





Academic Excellence, Relevance, Sustainability

2016 Board Retreat:

VIA Goal 1: Strengthen academic profile & reputation

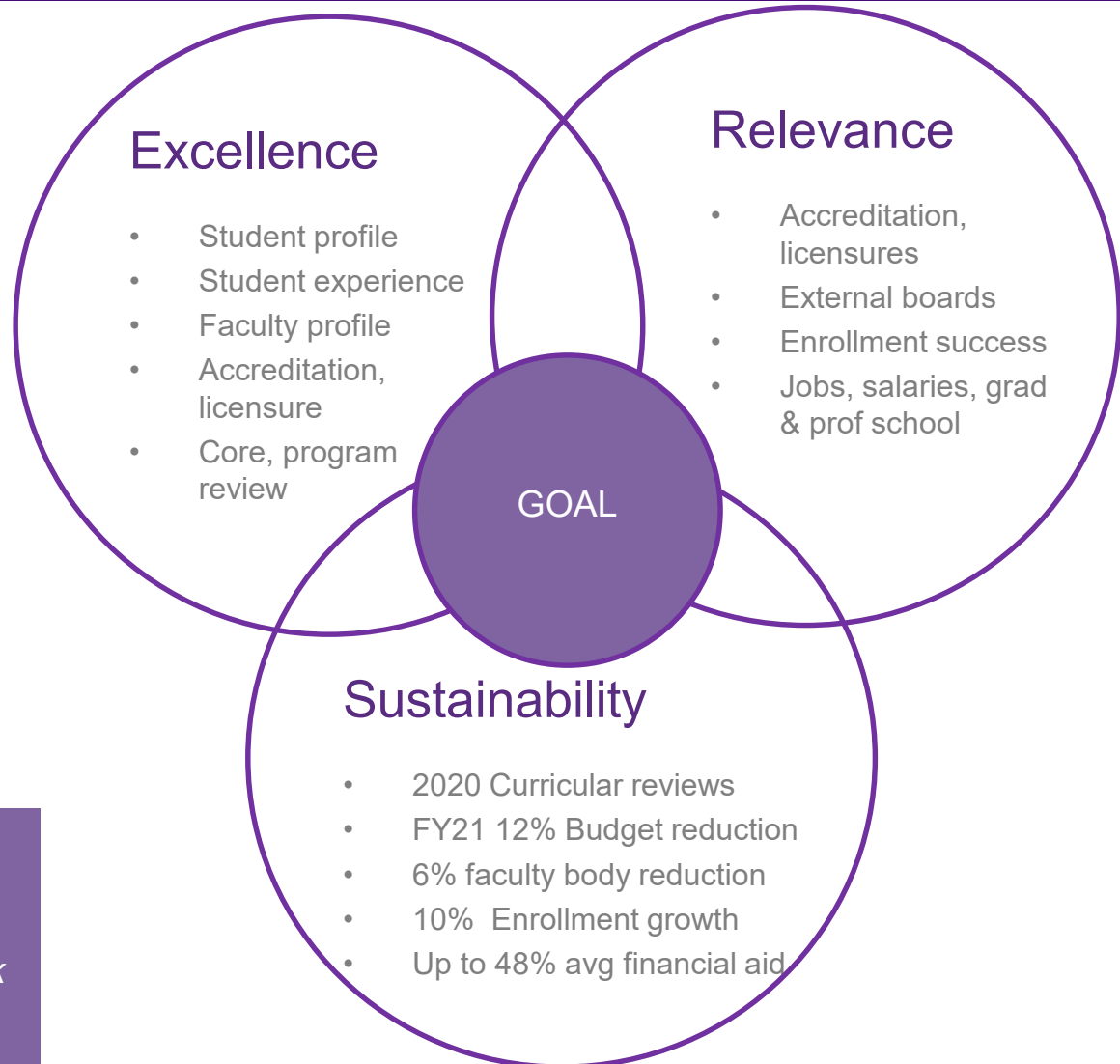
2019 Board Advance:

*Curricular reviews
...establish KPI...Grow responsibly to 10,500 undergrads... allocate resources for maximum ROI...shape TCU over the next 10 years... emphasize global reach.*

2020 Pandemic Response:

Reallocate \$65M to financial aid

Our goals are competing and complementary w.r.t. how they impact excellence, relevance, sustainability. Yet, we tend to think only of one dimension at a time.





Academic Excellence, Relevance, Sustainability

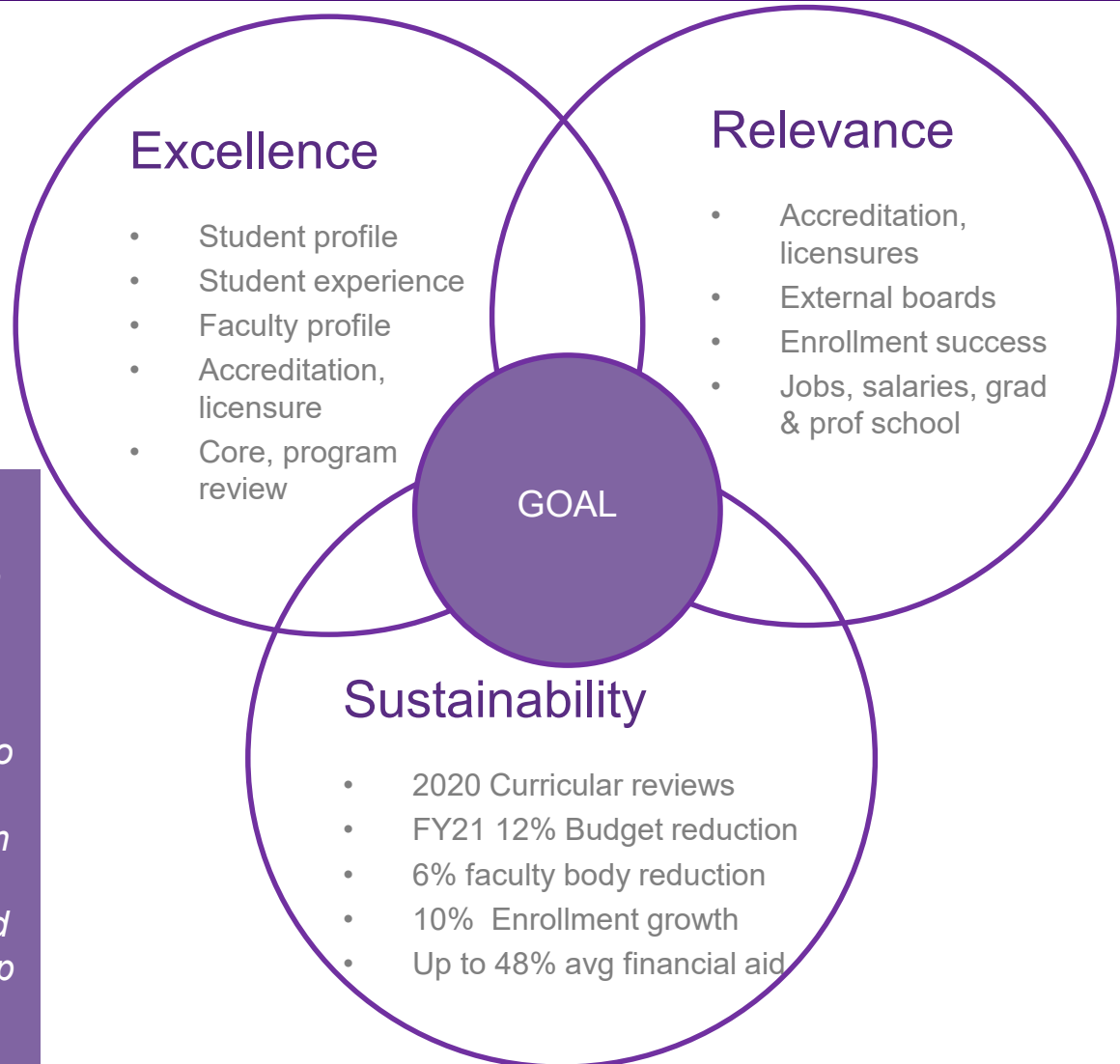
FY21 Budget Reduction - Faculty Concerns

*Faculty workload...SFR...
class size...adjuncts...
research support*

Response

*Address concerns with data
across multiple dimensions*

“Strengthen Academic Excellence, Relevance, and Sustainability” is a key academic affairs goal. We aspire to move beyond an additive culture of excellence, towards a culture of continuous assessment to maintain an evolving portfolio of academic programs that strengthen our academic profile & reputation, prepare graduates for today’s world and ensure responsible stewardship of student tuition and donor gifts





