONFLICT OF INTERESTS IN RESEARCH AND SCHOLARSHIP

PS 06.A.09 Financial Conflicts of Interests in Research and Scholarships

This PS on Financial Conflicts of Interest in Research (FCOI) applies to all Investigators, Administrators, and Research Support staff. This policy is intended to assist UHD researchers and staff with institutional requirements regarding the disclosure, review, and reporting of conflicts of interest in research, in line with the requirements of research sponsors, such as the National Science Foundation (NSF) and the National Institutes of Health (NIH).

REPORTING OUTSIDE ACTIVITIES

SAM 02.A.08 – Outside Activities/Interests Disclosures

4.1. Prior Approval Required. All full-time exempt employees must request and receive prior written approval for the activities listed below, unless it falls under the list of pre-approved outside activities outlined in Section 4.6.

Outside Activities Form must filled out and approved before the beginning of the semester.

- Email to aafinancialaffairs@uhd.edu

- Give us at least 10 business days to respond.

CONTINUING THIS SEMESTER...

New Faculty Mentoring Program

Faculty Compass

**ORCA
Research
Symposium**

**Tenure Academy
Workshops**

TT Faculty Writing Group
(New!)
Fridays (in-person) bi-weekly. Look for the Outlook Invitation.

Faculty Compass

Faculty Compass Workshop Series

Topic: US Fulbright Scholars Program
with Dr. Candace TenBrink, UHD Liaison

Wed. Jan. 29, 3pm – 4pm

Virtual

Interested in hearing about a specific topic?
Send ideas to Quanderr@uhd.edu.

![UHD Center for Teaching and Learning Excellence]

TEACHING ACADEMY

Introducing the Teaching Academy

[CTLE EST. 2024 TEACHING ACADEMY UHD badge]

We're excited to launch our new asynchronous online course for all UHD faculty, available on Canvas starting Spring 2025. The Teaching Academy is a self-paced course focusing on best practices in teaching, learning, and UHD-specific resources.

Key Details:

- **First cohort registration** opens in January.

- **Earn a badge** and **$500 stipend** for completing the first 4 modules (Level 1 certification).

Module Highlights:

Module 1: Designing a Quality Course

Module 2: Evidence-Based Instruction

Module 3: Student Motivation & Engagement

Module 4: Online Teaching Design & Delivery

[QR code] **Interested?**
Complete the **Interest Form** to be notified when registration opens

UPCOMING IMPORTANT FACULTY AFFAIRS DATES

- Jan 22 – Senior Lecturer Applications Due

- Jan. 31 – Faculty Annual Evaluation Reports Due

- March 3 – Pre-Tenure Reviews Due (second and fourth-year reviews)

- May 5 – Intent to apply for promotion in rank (Associate, Professor, Senior Lecturer, Clinical Associate, Clinical Professor) and/or tenure due.

PROGRAMS & CURRICULUM

David Ryden, AVP

PROGRAMS & CURRICULUM UPDATES

Shared Governance Task Force

Ally and Canvas Accessibility

Simple Syllabus & Course Learning Outcome Project

SACSCOC COMPLIANCE REPORT PROGRESS

Narrative in Draft	Internal Reader	External Reader	Feedback Received	Ready for Editorial Review	Total Standards
8	7	4	15	6	40

Next Steps:
- External consultant review resulted in constructive feedback.
- Next steps in generating the final report include Internal Editorial Review; Uploading to the Compliance Assist Platform, and Reaffirmation Leadership Review.
- We will provide the final narratives for each standard on our website as we complete them through the spring. There will be a feedback form to receive additional thoughts on the standards.
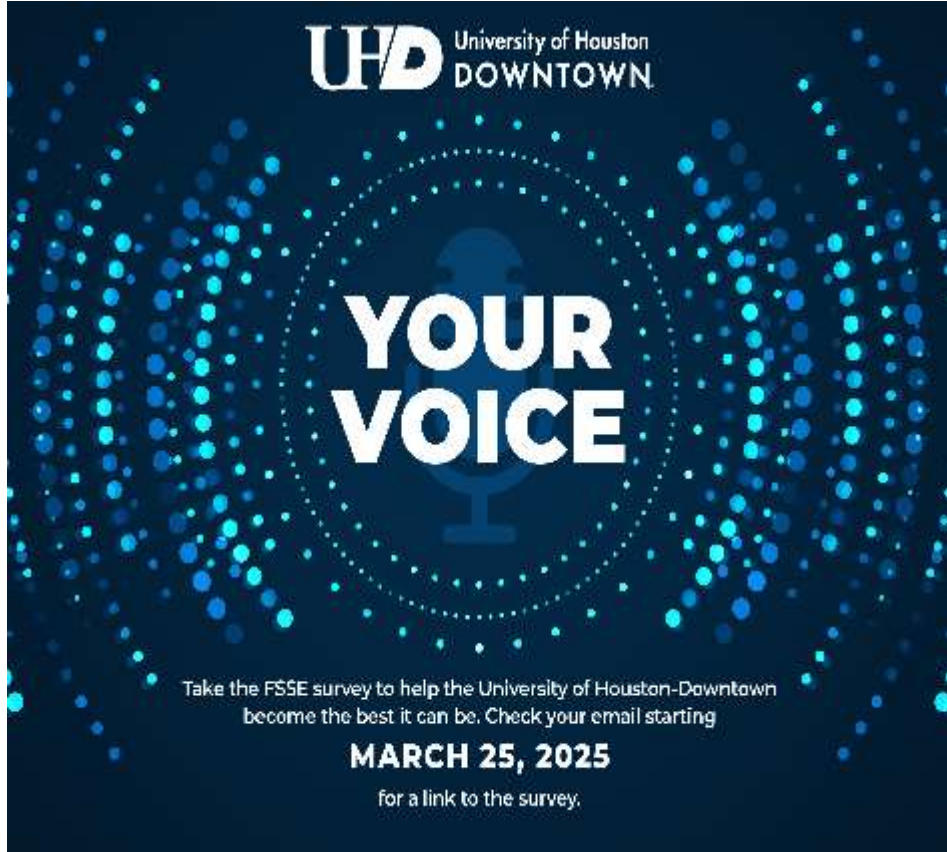
CAMPUS-WIDE INVOLVEMENT

