



The Academic Strategy for The University of Tulsa

Based upon the Provost's Program
Review Committee Recommendations
2018-2019

April 11, 2019



TABLE OF CONTENTS

Foundations and Starting Assumptions	3
Provost's Program Review Committee Process	7
Transmittal Letter From PPRC to Provost.....	8
About the Committee and Process.....	9
Appendix A: PPRC Charge	13
Appendix B: PPRC Roster.....	14
Appendix C: Academic Unit Data Sheets	16
Appendix D: PPRC Program Measurement Summary	19
Appendix E: Comprehensive Review Rubric	25
Program Priorities.....	30
Reimagining Academics at TU.....	39
University Policies.....	47

FOUNDATIONS AND STARTING ASSUMPTIONS

The University of Tulsa, guided by the Provost's Program Review Committee (PPRC), will begin the process of consolidating and closing a significant number of degree programs, implement identified actions for continuous improvement and reallocate resources to invest in those programs with growth potential. The university also will create a new academic structure and immediately implement recommended university policies. These changes are unequivocally endorsed by all who have received them and support, fundamentally, who we are: a high-touch undergraduate institution that provides all students with a grounding in critical and creative thinking and is STEM heavy, with a professional, practical focus.

The following underlying fundamental assumptions are part of these recommendations and guide the university's path forward.

Foundations

1. **Commitment to our Students and Faculty.** We will support and sustain our commitments to our students and our resident faculty. Any program that exists today whether undergraduate or graduate will be allowed to matriculate students in the fall. All students currently enrolled will be able to finish their current degree program(s) — we are committed to teaching out those students until they earn their degrees. We will also uphold our existing agreements with our tenure, tenure track and resident contract faculty. We will not matriculate new students in fall 2020 in the programs impacted by the program recommendations.
2. **Implementation of the Strategic Plan.** — The re-visioning of academics at The University of Tulsa has its genesis in the Greater Commitment Strategic Plan: 2017-2022. In that plan, all TU stakeholders agreed upon a narrow set of objectives that prioritized undergraduate student success, professional development for 21st century jobs, high-touch research, outside-the-classroom experiences and connecting TU to the Tulsa community and beyond. The recommendations in this academic re-vision operationalize many of these strategic priorities by realigning resources to better support academic programs consistent with the strategic plan, by creating a common undergraduate entry path to support any college or major and by leaning in on graduate programs that support strategic objectives and unwinding graduate programs that do not fit clearly into the university's strategic direction.
3. **Stretched Too Thin.** The Higher Learning Commission's assessment of TU's program reviews sparked the creation of the PPRC. Specifically, when the HLC site visit team came to campus in March 2018, the team poignantly noted:

Decision-making has not been strategically driven. For example, academic programs are eliminated through attrition and scarce resources.

Some 20 programs have had six or fewer graduates per year over three recent years, as described in the document in the addendum labeled "Enrollment by Major for three years." The only mechanism shared for the elimination of programs is the attrition of program faculty.

The current process of program review also does not include a mechanism to evaluate program alignment with mission or strategic plan to allow for mission-driven allocation of resources. Program elimination appears to be primarily driven by faculty attrition rather than institutional mission and enrollment.

The review team recommends intense institutional oversight to ensure that there is a systematic review of all undergraduate programs including those that cross disciplines. Program reviews should include a detailed financial component and discussion related to program sustainability. In addition, a systematic process that allows for the elimination of programs is recommended through shared governance.

In short, the HLC appropriately noted that TU operated under a de facto “build it and they will come” philosophy and has not systematically engaged in program review, particularly at the undergraduate level. Consequently, the academic cost structure at The University of Tulsa is unsustainable for its size and breadth of its current programs. On average, TU spends \$25,000 per student on academics (this includes instruction, instructional support and academic support) but only nets \$15,000 in tuition revenue per student. In part, this is an economy of scale issue. However, unfavorable demographics suggest that growth in our undergraduate student body is an unreliable strategy. Consequently, TU has stretched its academic resources too thin, and we must make hard choices and hard trade-offs. The PPRC answered this call.