Academic Excellence, Relevance, Sustainability

Examples of approach to culture change

- Leveraging the TCU Data Warehouse and Enhanced Data Tools
 - Example Views
- Leveraging new team of Dean Leadership
 - Example Dean Initiatives





Data Warehouse (DW)

The Office of Institutional Research (IR) continues to enhance the TCU data warehouse and develop visual tools to foster data-informed analysis

College Dashboard Tools

1. Academic Programs/Plans - *Curricular Reviews*
2. **Class Size**
3. Classroom Diversity
4. Credit Hour Production/Student Enrollment
5. Credit Hour Production/Student Enrollment by Primary instructor
6. DFW Undergraduate Rates
7. Faculty Credit Hour Trends – Instructor View
8. Fine Arts Credit Hour Production by Faculty
9. Grade Distribution
10. Graduation
11. Retention
12. Retention and Graduation Rates
13. Student Credit Hour Tool with Faculty Ratios
14. Student Diversity

Beta-testing

1. **Faculty Workload Equity Study**
2. **Faculty Credit Hour Trends**
3. **Student Credit Hour**
4. SIS and Honors FT Faculty Composition

Example views for tools shown in red font on following slides



DW: Faculty Teaching Workload Equity

TCU Detail by Faculty Rank

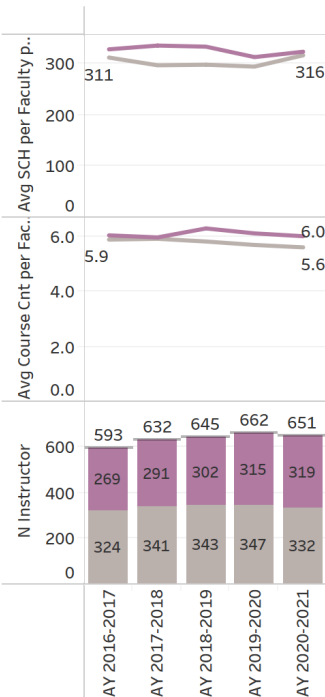
Select Demographic
 ● Gender
 ○ Ethnic Group

F
M

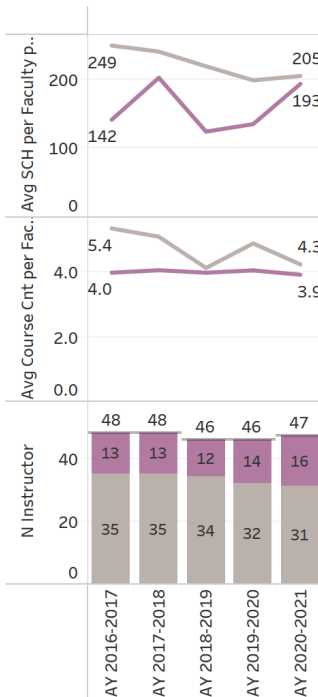
TCU Data Warehouse -

Introduction

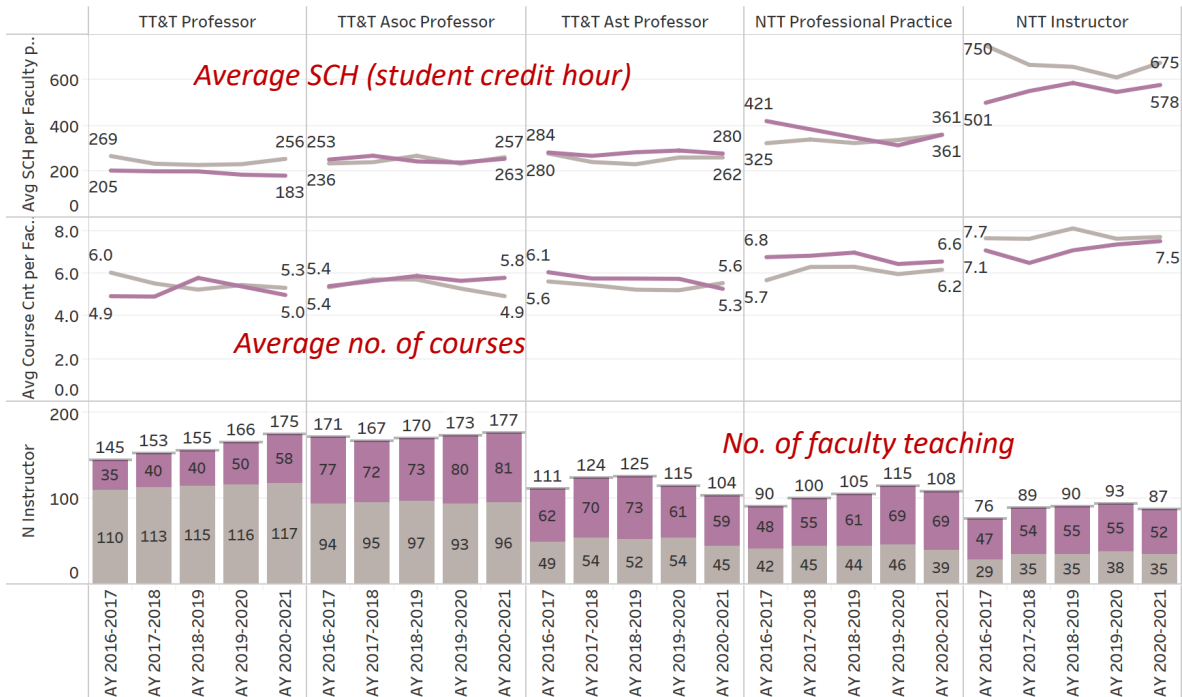
TCU Overall



Endowed Faculty



Faculty by Rank



Fall and Spring data only. Based on data in PeopleSoft at 11:59pm from the TCU Data Warehouse. Curated by Institutional Research for University Planning.

Compare annual teaching workload by rank & demographics across TCU – gender demographic selected



DW: Faculty Teaching Workload Equity

Compare Colleges within TCU..

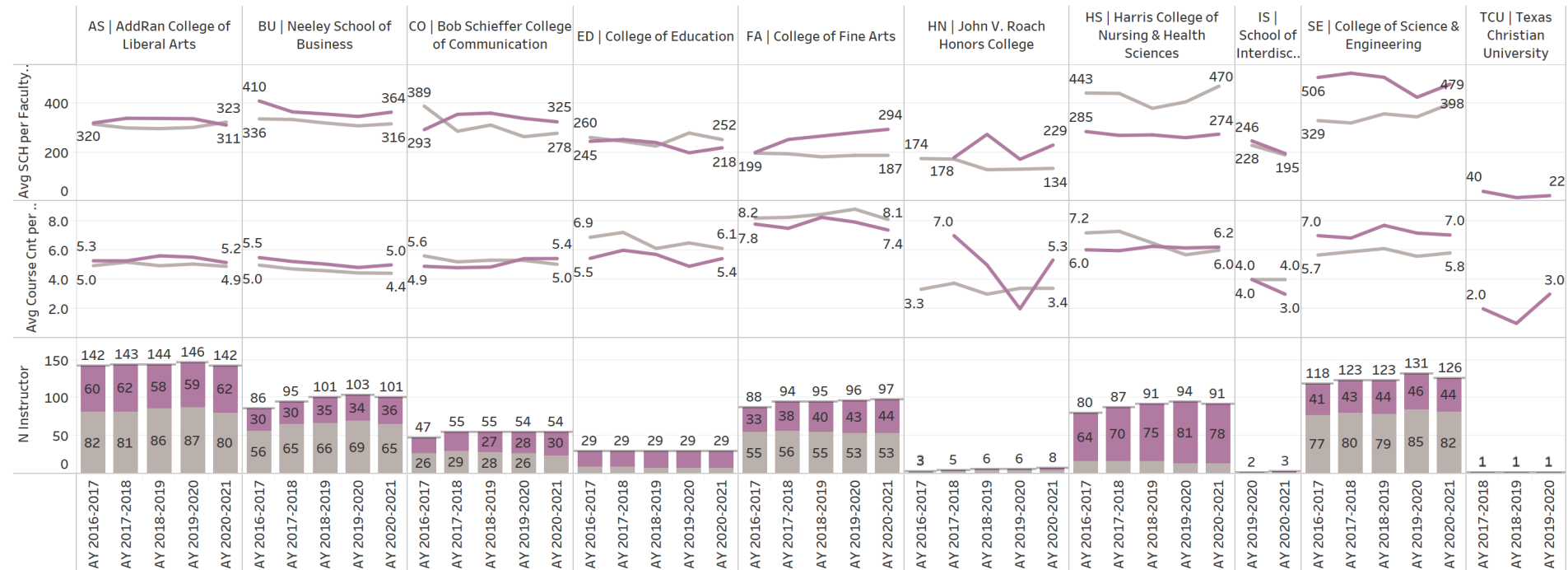
Select Demographic

- Gender
- Ethnic Group

- F
- M

TCU Data Warehouse- ..