SACSCOC Reaffirmation Personnel

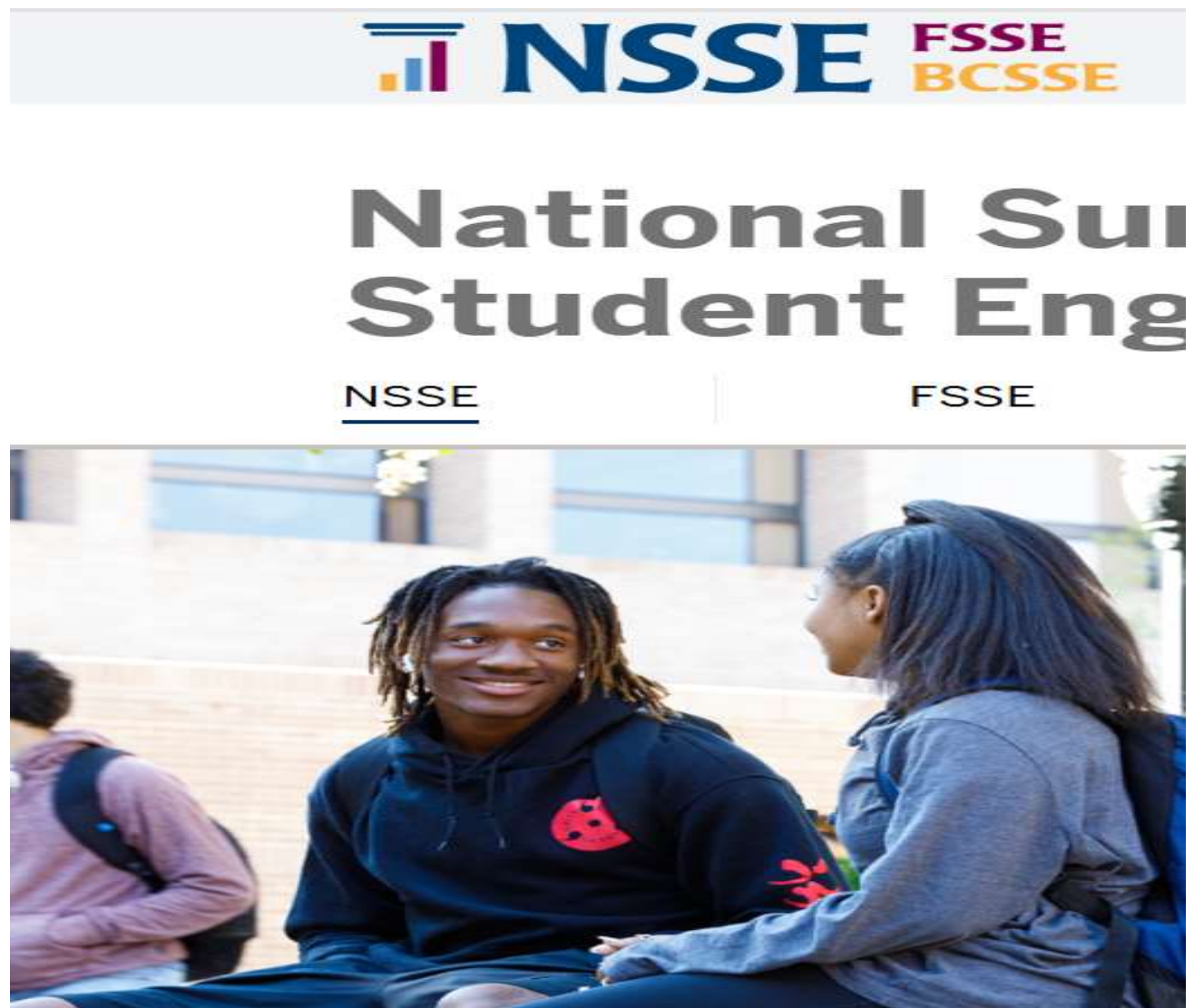- STAFF: 62
- FACULTY: 21
- STUDENT: 12
- ADMINISTRATOR: 10
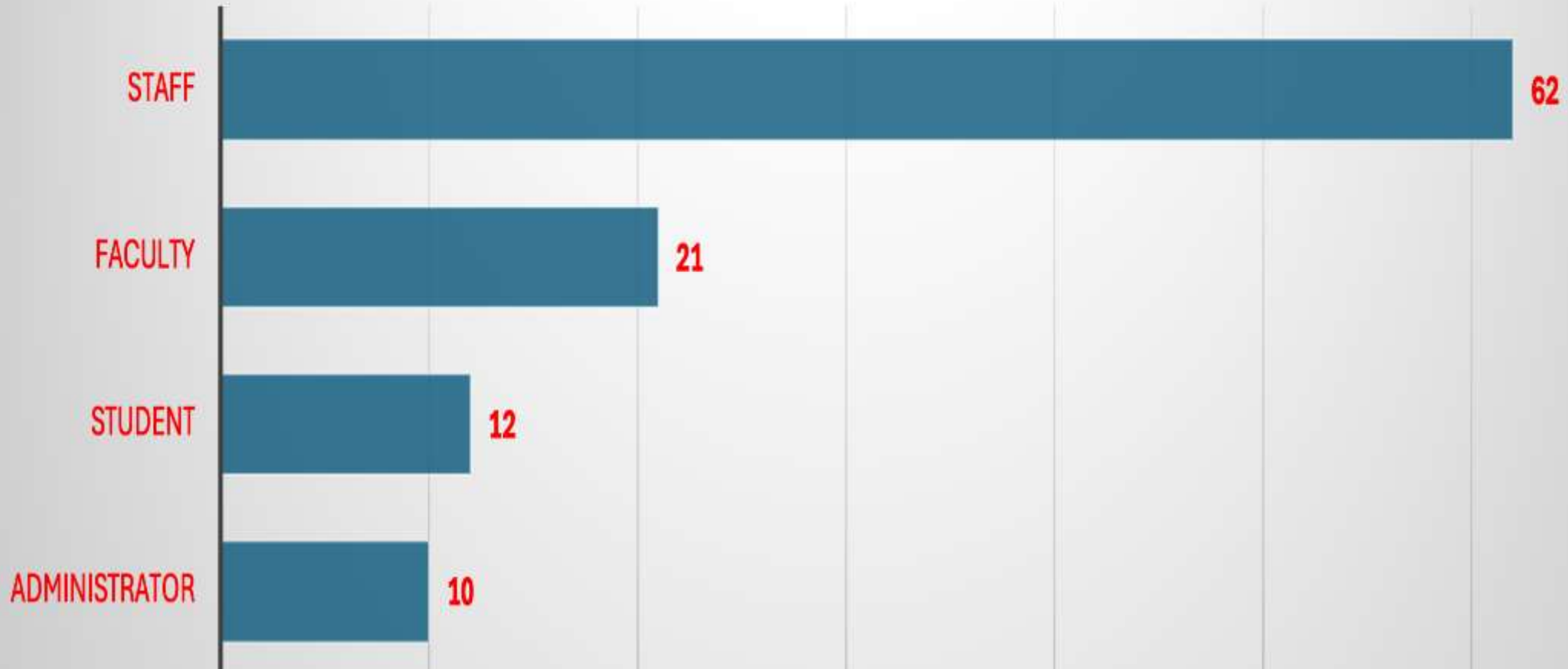
INSTITUTIONAL EFFECTIVENESS UPDATES

UHD Strategic Plan- where are we…

- Presidential dashboard

- Action plans for year 3

- Customized consultations by goals

- Open office hours monthly

- Spring townhall.

FACULTY SURVEY OF STUDENT ENGAGEMENT (FSSE)

FIRST TERM
FALL TO SPRING RESULTS

	2023-2024	2024-2025
Probation FTIC	36.8%	27.7%

9% ↓

	2023-2024	2024-2025
Retention	84.5%	86.3%

2% ↑

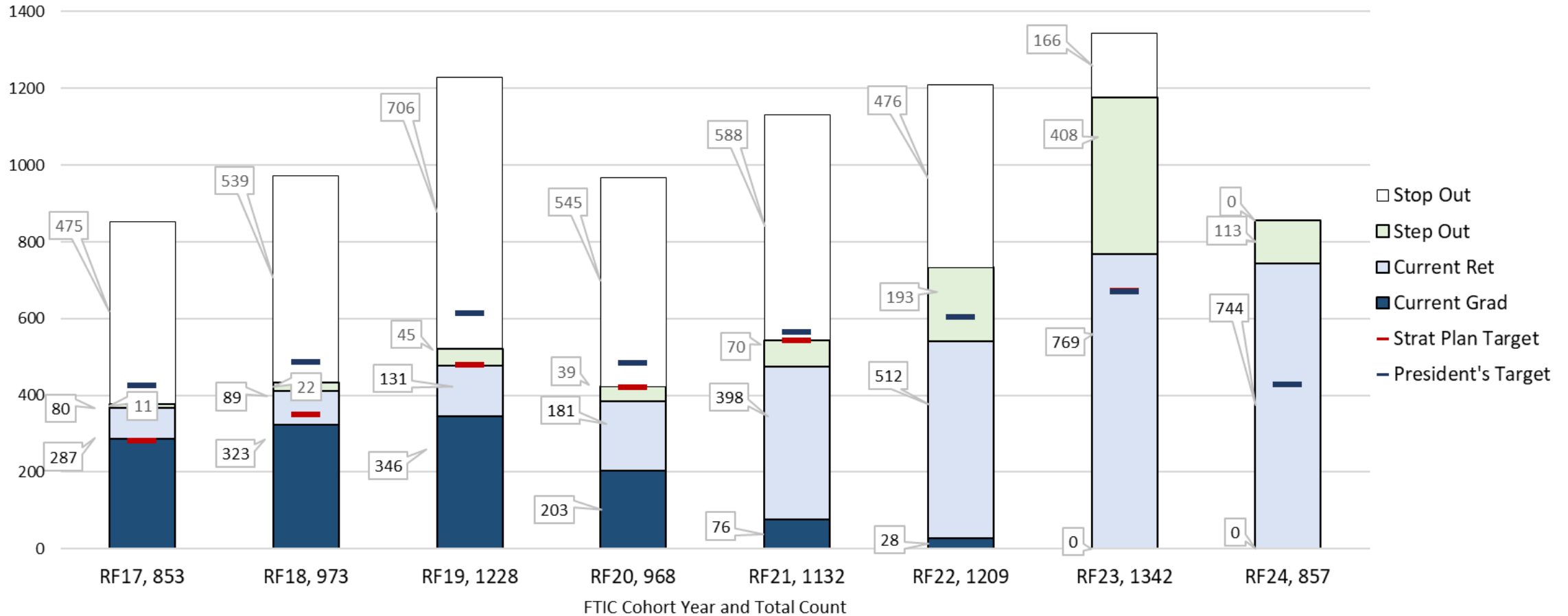|	2023-2024	2024-2025
Average GPA	2.71	2.75

FTIC RETENTION

Cumulative view of Graduation and Retention of Full Time First Time in College Cohorts toward Strategic Plan (Red) and Presidential (Green) targets.

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Administration and Finance (A&F) Spring 2025 Plans and Priorities

Faculty Spring 2025 Retreat
January 17, 2025

Priorities:

Facilities Management
- Improve spaces to enhance the student experience.

A&F

Public Safety
- Ensure a safe environment.

Information Technology
- Continue to leverage technology to support student success.

Business Affairs
- Continue to strive to achieve financial substantiality.

FACILITIES MANAGEMENT PLANS:

Major Renew and Renovation (R&R) Projects:

- ✓ Gator Expansion- Phase 1
- ✓ Nursing Program Community Care Space
- ✓ OMB 1099 Faculty Offices
- ✓ Student Gathering/Common Space Refresh
- ✓ Commerce Building exterior railing replacement

GATOR EXPANSION: PHASE 1

Academic Support Center

Testing Services Center

PUBLIC SAFETY PLANS:

✓ **Share the external assessment report with stakeholders.**

    ✓ Implement agreed safe improvements.

✓ **Increase Safe Zone participation.**

✓ **Continue progress on the One-Card project.**

INFORMATION TECHNOLOGY PLANS:

Major IT Projects in Progress:

- ✓ Degree Plan Implementation
- ✓ SLATE = Graduate application
- ✓ Grant Navigator = Grant lifecycle
- ✓ Mobile Park and Pay = Washington Parking Lot

BUSINESS AFFAIRS PLANS:

- ✓ **FY2026 budget development process:**
  - ✓ Funding uncertainties

- ✓ **Budget Model Redesign Project**
- ✓ **Business Process Improvement Review – Purchasing**
- ✓ **Dining Services – Formal Bid Process**

2025 SPRING FACULTY RETREAT:
ENROLLMENT MANAGEMENT

Carmen Panlilio, PhD

Interim VP Enrollment Management

3 QUESTIONS ASKED

1. Will different departments/programs be included in efforts to increase enrollment especially in the STEM arena?

2. How does the university plan to address declining enrollment in higher education over the next five years?

3. EVERYWHERE WE TURN, we read one article after another about the precipitous "enrollment cliff" that is approaching ALL institutions of higher learning. I would like to hear some "straight talk" about two topics: (a) the magnitude of the cliff (it seems to me that it is seductive, because it only appears as a 1-2% drop each year, but over 5-10 years it is huge); and (b) what kinds of CREATIVE and EXPERIMENTAL new strategies we are coming up with to OUT-COMPETE our peer institutions of higher learning in the contest for NEW APPLICATIONS to secure BOTH undergraduate and graduate degrees.

U.S. High School Graduate Trends

▶These charts display the projection of high school graduates for each school type and student population. Explore these trends in more detail for each selected state, region, and nation using the navigation icons above. Adjust the charts using the filters on the side.

Filters

Geography
U.S.