Introduction



Fall and Spring data only. Based on data in PeopleSoft at 11:59pm from the TCU Data Warehouse. Curated by Institutional Research for University Planning.

Compare annual teaching workload across Colleges



DW: Faculty Teaching Workload Equity

Compare Departments within College..

Select Demographic
 ○ Gender
 ● Ethnic Group

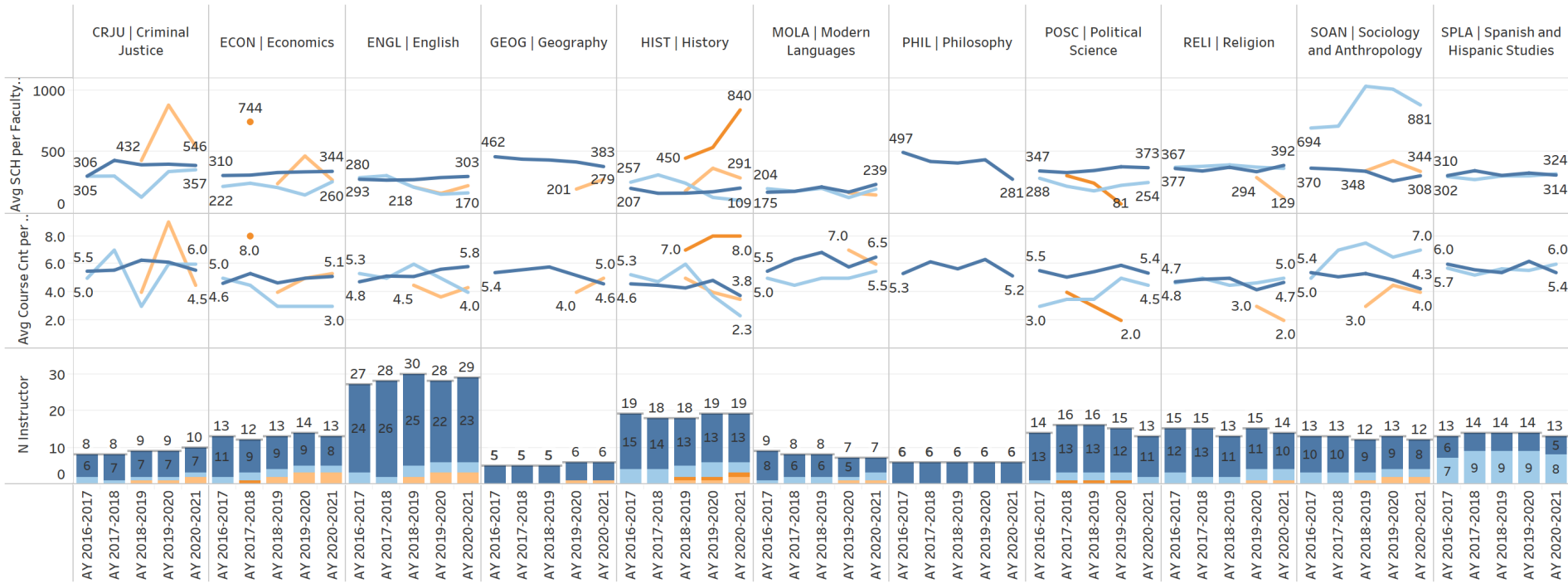
TCU by Faculty Rank
 Compare Colleges
 College by Faculty Rank

US Domestic Majority
 US Domestic Minority

TCU Data Warehouse..

Introduction

AS | AddRan College of Liberal Arts



Fall and Spring data only. Based on data in PeopleSoft at 11:59pm from the TCU Data Warehouse. Curated by Institutional Research for University Planning.

Compare annual teaching workload across departments within a college – ethnicity demographic and AddRan College selected



DW: Faculty Teaching Workload Equity

Department Detail by Faculty Rank

Select Demographic
 ○ Gender
 ● Ethnic Group

TCU by Faculty Rank
 Compare Colleges
 Compare Departments

■ US Domestic Majority
 ■ US Domestic Minority

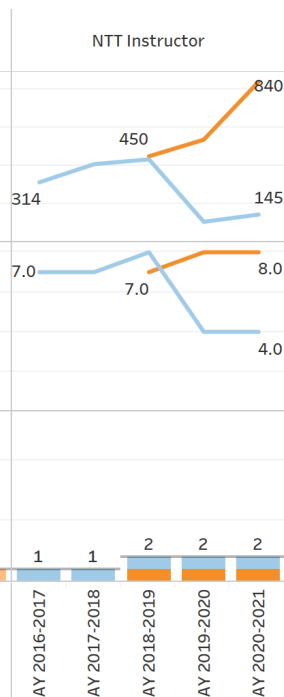
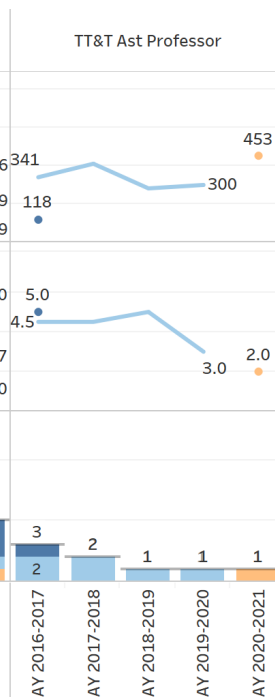
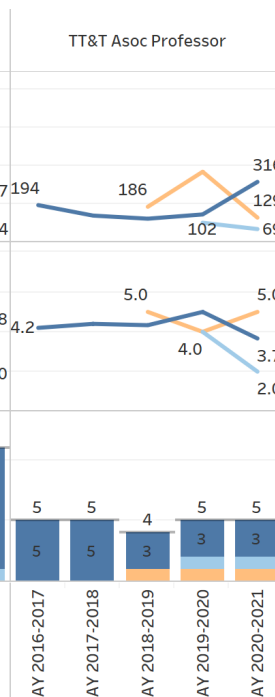
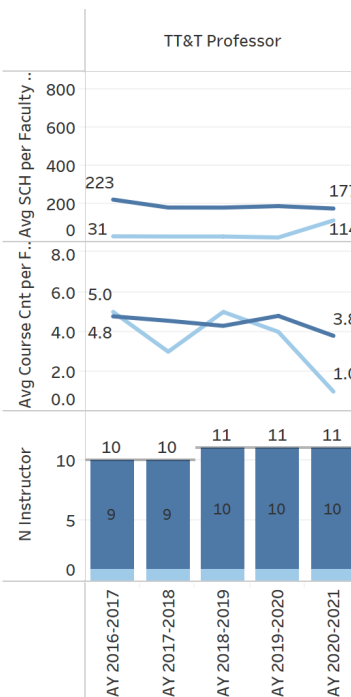
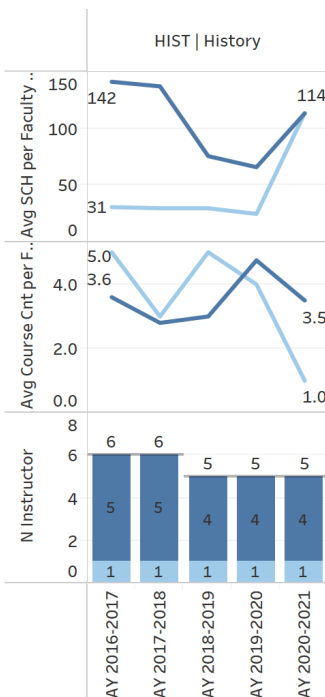
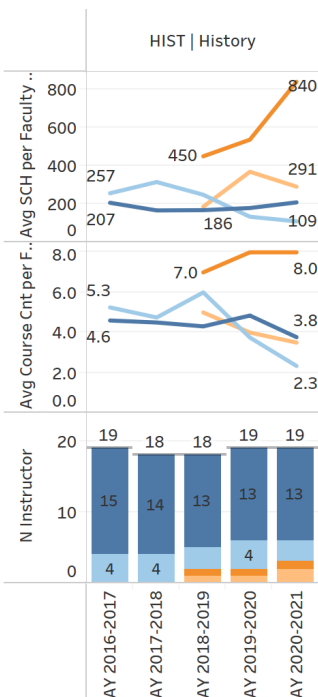
TCU Data Warehouse

Introduction

Overall Department

Endowed Faculty

Faculty by Rank



Fall and Spring data only. Based on data in PeopleSoft at 11:59pm from the TCU Data Warehouse. Curated by Institutional Research for University Planning.