Graduation Years
2023 to 2041

High School Graduates by School Type

Number of high school graduates by school type, 2023 to 2041

▶ United States total high school graduates are projected to peak in 2025 at **3,857,783** graduates

■ Grand Total   ■ Public   ■ Private

High School Graduates by Race and Ethnicity

Public high school graduates

▶ Between the Class of 2023 and 2041 the share of non-White public graduates is projected to increase from **52%** to **61%**

KNOCKING
AT THE COLLEGE DOOR

🔑
Key Findings

🎓
Births & Graduates

👥
Race and Ethnicity

🦠
COVID-19 Impacts

🌐
Location Type

▦
Data Table

ⓘ
Data Notes

Texas High School Graduate Trends

▶ These charts display the projection of high school graduates for each school type and student population. Explore these trends in more detail for each selected state, region, and nation using the navigation icons above. Adjust the charts using the filters on the side.
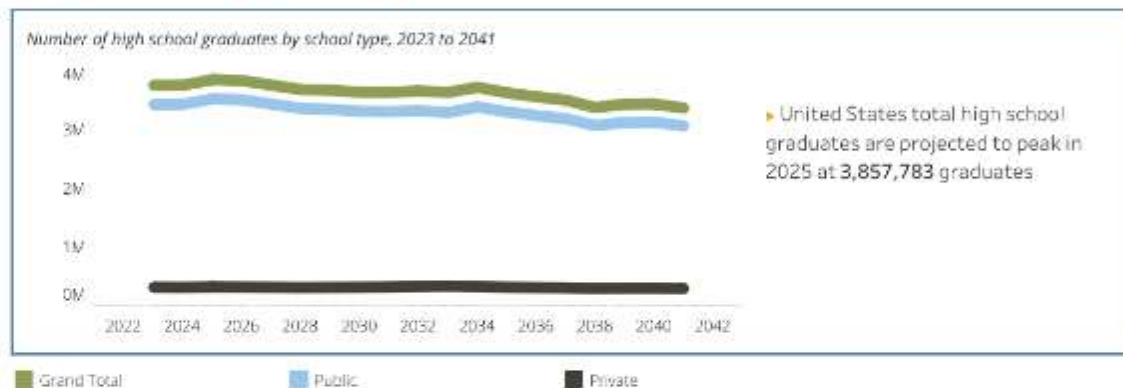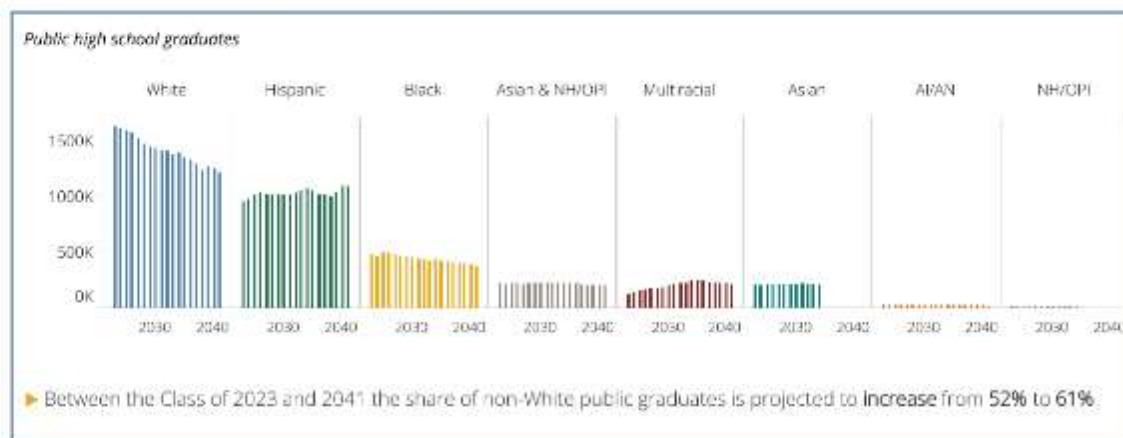
Filters

Geography
Texas

Graduation Years
2023 to 2041

High School Graduates by School Type

Number of high school graduates by school type, 2023 to 2041

▶ Texas total high school graduates are projected to peak in 2034 at **429,676** graduates

Legend: ■ Grand Total   ■ Public   ■ Private

High School Graduates by Race and Ethnicity

Public high school graduates

Categories: Hispanic | White | Black | Asian & NH/OPI | Asian | Multiracial | AI/AN | NH/OPI

▶ Between the Class of 2023 and 2041 the share of non-White public graduates is projected to increase from **72%** to **79%**

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Source: Western Interstate Commission for Higher Education. (2024). *Knocking at the College Door*. www.wiche.edu/knocking. See the data notes page for important information about race and ethnicity categories. Larger lines are projected values.