Compare annual teaching workload by rank & demographics within one department
 – ethnicity demographic and History department selected



DW: Faculty Credit Hour Trends

Faculty Credit Hour Trends Introduction

TCU Data Warehouse- For Internal Use Only

Annual Student Credit Hour (SCH) Production for All Subjects Taught by **None** compared to All Others in Department/College

- All Others Click on dot in Credit Hrs Trend to **select faculty** OR Search Name in box below
- Select Year(s) All
- Select Faculty Status Full Time Faculty
- Academic Role Faculty
- Gender All
- Select Instructor Home College BU | Neeley School of Business
- None
- Faculty Rank Grouped-TTT/NTT All
- Endowed Chair/Professors.. All
- Ethnic Group All
- Select Instructor Home Unit All

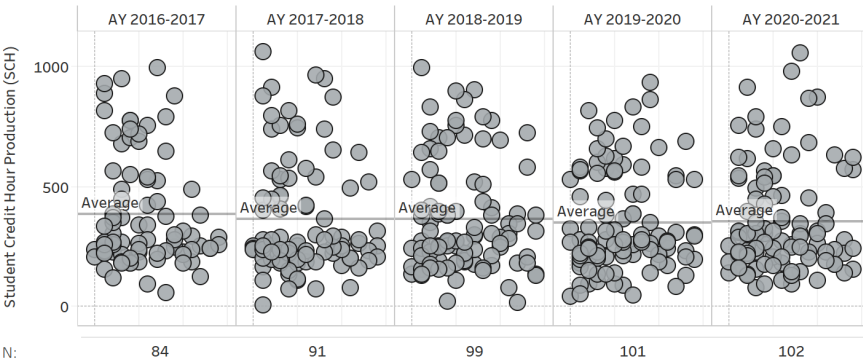
Annual Student Credit Hrs Trend by:

College: BU | Neeley School of Business

Department: All

Faculty Status/Rank/Tenure: Full Time Faculty All

hover over and click dot to display selected faculty details. Dot will change to orange when selected.



Student Credit Hrs Range by:

College: BU | Neeley School of Business

Department: All

Status/Rank: Full Time Faculty All

AY Year	Min SCH Per Faculty Per Year	Max SCH Per Faculty Per Year	Avg SCH Per Faculty Per Year	SCH Total Net	Course Count
AY 2016-2017	56	996	393	32,513	413
AY 2017-2018	3	1,065	368	33,167	425
AY 2018-2019	12	996	366	36,190	466
AY 2019-2020	41	933	351	35,367	454
AY 2020-2021	75	1,059	360	36,221	453

Annual Student Credit Hrs by Faculty:

None

hover over units to display course list. Click on line to display selected instructor courses compared to others in dept.

Student Credit Hrs/Course Load by Term-None

Compare teaching workload among instructors in the same unit. Each dot is a person. Neeley School selected.



DW: Faculty Credit Hour Trends

Faculty Credit Hour Trends

Introduction

TCU Data Warehouse- For Internal Use Only

Annual Student Credit Hour (SCH) Production for All Subjects Taught by **None** compared to All Others in Department/College

All Others Click on dot in Credit Hrs Trend to **select faculty** OR Select Year(s) Select Faculty Status Academic Role Gender
 Search Name in box below All Full Time Faculty All All
 None Faculty Rank Grouped-TTT/NTT Endowed Chair/Professors.. Ethnic Group
 All All All

Select Instructor Home College
 BU | Neeley School of Business
 Select Instructor Home Unit
 ACCT | Accounting

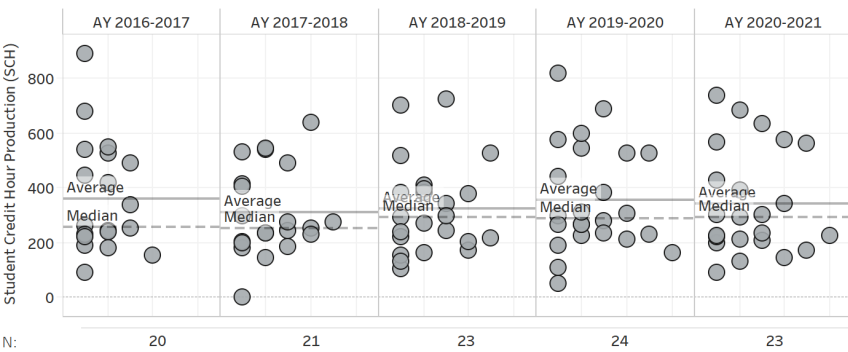
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Department: ACCT | Accounting

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Student Credit Hrs Range by:

College: BU | Neeley School of Business

Department: ACCT | Accounting

Status/Rank: Full Time Faculty All

Annual Student Credit Hrs by Faculty:

None

hover over units to display course list. Click on line to display selected instructor courses compared to others in dept.

AY Year	Min SCH Per Faculty Per Year	Max SCH Per Faculty Per Year	Avg SCH Per Faculty Per Year	Median SCH Per Faculty Per Year	SCH Total Net	Course Count
AY 2016-2017	90	888	379	258	7,169	97
AY 2017-2018	3	641	311	251	6,532	95
AY 2018-2019	104	723	325	293	7,470	113
AY 2019-2020	51	819	355	288	8,460	116
AY 2020-2021	93	735	343	294	7,882	109

Student Credit Hrs/Course Load by Term-None

Compare teaching workload among instructors in the same unit. Each dot is a person. Neeley School and Accounting Department selected.

Fall and Spring data only. Data aggregated at instructor level; therefore, credit hours and courses are duplicated if more than one instructor taught a course. Based on data in PeopleSoft at 11:59pm from the TCU Data Warehouse. Curated by Institutional Research for University Planning.



DW: Faculty Credit Hour Trends

Faculty Credit Hour Trends

Introduction

Annual Student Credit Hour (SCH) Production for All Subjects Taught by [redacted] compared to All Others in Department/College

TCU Data Warehouse- For Internal Use Only

- Selected Click on dot in Credit Hrs Trend to **select faculty** OR Select Year(s) Select Faculty Status Academic Role Gender
- All Others Search Name in box below All Full Time Faculty All All
- Neri, Marc Peter Faculty Rank Grouped-TTT/NTT Endowed Chair/Professors.. Ethnic Group All

- Select Instructor Home College BU | Neeley School of Business
- Select Instructor Home Unit ACCT | Accounting

Annual Student Credit Hrs Trend by:

College: BU | Neeley School of Business

Department: ACCT | Accounting

Faculty Status/Rank/Tenure: Full Time Faculty All

hover over and click dot to display selected faculty details. Dot will change to orange when selected.

Student Credit Hrs Range by:

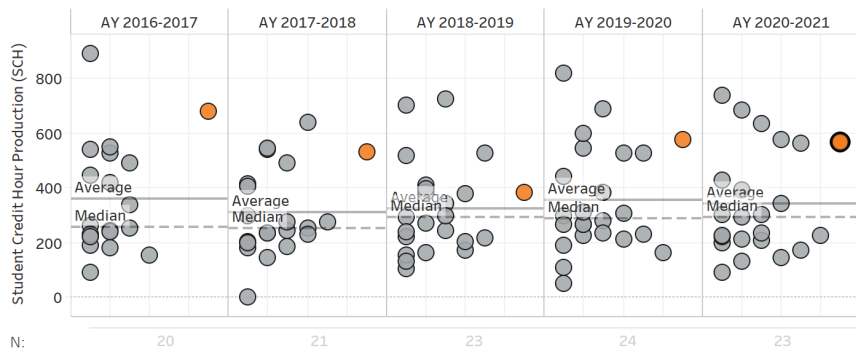
College: BU | Neeley School of Business

Department: ACCT | Accounting

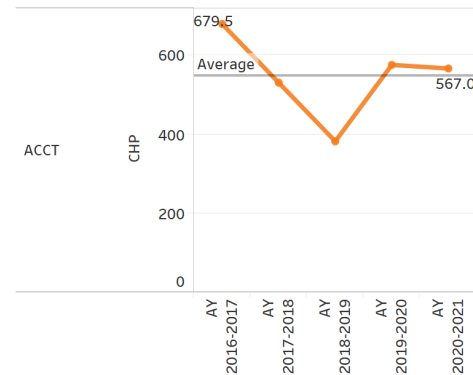
Status/Rank: Full Time Faculty All

Annual Student Credit Hrs by Faculty:

hover over units to display course list. Click on line to display selected instructor courses compared to others in dept.



AY Year	Min SCH Per Faculty Per Year	Max SCH Per Faculty Per Year	Avg SCH Per Faculty Per Year	Median SCH Per Faculty Per Year	SCH Total Net	Course Count
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Student Credit Hrs/Course Load by Term-

2016 Fall Term			2017 Spring Term			2017 Fall Term			2018 Spring Term			2018 Fall Term			2019 Spring Term			2019 Fall Term			2020 Spring Term			2020 Fall Term			2021 Spring Term		
SCH Total Net	Stdnt Count	Course Count	SCH Total Net	Stdnt Count	Course Count	SCH Total Net	Stdnt Count	Course Count	SCH Total Net	Stdnt Count	Course Count	SCH Total Net	Stdnt Count	Course Count	SCH Total Net	Stdnt Count	Course Count	SCH Total Net	Stdnt Count	Course Count	SCH Total Net	Stdnt Count	Course Count	SCH Total Net	Stdnt Count	Course Count	SCH Total Net	Stdnt Count	Course Count
337.5	136	4	342.0	132	5	271.5	115	4	259.5	103	5	196.5	107	4	186.0	98	5	286.5	130	5	289.5	134	6	340.5	159	6	226.5	89	5

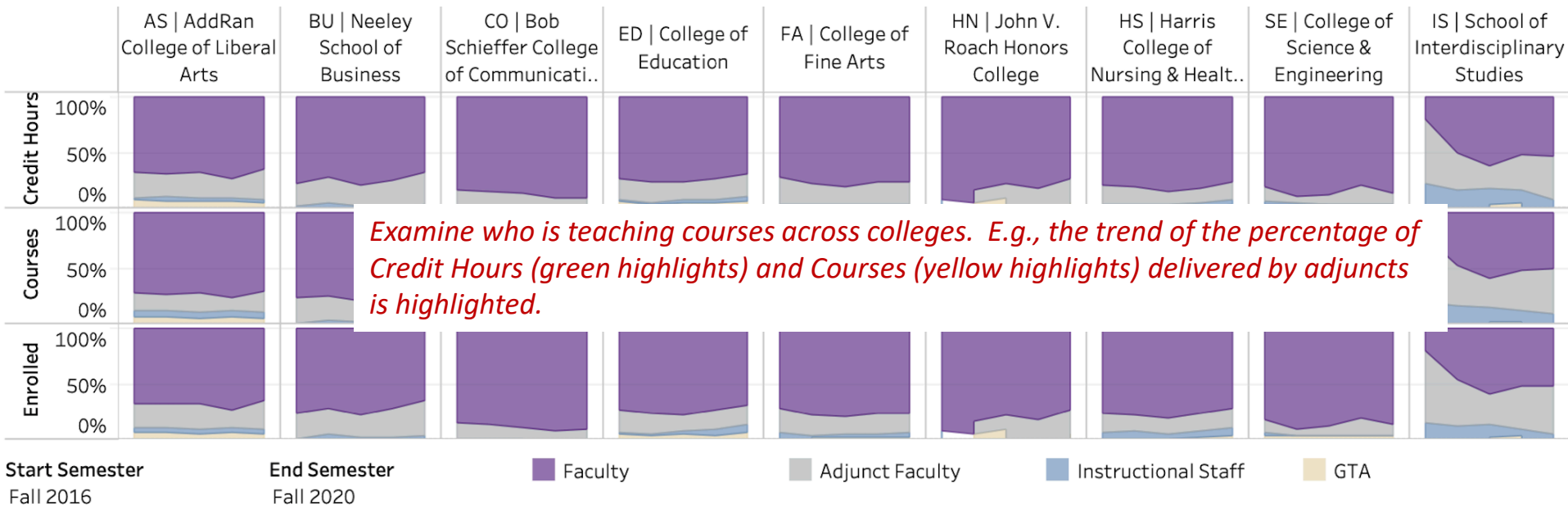
Fall and Spring data only. Data aggregated at instructor level; therefore, credit hours and courses are duplicated if more than one instructor taught a course. Based on data in PeopleSoft at 11:59pm from the TCU Data Warehouse. Curated by Institutional Research for University Planning.

Compare teaching workload of one person (orange dot, name hidden) to others in the same unit. 13



DW: Student Credit Hour Tool

Credit Hours, Courses and Enrollment by Faculty Type



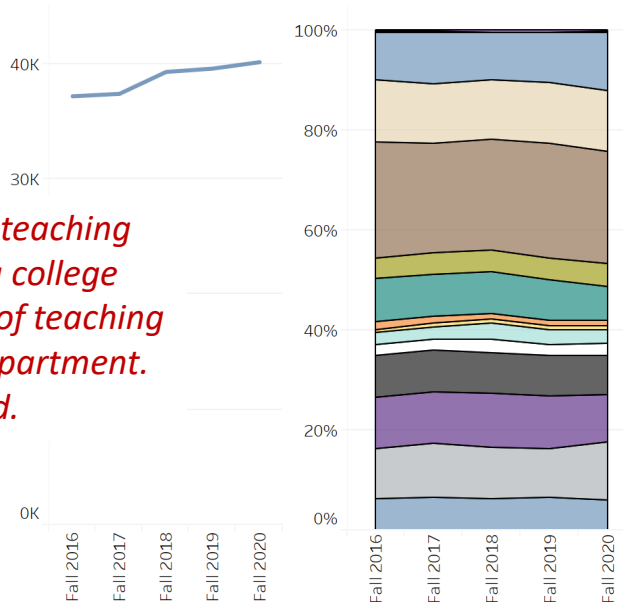
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Credit Hrs	% Credit Hrs	Credit Hrs	% Credit Hrs	Credit Hrs	% Credit Hrs	Credit Hrs	% Credit Hrs	Credit Hrs	% Credit Hrs
Faculty	103,008	75.8%	107,241	77.9%	113,131	79.0%	111,726	77.3%	111,405	74.3%
Adjunct Faculty	26,224	19.3%	23,198	16.8%	23,682	16.5%	26,619	18.4%	31,556	21.1%
Instructional Staff	2,868	2.1%	3,330	2.4%	2,664	1.9%	2,308	1.6%	2,891	1.9%
GTA	3,710	2.7%	3,933	2.9%	3,644	2.5%	3,795	2.6%	4,053	2.7%
Credit Hour Total	135,810	100.0%	137,701	100.0%	143,121	100.0%	144,448	100.0%	149,905	100.0%
	# Courses	% Courses	# Courses	% Courses	# Courses	% Courses	# Courses	% Courses	# Courses	% Courses
Faculty	2,961	80.2%	3,108	82.0%	3,215	82.3%	3,245	81.4%	3,075	79.7%
Adjunct Faculty	559	15.1%	513	13.4%	529	13.5%	580	14.5%	623	16.1%
Instructional Staff	119	3.2%	112	2.9%	103	2.6%	105	2.7%	100	2.6%
GTA	57	1.5%	64	1.7%	59	1.5%	57	1.4%	62	1.6%
Course Total	3,696	100.0%	3,797	100.0%	3,906	100.0%	3,987	100.0%	3,860	100.0%



DW: Student Credit Hour Tool

Credit Hours by College, Department, and Faculty Type

Examine who is teaching courses within a college and proportion of teaching load on each department. AddRan selected.