Texas High School Graduate Trends

▶These charts display the projection of high school graduates for each school type and student population. Explore these trends in more detail for each selected state, region, and nation using the navigation icons above. Adjust the charts using the filters on the side.
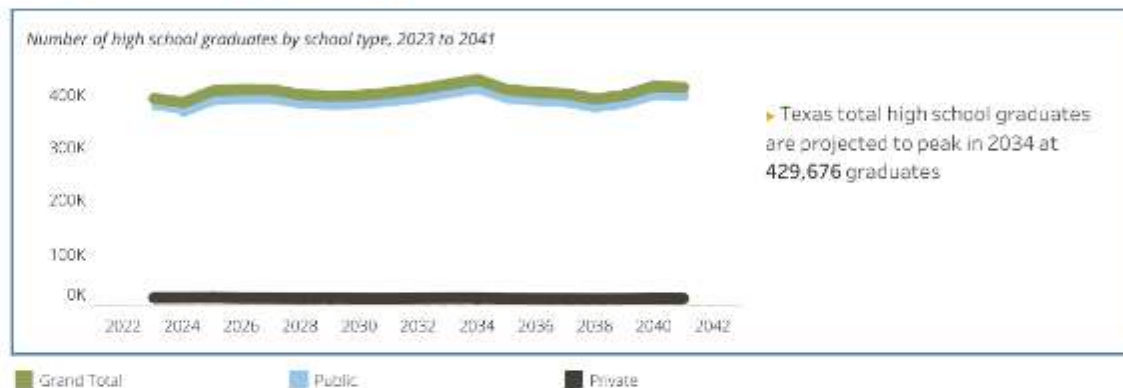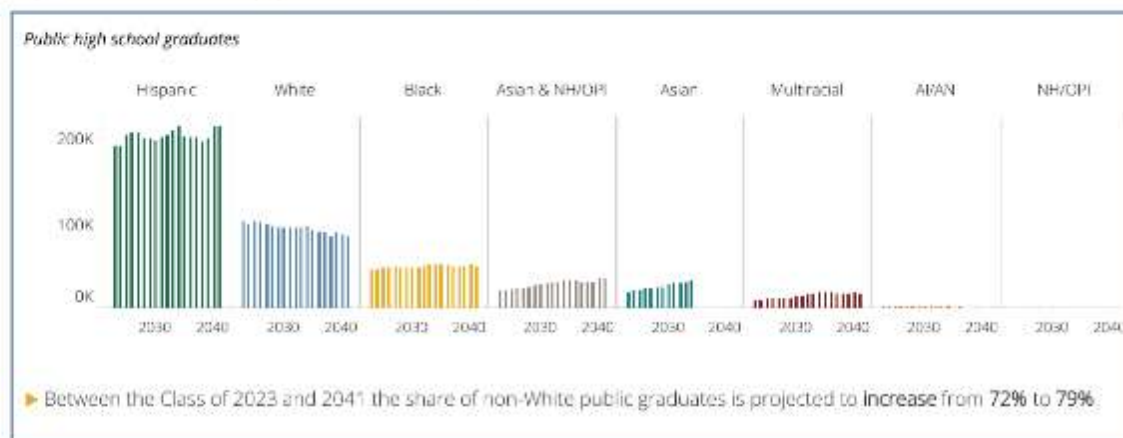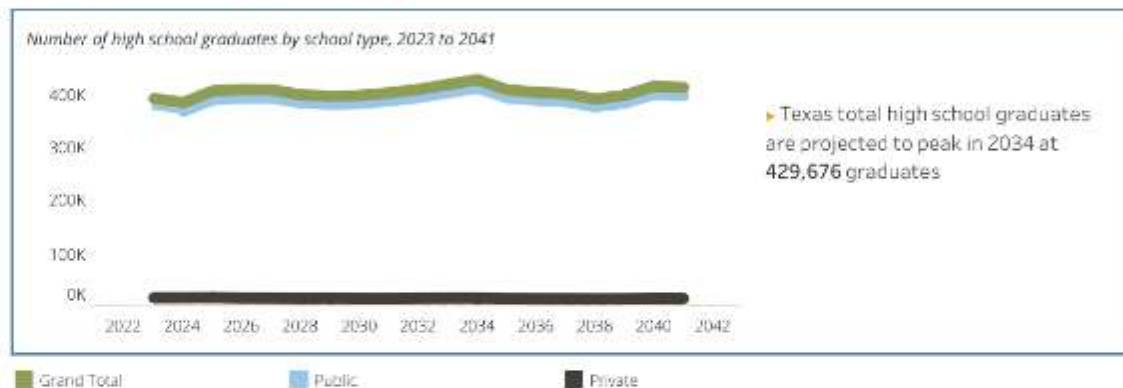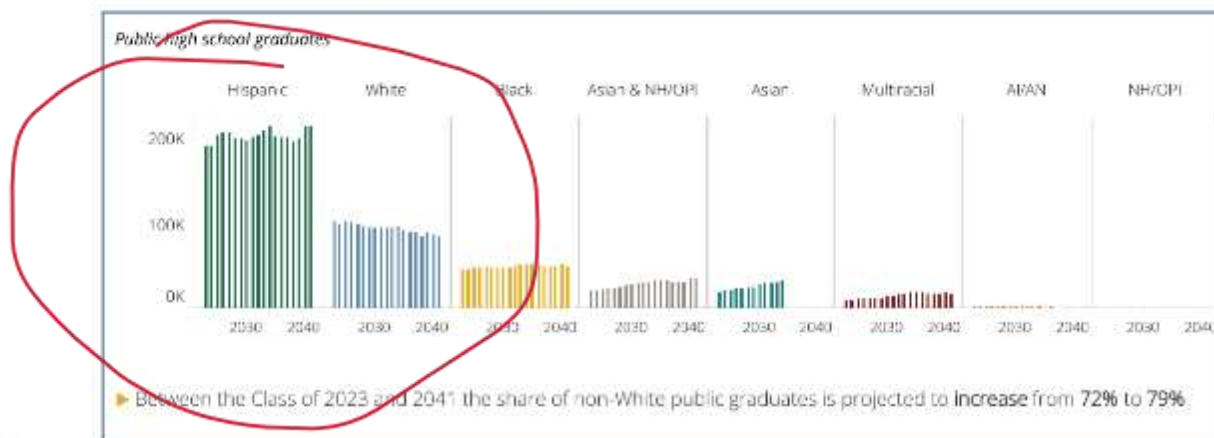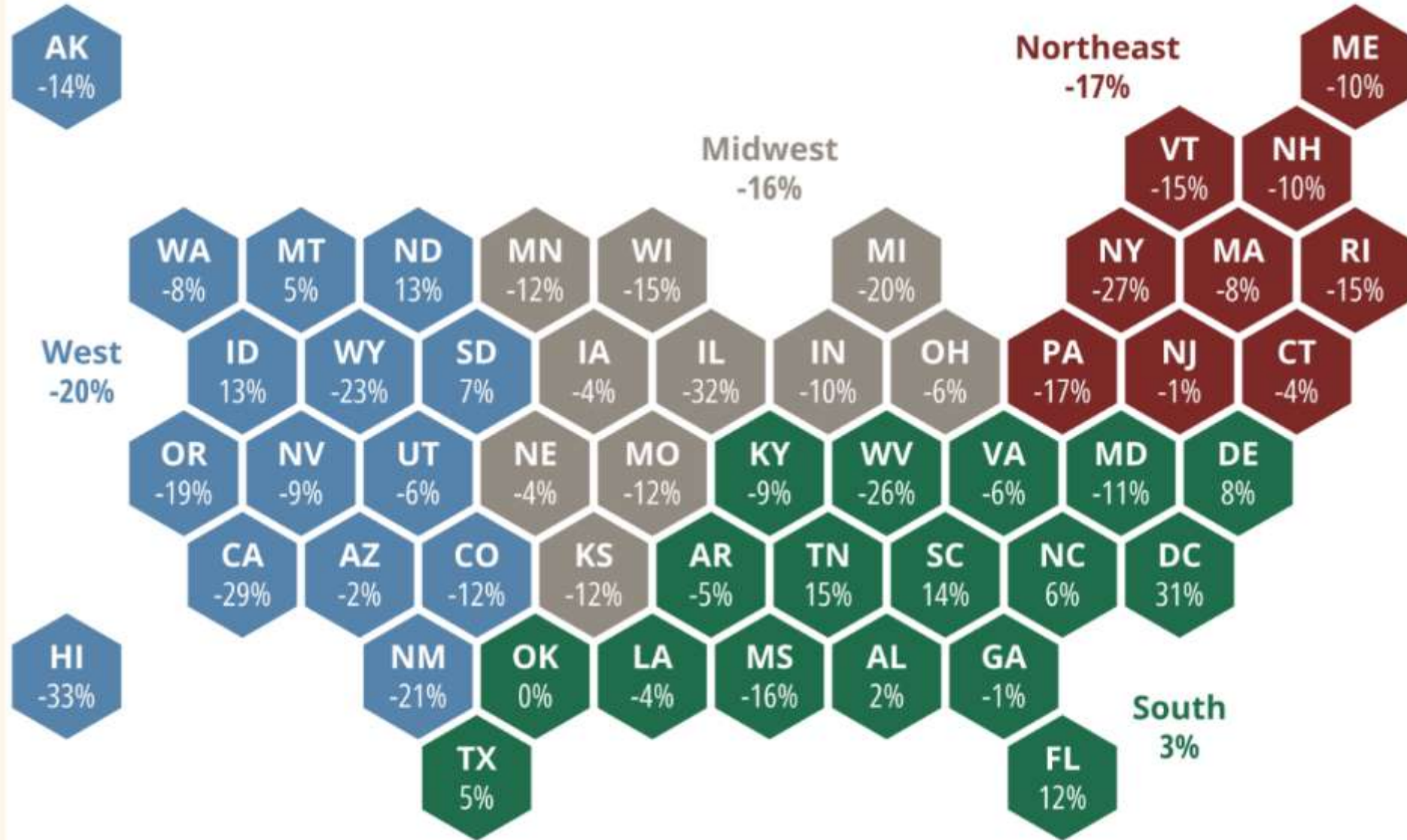
Filters