- AS | AddRan College of Liberal Arts
- AEST | Aerospace Studies
- ASGE | AddRan Non-Departmental Pro..
- CRJU | Criminal Justice
- ECON | Economics
- ENGL | English
- GEOG | Geography
- HIST | History
- MALA | Master of Liberal Arts
- MILS | Military Science
- MOLA | Modern Languages
- PHIL | Philosophy
- POSC | Political Science
- RELI | Religion
- SOAN | Sociology and Anthropology
- SPLA | Spanish and Hispanic Studies

Start Semester	End Semester				
Fall 2016	Fall 2020				
Academic College Current	Academic Department Current				
AS AddRan College of Liberal Arts	All				
	Fall 20..	Fall 20..	Fall 20..	Fall 20..	Fall 20..
Total Credit Hours	37,181	37,389	39,292	39,580	40,137
% FT Faculty	68.2%	68.9%	67.9%	73.7%	65.3%
% Adjuncts	22.8%	21.2%	24.1%	17.7%	27.4%
% Inst. Staff	2.4%	3.5%	2.9%	2.7%	2.3%
% GTAs	6.6%	6.4%	5.1%	5.9%	5.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ASGE AddRan Non-Departmental Pro..	75	13	15	55	33
AEST Aerospace Studies	84	100	119	138	105
CRJU Criminal Justice	3,510	3,846	3,741	3,918	4,655
ECON Economics	4,674	4,513	4,675	4,785	4,905
ENGL English	8,594	8,213	8,718	9,177	9,025
GEOG Geography	1,572	1,578	1,710	1,647	1,878
HIST History	3,207	3,160	3,259	3,206	2,663
MALA Master of Liberal Arts	561	513	453	483	441
MILS Military Science	213	255	324	313	332
MOLA Modern Languages	900	909	1,290	1,215	1,143
PHIL Philosophy	780	846	1,086	876	951
POSC Political Science	3,103	3,138	3,157	3,158	3,140
RELI Religion	3,822	3,825	4,212	4,158	3,753
SOAN Sociology and Anthropology	3,794	4,008	4,085	3,925	4,701
SPLA Spanish and Hispanic Studies	2,292	2,472	2,448	2,526	2,412
Total	37,181	37,389	39,292	39,580	40,137

Credit hour data are based on data in PeopleSoft at 11:59pm, March 7, 2021 from the TCU Data Warehouse. Curated by Institutional Research for University Planning. Institutional Research, March 2021

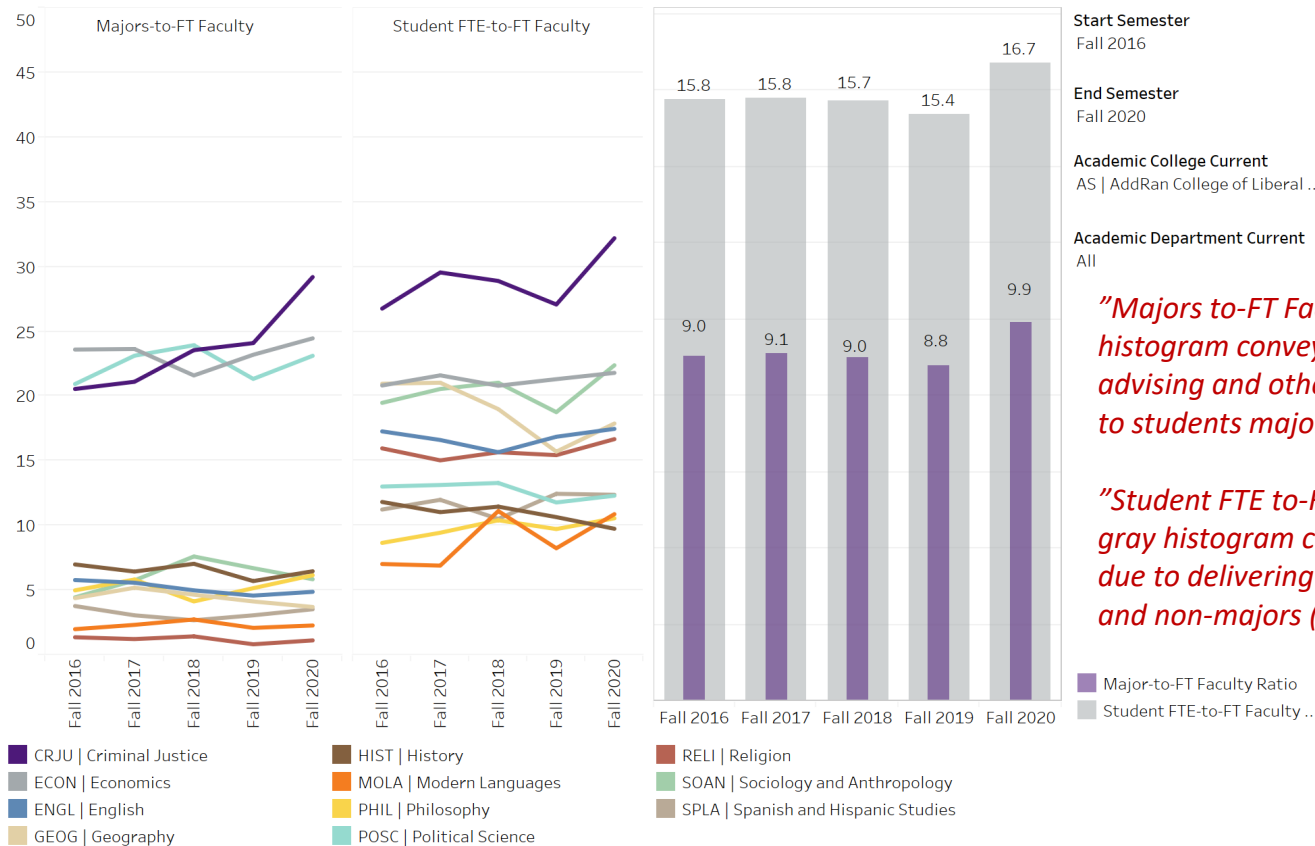


DW: Student Credit Hour Tool

Majors and Student FTE-to-FT Faculty Ratio

AS | AddRan College of Liberal Arts

All



Major data are from the 12th Day census. Student FTE data are based on data in PeopleSoft at 11:59pm, March 7, 2021 from the TCU Data Warehouse. Curated by Institutional Research for University Planning. Institutional Research, March 2021



DW: Class Sizes

Click buttons to navigate to different page views.

- View Class Size Bins (this view)
- View Class Size Table
- View Class List
- Course Component Definitions
- Class Size Overview

Class Size Histogram Grouped Bins

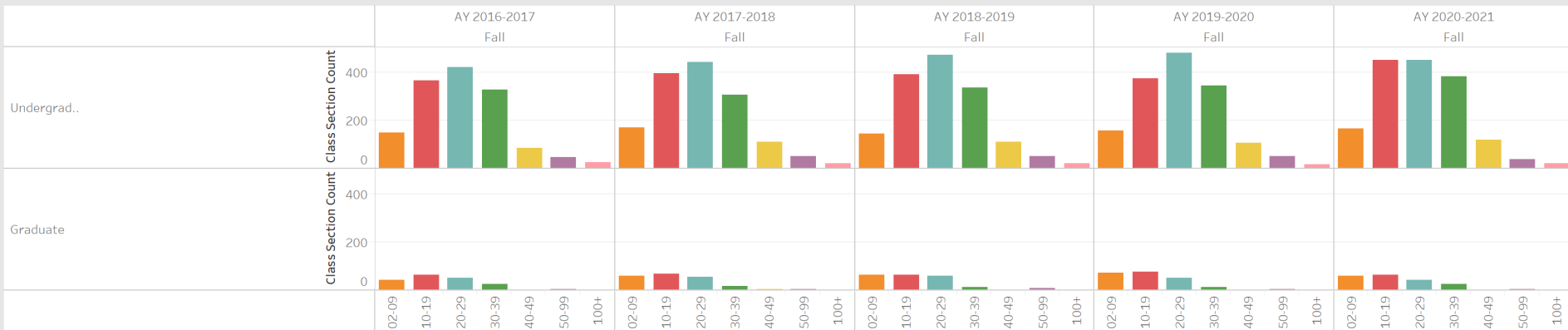
TCU Data Warehouse- For Internal Use Only

Class data grouped in bins by enrollment. Combined sections are counted as one class. Excludes classes with an enrollment of one. Review the Course Component Definition button for definitions of class type to filter out courses or use the Units to filter out classes by credit hour level, as needed. Data are based on class enrollment at the end of term and rolled into the current college/department. The current term displays class size as of yesterday and is updated daily.

Select Granularity Level: Career | AY Year: Multiple values | Term Season: Fall | Academic Career: All | Academic College: All | Academic Department: All | Class Division: All | Class Size Bin: All | Component Type: Multiple values | Units Minimum: All

Click on histogram bar to display list of courses that fall into the selected group.

02-09 10-19 20-29 30-39 40-49 50-99 100+



Shows trends of course sizes. Can select class type. E.g., this view selected: lecture, lecture & integrated lab, experimental, flex, discussion courses. Can look across colleges and departments. Can download lists of courses, e.g., all courses between size 2-9.





April 2021

Excellence

Nationally recognized programs.

1. The Online M.S. in Criminal Justice is ranked #6 in the nation by the 2021 U.S. News and World Report.

Enhancing DEI

1. AddRan College of Liberal Arts Race, Ethnicity, and Social Justice Cluster Hire (4 hires)
2. Diversity, Equity, and Inclusion in the Workplace Series.
3. AddRan DEI Faculty and Staff, and undergraduate/ graduate student committees.
4. AddRan Diversity, Equity, and Inclusion book club.

Relevance

Creation of new programs

1. Undergraduate certificate in health humanities
2. Expand minor in digital culture and data analytics

Align programs with marketable skills

1. AddRan Ambassadors training and leadership development program
2. ADRN 20101 Make Your Major Work Course
3. Provide workshops on NACE (National Association of Colleges and Employers) Career Competencies.
4. Emphasize diverse career options for humanities PhD students and create(w/ Neeley) internships for MA and PhD students with local start-up companies.

Sustainability

Ongoing review of resources

1. Created administrative assistant job share.
2. Reorganized financial aid packages to sustain graduate students through PhD programs.
3. Reassigned positions.

Ongoing review of program completion

1. Streamline coursework to improve time to degree at the undergraduate and graduate level.

Ongoing review of DEI efforts

1. Create an AddRan DEI Strategic Plan.



Excellence

- **Grow distinctive graduate programs**
 - Graduate Nursing (DNP)
 - Nurse Anesthesia
 - Ph.D. in Health Sciences
 - M.S. in Deaf Studies
 - M.S. in Athletic Training
- **Advance research enterprise through faculty and student scholarship**
 - Faculty & Student mentored publications
 - External grants
- **Offer unique learning experiences**
 - Nursing & Nurse Anesthesia simulation labs
 - Miller Speech & Hearing Clinic

Relevance

- **Offer new Bachelor of Science in Health Sciences**
 - Meets workforce demands of healthcare marketplace
 - Increases portfolio of career opportunities for undergraduates
- **Strengthen community partnerships**
 - Synergistic relationship of student training and community health needs
- **Promote and market employment rates and starting salaries of graduates.**
 - Data for Harris College is strong!

Sustainability

- **Data-driven assessment of graduate and undergraduate programs**
 - Sunset low enrollment / low achievement programs
 - Direct resources to high performing programs
- **Ongoing review of faculty & staff resources**
 - Reassign positions where needs are greatest
 - Develop long-term personnel goals and plans
- **Reevaluate unit operational costs**
 - Re-assess operational budget utilization in the post-Covid & post-budget reduction era.



Neeley School of Business April 2021

Excellence

Grow Graduate Program Reputation and Revenue

- **Maintain:** Fulltime MBA; Professional MBA; Executive MBA; MAc
- **Scale:** Energy MBA; Healthcare MBA; MS Supply Chain, MS Business Analytics
- **Add:** MS Finance; MS Entrepreneurship; MD/MBA; Global Professional MBA MS FINA, Exec Doctorate; MS Aerospace/Defense

Improve Marketing/Rankings

- Consolidate Mkt Agencies
- Execute “Grow Your Worth” Campaign
- Launch Peer/Employer Reputation Campaign
- Overhaul website; social media; CRM
- Join the nation’s Top 50 Business Schools (MBA #57, USNews), push toward Top 25.

Invest in Reputational Research

Relevance

Scale Neeley Office of Inclusive Excellence

Ensure Student Success

- Grow Premier Programs (Fellows, BNSF Neeley Leadership Program, Add Experiential Learning Core)
- Add Aspirational Employer Boards/Programs: Financial Services, Technology/Analytics; Consulting/Advisory
- Secure UG starting salaries in national Top 15 and MBA salaries >\$100k
- Address out-of-market student:advisor ratios

Institutionalize Innovation at TCU

- Scale/Promote Neeley Analytics Initiative
- Entrepreneurship Minor for Non-Bus Majors/Entr. Faculty Fellows Program
- FinTech Certificate
- Sales Certificate for Non-Bus Majors

Sustainability

Catalyze VIA: Lead On Campaign

- Double fundraising for people and programs (raise in 5 years what previously took 10)
- Add Endowed Chairs/Profs
- Name Acad. Departments and Centers of Excellence
- Grow Scholarships (Merit/Need)

Support TCU Resource Optimization Goals

- Implement efficiencies identified from curricular reviews
- Ensure annual compliance with Neeley faculty workload model
- Complete organizational alignment/consolidation efforts (e.g. external relations; grad programs)



Over the next year, what are examples of how your college is (or will) demonstrated enhancements to academic excellence, relevance and sustainability

Excellence

- Held two programs on inclusive teaching, based on ideas from “How to Be an Antiracist.”
- Instituted virtual faculty research seminars to share scholarly work.
- Created virtual student research and creative activity fair.

Relevance

- Instituted 1-credit senior seminar focused on career issues in Strategic Communication.
- Invited Board of Visitors members to hold a virtual panel on job hunting in a digital-only environment.

Sustainability

- Eliminated B.S. News and Media Studies major in favor of B.A. and B.S. majors in Journalism.
- Restricted Communication Studies courses to majors and minors so they can progress to completion.



College of Science & Engineering

April 2021

Where open doors open

Excellence

High-quality programs that support high-achieving students

- 80% acceptance rate to med school
- Senior design projects in Engineering and Computer Science
- % of Honors student major in CSE

A commitment to fostering research involving undergraduates

- \$150K in CSE grants awarded to 101 students

Dedicated faculty who are committed to the teacher-scholar model

- 124 publications by 51 faculty
- \$5.2 million in research funding

Relevance

Impactful research and training

- Cancer and Alzheimer's research
- Extramurally funded interventions led by the Institute of Behavioral Research and the Karyn Purvis Institute of Child Development

Community Outreach

- Food recovery program (Nutritional Sciences)
- School visits by the Chem Club
- On- and off-campus outreach by the Monnig Meteorite Gallery

New Data Science Major and other STEM-specific curricular updates/changes

Sustainability

STEM-specific career development

- Career development workshops & job fairs

DEI efforts

- Summer workshops (eg., Coding for Girls), TCU STEM & Culture Symposium

Advancement efforts to support students

- Dean's fund for excellence to fund student research
- Scholarships



College of Education

Excellence

- Grow distinctive programs
 - M.Ed. Counseling
 - Ed.D. Higher Education
 - M.Ed. Educational Leadership
 - B.S. Early Childhood –Grade 6
 - Youth Advocacy & Educational Studies
- Advance research through faculty and student scholarship
 - Faculty & Student mentored publications
 - Increase external grant writing with Centers & Institutes
 - Collaborate with local ISDs in grant writing in preparing educational leaders and/or teachers
 - Develop and cultivate program evaluation with community partners
 - Mentor doctoral students of color through the Holmes Scholars partnership; provide opportunities for professional development
- Offer unique learning experiences
 - Develop a Counseling Clinic in collaboration with FWISD
 - Expand opportunities for undergraduate/graduate research with faculty members
 - Expand internship opportunities and international academic experiences for undergraduate programs
 - Our EC-6 Program uniquely studies teacher practices in integrating the learning sciences into classroom learning to maximize student learning. Expand the learning sciences into practice to our lab schools

Relevance

- Offer a weekend EdD program schedule for K-12 & Higher Education
 - Meet workforce demands
 - Expand reach beyond Fort Worth for graduate students
 - Revenue generating
- Offer new program pathways
 - Develop a certificate In Medical Education. An Interdisciplinary collaborative effort with medical school, COE, and Nursing
 - Develop the Maestro Program—focusing on recruiting Latinx men to teaching fields and to the principal pipeline
 - Develop a M.Ed. In Educational Advocacy
 - Continue efforts with GO Teach, TCC, and area educator stakeholders
- Promote and market employment rates and starting salaries of graduates.
 - Share ISD employment data previously gathered from TEA for internal purposes with stakeholders (recruitment, BOV, advancement, etc.)