Geography
Texas

Graduation Years
2023 to 2041

High School Graduates by School Type

Number of high school graduates by school type, 2023 to 2041

▶ Texas total high school graduates are projected to peak in 2034 at **429,676** graduates

Legend: ■ Grand Total   ■ Public   ■ Private

High School Graduates by Race and Ethnicity

Public high school graduates

Categories: Hispanic   White   Black   Asian & NH/OPI   Asian   Multiracial   AI/AN   NH/OPI

▶ Between the Class of 2023 and 2041 the share of non-White public graduates is projected to **increase** from **72%** to **79%**

Source: Western Interstate Commission for Higher Education. (2024). *Knocking at the College Door*. www.wiche.edu/knocking. See the data notes page for important information about race and ethnicity categories. Larger lines are projected values.

Projected percent change in high school graduates, 2023 to 2041

AK -14%

Northeast -17%

ME -10%

Midwest -16%

VT -15%

NH -10%

WA -8%

MT 5%

ND 13%

MN -12%

WI -15%

MI -20%

NY -27%

MA -8%

RI -15%

West -20%

ID 13%

WY -23%

SD 7%

IA -4%

IL -32%

IN -10%

OH -6%

PA -17%

NJ -1%

CT -4%

OR -19%

NV -9%

UT -6%

NE -4%

MO -12%

KY -9%

WV -26%

VA -6%

MD -11%

DE 8%

CA -29%

AZ -2%

CO -12%

KS -12%

AR -5%

TN 15%

SC 14%

NC 6%

DC 31%

HI -33%

NM -21%

OK 0%

LA -4%

MS -16%

AL 2%

GA -1%

South 3%

TX 5%

FL 12%

U.S. High School Graduates

▶ This table displays the number of reported and projected high school graduates in U.S.. Use the filter below to adjust the geography, student populations, and/or years displayed.

Number of high school graduates by school type and race and ethnicity

Filters

Geography
U.S

Student Population
All

Graduation Year
All

■ Reported
■ Includes Projection
■ Projection
■ Imputed Projection

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	Grand Total	Private	Public								
	Total	Total	Total	AI/AN	Asian & NH/OPI	Asian	NH/OPI	Black	Hispanic	Multiracial	White
2016	3,607,199	341,510	3,265,689	30,647	188,001	176,469	11,270	479,725	735,710	81,272	1,749,630
2017	3,657,868	344,550	3,313,318	31,300	190,396	178,776	11,698	485,607	769,479	88,095	1,747,204
2018	3,732,335	342,541	3,389,794	31,028	205,576	193,511	11,968	496,586	810,210	94,095	1,749,798
2019	3,742,958	340,598	3,402,360	30,457	207,691	195,724	11,999	491,488	845,640	103,712	1,723,387
2020	3,755,447	335,948	3,419,499	30,055	209,811	197,446	12,313	495,243	873,101	108,427	1,698,005
2021	3,709,547	331,576	3,377,971	28,776	215,092	203,617	12,292	469,964	870,706	112,955	1,676,031
2022	3,752,451	330,119	3,422,332	29,889	220,012	207,188	12,822	472,801	915,568	120,247	1,659,736
2023	3,761,489	325,629	3,435,860	29,706	217,616	205,523	13,039	480,224	944,299	127,352	1,629,974
2024	3,763,336	323,528	3,439,808	28,833	215,421	203,529	12,407	474,732	967,888	141,159	1,603,792
2025	3,857,783	328,773	3,529,010	29,302	219,334	207,374	12,472	493,958	1,020,220	155,782	1,598,730
2026	3,841,094	326,820	3,514,274	28,487	222,263	210,487	12,420	489,416	1,029,112	166,990	1,565,274
2027	3,764,007	324,519	3,439,488	28,220	216,716	205,691	11,687	481,879	1,023,644	171,557	1,509,758
2028	3,688,623	321,171	3,367,452	27,043	218,498	207,209	12,000	464,080	1,013,315	177,411	1,462,777
2029	3,675,987	323,323	3,352,664	26,172	220,010	208,496	12,170	459,403	1,020,759	186,651	1,437,889
2030	3,643,801	324,885	3,318,916	25,583	228,117	216,728	12,156	444,511	1,012,854	196,440	1,414,102
2031	3,641,127	328,231	3,312,896	25,196	229,201	217,865	12,128	437,560	1,015,996	207,375	1,403,881
2032	3,665,492	335,922	3,329,570	24,878	225,932	214,508	12,165	435,161	1,033,246	219,956	1,401,097
2033	3,642,164	344,598	3,297,566	23,978	222,932	212,120	11,626	424,875	1,042,508	228,441	1,371,360
2034	3,726,657	333,156	3,393,501	24,476	224,366	212,844	12,232	436,064	1,083,412	250,627	1,396,846
2035	3,633,730	324,924	3,308,806	21,275	225,581			427,799	1,041,832	245,949	1,350,824
2036	3,565,658	320,553	3,245,105	20,528	219,598			418,308	1,025,575	240,802	1,320,264
2037	3,508,531	317,624	3,190,907	20,224	215,900			414,262	1,024,321	235,058	1,285,023
2038	3,382,147	306,744	3,075,403	19,115	198,490			400,744	1,001,827	224,967	1,234,566
2039	3,440,434	310,201	3,130,233	18,865	194,920			394,572	1,027,749	228,103	1,271,849
2040	3,443,358	310,405	3,132,953	18,427	199,929			388,599	1,085,737	222,107	1,240,321
2041	3,373,947	304,503	3,069,444	17,566	196,667			372,960	1,094,165	214,303	1,202,287

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Texas High School Graduates

▶ This table displays the number of reported and projected high school graduates in Texas. Use the filter below to adjust the geography, student populations, and/or years displayed.