Sustainability

- Data-driven assessment of graduate and undergraduate programs
 - Sunset low enrollment / low achievement programs
 - Direct resources to high performing programs
- Ongoing review of faculty & staff resources
 - Continue to reassign positions where needs are greatest
 - Develop long-term personnel goals and plans
 - Examine transition to academic departments
- Reevaluate unit operational costs
 - Re-assess operational budget and ways to maximize funding.
 - Re-evaluate Centers/Institutes and the Lab school budgets



School of Interdisciplinary Studies, April 2021

Excellence

Provides key space for inclusive excellence by:

- Providing intellectual community for students, faculty, staff often underrepresented in academic discourses
- Offering programming that furthers the work of understanding and developing a more just society
- Providing rich DEI and Core curriculum course offerings
- Nationally recognized, award-winning faculty

Addresses critical social issues via interdisciplinary approaches:

- Women & Gender Studies (WGST)
- Comparative Race & Ethnic Studies (CRES)
- Interdisciplinary Inquiry (IINQ)
- African American Africana Studies (AAAS)
- Latinx Studies (LTNX)
- Idea Factory Human-Centered Design (IDEA)
- University Life (UNLF)

Relevance

Enhances critical interdisciplinary perspectives on social transformation by:

- Offering courses and programming that speak to the times and student interests
- Holding space for students to process injustices and offer curricular support as they seek ways to engage in the work of producing a more just society
- Preparing graduates for leadership in world and workplace with greater social awareness and critical thinking

Promote awareness of complex and rapidly changing world by offering:

- Courses and programs that attract diverse students and participants
- Degrees to support post-graduation plans (WGST, CRES, IINQ)
- Degree enhancing certificates, initiatives, and minors (WGST, CRES, IDEA, AAAS, LTNX, UNLF)
- Cutting-edge scholarship published in top journals and presses

Sustainability

Sun-setted the IEP program.

Strategically grow programs by:

- Increasing student enrollment in SIS
- Using data-informed analysis to determine course offerings and focus programming
- Enhancing funding streams via development of donors, grant writing, and income generating initiatives
- Monitoring and promoting recruitment and retention of first-generation students

Support interdisciplinarity on critical social issues by:

- Continuing collaborations that connect diverse populations locally, nationally, and globally through research and teaching
- Refining processes and models for collaboration in teaching, programming, and scholarly endeavors



John V. Roach Honors College

April 2021

Excellence

- **Grow teaching-learning enterprise through distinctive courses recognized nationally**
 - Roach economics colloquium
 - #BlackLivesMatter
 - Giving & Philanthropy
- **Advance research enterprise through faculty and student scholarship**
 - Dr. Wendi Sierra, NEH Grant
 - Dr. Frederick Gooding, Jr., National Gallery of Art Fellowship
 - Student research & publications
- **Support student success initiatives**
 - Multiple Fulbright Scholarship finalists and winners
 - Individualized advising/mentoring that is inclusive & caring

Relevance

- **Recruit high-achieving and highly-motivated students**
 - Enrolled largest class of 1st year Honors students (336) in Fall 2020
 - Strong 33.7% Yield Rate
- **Increase already strong retention and completion rate**
 - 233 Honors graduates in 2019/20
 - 244 projected 2020/21
- **Strengthen connections with community**
 - Expand Board of Visitors
 - Increase opportunities for alumni-student mentoring
- **Promote inclusive excellence**
 - Strong Honors leadership in RRI
 - Increased support for needs of first-gen and BIPOC students
 - Hiring more diverse faculty in permanent roles

Sustainability

- **Practice strategic budgeting**
 - Use multiyear budgeting to support long-term planning and reevaluation of costs
 - Focus investment on students
- **Convert “Honors Abroad” to tuition-based program**
 - Increase scholarship & program support
 - Build stronger collaboration with Center for International Studies
- **Ongoing curricular review**
 - Assess curriculum & student-learning outcomes
 - Develop long-term curricular goals for directing resources including endowed funds
 - Use action research to study engagement & high-impact practices through data



COLLEGE *of*
FINE ARTS

April 2021

Excellence

- **Outstanding Student-Teacher Interaction**
 - Our focus on quality over quantity sustains small class sizes and the one-on-one instruction critical to Fine Arts instruction
 - Students get hands-on, experiential educational opportunities through internships, student teaching, and numerous performances
- **The CFA Champions DEI initiatives**
 - Internal grants support programming that speaks directly to issues of diversity
 - Upcoming plans include listening tours with all constituencies to help broaden efforts at inclusivity
- **Award-Winning Faculty & Student Research and Creative Activity**
 - Internal grant programs support faculty and student research and creative activity
 - Ongoing projects include grant-writing workshops tailored to research *and* creative activity
- **Exceptional Facilities and Programming**
 - State of the art facilities in many of the College's units attract students and facilitate their learning
 - Facilities & Programs offer a "front-porch" opportunity to TCU, bringing the community to the campus

Relevance

- **Fine Arts help shape the culture and economy of TCU and its community**
 - Sustain and enhance community arts partnerships
 - Continue presenting highest quality arts experiences to the campus and the community
 - Student Success: Continue high placement rates and community placement of graduates
- **DEI initiatives support student careers in the arts**
 - The Fine Arts organically engage with issues of diversity and inclusion, which represent an area of growth for arts organizations. Strengthening DEI initiatives better prepares our students for their future careers.
 - Aggressive and focused recruiting that will broaden our diverse student body and diversify our faculty
- **The Fine Arts Inherently Manifest Interdisciplinarity**
 - Continue building interdisciplinary relationships and partnerships across units and between colleges to promote creative thinking

Sustainability

- **Curricular Review (streamlining of programs for sustainability)**
 - Define strategic enrollment targets
 - Define/optimize faculty workloads
 - Sunset low enrollment / lower achieving programs
 - Reassign personnel resources strategically
- **Budget Review**
 - Review/reassess budgets in light of post-Covid reductions
 - Direct resources to high performing programs
 - Focus on Advancement initiatives and alternative revenue streams that support faculty and programs
- **Facilities Enhancement**
 - Renew efforts to create functional facilities across the college
 - Optimize existing resources and facilities through improved collaboration among units



School of Medicine, April 2021

Over the next year, what are examples of how your college is (or will) demonstrated enhancements to academic excellence, relevance and sustainability

Excellence

- Attain Provisional Accreditation from LCME
- Continue to shape curriculum to be learner friendly and address the future of medicine
- Prepare students to pass National Board exams and optimize residency program placement

Relevance

- Expand and enhance partnerships with industry
- Maximize role with and lead clinical affiliates to drive the future of medical education (UME/GME), research, and health care
- Present locally and nationally on importance of empathy and communication in health care

Sustainability

- Hire faculty to lead cutting-edge curriculum
- Work with advancement to ensure sufficient people and infrastructure to become the model medical school of the future
- Support unpaid teaching faculty so they feel valued



Office of Graduate Studies, April 2021

Excellence

- Completed external graduate program review
- Revised internal graduate program review protocol
- Provide competitive graduate student financial aid support
- Align approval of new academic programs with TCU mission and pursuit of regional and national excellence

Relevance

- Emphasize continuous program quality improvement and student success outcomes
- Greater integration of research, scholarship, and practical experiences in teaching mission and program development
- Career development training/workshops
- Student diversity and inclusive excellence

Sustainability

- Continual review of fiscal health and sustainability of graduate/professional programs
- Data-driven assessment of graduate programs
- Enhance graduate student experience and campus inclusion
- Establish pipelines for recruitment of quality graduate students



Library, April 2021

Excellence

- Information Literacy
 - Lifelong skill development
 - Integrated into courses through assignments, librarian led instruction, and individual consultations
- Collection Development
 - Subject librarians keep abreast of developments in each academic field
 - Insure curricular & research support
- Multi-modal Learning Environment
 - Fab Lab
 - Group study/individual study

Relevance

- DEI Initiatives
 - Exhibits highlighting relevant library resources
 - Special Collections & Archives used as primary source materials for RRI research
 - Diversifying library art collection (African American and Sri Lankan artists added in 2020)
- Job Preparation
 - Internship in Public History – Special Collections
 - Art history end of year curatorial art exhibit
 - Building research skills for post-bacc career

Sustainability

- Collections Budget
 - Continual subscription cost/use analysis
 - Patron driven acquisition plans for ebooks & streaming media
 - Book selection plan revised annually to align with research and curricular needs
- Staffing
 - Assess all vacancies, identify needs and redefine positions as necessary
- Operational Costs
 - Regular review of operating expenditures - identify ways to streamline