Number of high school graduates by school type and race and ethnicity

Filters

Geography
Texas

Student Population
All

Graduation Year
All

■ Reported
■ Includes Projection
■ Projection

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	Grand Total	Private	Public								
	Total	Total	Total	AI/AN	Asian & NH/OPI	Asian	NH/OPI	Black	Hispanic	Multiracial	White
2016	341,270	16,959	324,311	1,280	13,930	13,481	449	41,084	157,633	5,833	104,551
2017	351,809	17,385	334,424	1,254	14,561	14,036	525	42,132	164,446	6,283	105,748
2018	364,979	17,086	347,893	1,226	16,117	15,589	528	43,502	173,272	6,724	107,052
2019	372,402	16,788	355,614	1,293	17,101	16,564	537	43,953	180,673	7,018	105,576
2020	377,064	16,844	360,220	1,226	17,683	17,126	557	44,729	184,060	7,307	105,215
2021	375,741	16,899	358,842	1,195	18,583	18,030	553	44,018	183,306	7,842	103,898
2022	385,604	16,918	368,686	1,159	19,363	18,794	569	45,227	191,125	8,641	103,171
2023	393,596	16,229	377,367	1,138	19,611	19,049	561	45,606	192,357	9,133	102,244
2024	386,097	16,268	369,829	1,132	19,973	19,399	575	45,507	191,504	9,487	99,408
2025	408,251	16,549	391,702	1,190	21,328	20,712	618	48,733	205,441	10,600	102,032
2026	410,890	15,690	395,200	1,175	23,211	22,629	599	48,827	207,172	11,257	101,118
2027	410,422	15,586	394,836	1,332	23,601	22,917	687	49,198	207,268	11,796	99,115
2028	400,690	15,205	385,485	1,470	24,805	24,086	722	47,702	199,598	12,460	96,906
2029	398,512	15,444	383,068	1,018	25,916	25,197	727	47,933	199,706	12,744	94,173
2030	399,411	15,058	384,353	996	27,860	27,155	723	47,518	198,915	13,506	94,688
2031	404,468	14,976	389,492	944	29,451	28,710	761	48,066	201,655	14,527	94,541
2032	411,142	15,371	395,771	917	30,244	29,538	737	48,867	204,820	15,903	95,125
2033	420,590	15,635	404,955	934	31,160	30,423	767	50,674	210,681	17,426	94,779
2034	429,676	15,649	414,027	801	33,105	32,440	725	51,485	215,229	18,924	96,137
2035	410,286	14,938	395,348	742	32,776			51,365	202,637	18,345	91,558
2036	405,580	14,749	390,831	798	31,964			50,993	201,032	18,067	89,652
2037	402,929	14,702	388,227	747	31,712			49,841	201,441	17,781	88,313
2038	392,817	14,358	378,459	692	30,342			49,094	197,436	17,232	85,055
2039	399,937	14,588	385,349	668	31,168			49,074	199,629	17,679	87,988
2040	417,050	15,207	401,843	750	33,480			50,779	214,490	17,835	87,270
2041	414,861	15,129	399,732	696	34,827			49,971	215,594	17,528	85,087

KNOCKING
AT THE COLLEGE DOOR

"EVERYWHERE WE TURN, we read one article after another about the precipitous "enrollment cliff" that is approaching ALL institutions of higher learning. I would like to hear some "straight talk" about two topics: (a) the magnitude of the cliff (it seems to me that it is seductive, because it only appears as a 1-2% drop each year, but over 5-10 years it is huge); and (b) what kinds of CREATIVE and EXPERIMENTAL new strategies we are coming up with to OUT-COMPETE our peer institutions of higher learning in the contest for NEW APPLICATIONS to secure BOTH undergraduate and graduate degrees."

Beyond the cliff: Potential strategies and solutions to meet the education and workforce challenges ahead.

The coming peak and subsequent decline — colloquially referred to as the "enrollment cliff" — has been predicted for years. Yet now that the moment is here, it can be jarring for those in education and workforce development. Despite the projected declines in education enrollment, students under the age of 25 still make up about two-thirds of all incoming college students, which means that the pipeline from high school to college is still the source of the majority of undergraduate students. It is our hope that education policymakers and practitioners are considering and implementing the following evidence-based policies and practices to be more efficient and effective with students who are graduating from high school, as well as re-engaging adult learners.

Reducing the costs of attending college: Investing in college affordability on a larger scale to make college possible for all students through a new state-federal partnership to provide the necessary resources and certainty for students and institutions; and promise programs that provide financial aid guarantees for students.

Enhancing high school advising: Enhancing advising and the development of stronger school-to-work and work-to-learning pipelines to ensure that more students, including underrepresented students, are prepared for emerging jobs and have supports needed to navigate higher education systems.

Simplifying the college-going process: Reducing complexity for college admissions and financial aid through direct admissions programs that tell high school students who meet certain criteria that they qualify for enrollment in particular institutions and making financial aid more transparent and less confusing.

Expanding postsecondary wraparound student supports: Expanding wraparound supports for students across all areas of need, including financial and academic supports, intensive advising, free or discounted transportation programs, and other supports.

Addressing achievement gaps of underrepresented students: Addressing access and persistence gaps by ensuring that underrepresented students – who will make up a greater proportion of future graduating classes — have equitable opportunities compared to their peers.

Attracting and retaining adult learners: Expanding opportunities and access for adult students through evidence-backed approaches, such as granting credit for prior learning

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CAMPUS SAFETY

DISCUSSION POINTS

Safe Zone

UHD Campus Carry – P.S.-01.A.16

Emergency Call Boxes / Card Access

Campus Lockdowns

Improving Campus Health and Safety

Gives you direct access to the fastest possible safety assistance regardless of where you are!

The Safe Zone app is free to all students and staff, and operates across all our campuses and facilities.

You can use Safe Zone for:

- **Check-ins** - For lone working, share your position with security personnel for your personal safety
- **First Aid Calls** - For when you need medical assistance
- **Help** - For when you need non-emergency assistance
- **Emergencies** - If you feel threatened or need urgent assistance

UHD SAFE ZONE APPLICATION

Where can I download the app?

Download the app from your device's app store.

GET IT ON Google Play

Download on the App Store

EMERGENCY CALL BOXES / CARD ACCESS

1. Is it possible to install emergency call boxes between the CPS building and OMB?

   I have reached out to IT and Facilities for a response.

2. Is it possible for faculty access cards to be activated for entry into the side doors on the CPS building (Close to Main Street and Fannin Street)? **Yes, if you are assigned to the CSB building you should have or can request exterior access for that location into the building.**

PS-01.A.16 – CAMPUS CARRY POLICY

HOW DO WE ENSURE STUDENT AND OUR OWN SAFETY WITH AN OPEN-CARRY POLICY?

Open Carry:

Except as provided in this paragraph, all persons, including license holders, are prohibited from openly carrying a handgun on the UHD campus, including on any public driveway, street, sidewalk or walkway, parking lot, parking garage or other parking area on campus. **The carrying of an unconcealed handgun on campus is restricted to authorized members of the UHD Police Department, other law enforcement officers, and other persons who may be designated by appropriate law enforcement authorities**.

Report anyone to UHDPD @ 713-221-8065 or use the Safe Zone App, that you observe violating the UHD Campus Carry Policy.

PS-01.A.16 – CAMPUS CARRY POLICY

HOW DO WE ENSURE STUDENT AND OUR OWN SAFETY WITH AN OPEN-CARRY POLICY?

- Educating Campus Community Members

- Proactive Campus Patrols by Police and Security Personnel

- If you See Something, Say Something.

Report anyone to UHDPD @ 713-221-8065 or use the Safe Zone App, that you observe violating the UHD Campus Carry Policy.

CAMPUS LOCKDOWNS

What is UHD doing to prevent future lockdowns when issues happened near the campus?

Lockdown – Interior Campus Building Threat

Secure the Building - Exterior Campus Building Threat

We can mitigate future lockdowns at UHD by being proactive in our exterior campus patrols, consistent campus video surveillance and citizen reports of suspicious activity, but if a threat to the campus presents itself, we must secure or lockdown campus buildings for the safety of the campus community.

The building blocks of crisis response. An institutional all-hazards approach.

Hold   Secure   Lockdown   Evacuate   Shelter

GET INVOLVED

In your remarks, can you please go "behind the statistics", and give us some insight, some wisdom, about the short-term and long-term things we should be thinking about to improve the health and safety of our campus community?

- Be active participants in campus safety by reporting crime, areas of concern, observed safety issues

- Request safety presentations for your department /division, i.e.. Active Threat response, Evacuation procedures, Department Safety assessments

- Get involved in promoting campus safety / Safe Zone

- Visit our PD and Emergency Management Websites

THANK YOU

Chief Casey J. Davis, Ph.D.

713-221-5811

davisca@uhd.edu

https://www.uhd.edu/police-department

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ACCESSIBLE EDUCATION CENTER

THINGS TO KNOW...

- **Name change: Office of Disability Services is now the Accessible Education Center**

- **Testing Accommodation Form**

o *Preferential seating*

Testing Accommodations

3. **Classroom Materials**
   o *Copy of lecture notes/presentation*
   Copy of lecture notes/presentation (if available and with instructor approval)

Please click on the following link to fill out Alternative Testing Contract: https://sierra.accessiblelearning.com/UHD/TestingAgreement.aspx?ID=10655&CID=75037&Key=Qrv1jF0U

- **Ally Scores have increased!**
  - AEC and IT have individuals to support you with Ally.

Thank you!!!

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Empowering Futures: Integrating Transferable Skills at UHD

A Panel Discussion on the QEP with UHD Students and Faculty

SACSCOC:

Southern Association of Colleges and Schools Commission on Colleges

- An institutional accreditor for quality assurance in higher education

- Reaffirmation/Accreditation occurs every 10 years (UHD is "Class of 2026")

QEP: Quality Enhancement Plan

well-defined, focused, and university-wide supported topic related to enhancing student success, aligned with the mission and vision of UHD

1. Derived from **institutional planning** and evaluation processes

2. Has **broad-based support** of institutional constituencies

3. Focuses on **improving specific student learning outcomes** and/or student success

4. Institution is committing and will continue to **commit resources** needed for the QEP to have a good chance of success

5. Includes a **plan to assess** the level of that success

WORKING DEFINITION:

Transferable skills include **human-centered skills** such as communication, relationship building, collaboration, innovation, and creative and analytical thinking, as well as **technical skills** such as digital competency, coding, data analysis, and project management. Transferable skills are often defined as skills that are **acquired in one context and then implemented in another**. For the purposes of this QEP, we are defining transferable skills as those that are intentionally taught and modeled by UHD faculty and staff, and then practiced by UHD students in their academic programs of study and co-curricular experiences with a focus on the transferability of these skills into their **professional and personal lives.**

QEP Meeting Record

Meeting Date	Meeting Objective
November 2023	QEP Steering Committee formed
December 2023	QEP Steering Committee Kickoff Meeting
January 2024	QEP Call for Topic Proposals sent to all UHD faculty/staff
March 2024	12 proposals received, narrowed down to 3 finalists
March/April 2024	Finalist proposers presented at round tables at SACSCOC Kickoff and later to the UHD Community in the auditorium
May 2024	Three final topics presented to SACSCOC Leadership Team; QEP Topic unanimously selected; QEP Subcommittees* formed
August 2024	QEP Surveys sent to UHD faculty, staff, and students

"Top 6" Transferable Skills

Communication
Written, Visual, Oral, Active Listening

Leadership
Team Building / Management, Flexibility / Adaptability, Project Management

Decision Making
Critical Thinking, Analytical / Quantitative Skills, Problem Solving

Digital Competency
Coding, Data Analysis, Research

Collaboration
Relationship Building and Networking, Cultural Competence

Professionalism
Organization, Time Management

Recommended by the QEP Committees based on UHD survey results and the National Association of Colleges and Employers (NACE) Career Readiness Competencies

OUR QEP SUPPORTS UHD'S INSTITUTIONAL OBJECTIVES

Increase the number of graduates who are gainfully employed or enrolled in advanced studies within the range of six months to 1 year of graduation

Increase the number of credit bearing and non-credit bearing internships for undergraduate and graduate students

Increase and maintain the proportion of students who say their post-graduate employment is a position in which they apply the skills and knowledge from their majors
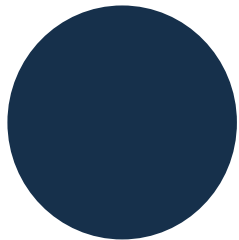
QEP How can you (yes, YOU!) get involved?
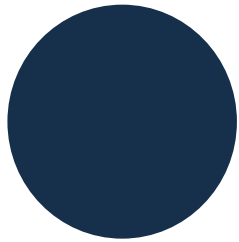
Staff:
How do you **observe** transferrable skills in those with whom you interact?
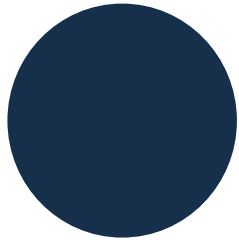
Faculty:
How do you **teach** transferrable skills to your students?

Staff, Faculty, and Students:
How do you **model** transferrable skills in your professional

Question to consider: How can faculty help UHD students develop transferrable skills as part of their education and experience at UHD?

PANEL MEMBERS

Students: (QEP Student Advisory Board)

1. Isaiah Le, BS Data Science

2. Ruth Okoronkwo, BS Health and Wellness

3. Lani Moses, BS Psychology

4. Nick Lockett, BS Healthcare Navigation

Faculty:

1. Angie Goins, Assistant Professor, Social Work

2. Natacha Poggio, Associate Professor, Arts and Communication

3. Candace TenBrink, Associate Professor, Management

4. Adriana Visbal, Assistant Professor, Natural Sciences

Moderator: Dr. Tim Redl, Professor, Mathematics
QEP Steering Committee Co-Chair

UPCOMING EVENTS

Saturday, January 18, 2025
Gator Day of Service

Tuesday, April 15, 2025
Faculty Awards Ceremony

May 10, 2025
Graduate Hooding Ceremony

May 17, 2025
Commencement