4. **Data-Informed Decision Making.** Data drove the president’s and board’s decisions, which are based on PPRC research. Data are not the same as numbers, and the PPRC relied on both quantitative data and qualitative data to drive its conclusions. Some of the data came from TU databases and the Office of Institutional Research. Other data, particularly assessment data, came from the Office of Continuous Improvement. In November 2018, TU rolled out EAB’s Academic Performance Solutions (APS) which both confirmed the Office of Institutional Research’s quantitative data and deepened the PPRC’s ability to run queries based on the data. The PPRC also relied on periodic program reviews, internal and third-party, when available.

Much of the data that the PPRC used came directly from deans, department chairs and program leads. The templates that the PPRC sent to colleges and departments appear in this report, and they offered those closest to the information (faculty, chairs and deans) ample opportunities to support or qualify the underlying numbers. Most notably, each department was asked to engage in a SWOT (strengths, weaknesses, opportunities, threats) analysis. In January 2019, following the PPRC’s data gathering in the fall, the provost made all of the PPRC’s measurement summaries available to campus, and, based on some faculty’s review, the PPRC adjusted some of these summaries to correct any inadvertent inaccuracies. A natural temptation for faculty and staff (and one that has already been articulated several times) is to discredit the recommendations by disputing the underlying data. Within an acceptable margin of error, the data in this report, and the data that undergird this report, are accurate and align with the way TU reports data to the Department of Education, the Higher Learning Commission and outside financial auditors. The conclusions herein are not based on the “margin of error.”

The HLC asked TU to engage in comprehensive program review in terms of strategic priorities and financial sustainability. TU is fortunate in that its \$1 billion-plus endowment allows it to support programs that are not “self-sustaining” through tuition, research dollars and/or annual gifts, but that are important to the university’s strategic direction and initiatives. Thus, the provost decided not to provide the PPRC with detailed budget data. The financial data points that the PPRC relied upon were: 1) total instructional costs; 2) computed instructional cost per student credit hour; and 3) external research funding. Once the PPRC passed the recommendations to the provost’s office, the provost also applied a short- to medium-term budgetary lens to the PPRC’s recommendations in order to sync the academic recommendations with the university’s need to align financial resources with its institutional mission and strategic planning goals.

5. **TU’s Identity and Brand.** The data that the PPRC used reveal TU’s identity – even if we have been slow to admit it to ourselves. The data show that TU is predominantly an undergraduate institution, focused on STEM and professional education (business, health and law). We offer all students a firm grounding in critical and

creative thinking and believe strongly in the Tulsa Curriculum (of today and tomorrow). Furthermore, we offer graduate programs that support our undergraduate mission and our strategic priorities.

In order to become a university of choice for undergraduate students (and their parents), TU must brand itself as a high-touch undergraduate university. TU will thrive if it doubles down on its “secret sauce” by offering undergraduates unparalleled opportunities to engage with and research alongside resident faculty, as opposed to graduate students or adjuncts. In examining the data, including assessment and outcomes data, the PPRC quickly recognized that the resident faculty is TU’s most valuable asset in meeting its strategic priorities – most notably enhancing student success. The PPRC designed many recommendations to maximize resident faculty’s academic interaction with undergraduates and assure that resident faculty teach undergraduates early in our students’ careers.

Additionally, the PPRC recommendations, which were endorsed by the president and board, support the strategic plan’s aggressive goals regarding retention, as well as four-year and six-year graduation rates. The PPRC found that undergraduates currently have vastly disparate experiences (and success rates) depending on their entry point, particularly the college in which they begin their freshman year. Outside of the PPRC, the TU Board of Trustees approved a Student Success Plan in February 2019, which, at its core, creates a one-stop student success center. As the academic analog to the student success center, one of the boldest and most inspired decisions is the creation of University Studies in Henry Kendall College as the common entry point for all entering freshmen. University Studies will house the Tulsa Curriculum (currently the core and the blocks) as well as TU’s unique “high-touch” experiences for undergraduates, such as Global Scholars, Honors/Classical Studies, Presidential Leaders Fellowship and the Tulsa Undergraduate Research Challenge.

6. **Well-Informed Shared Governance.** Shared governance is one of the defining features of a university. The PPRC is a representative committee of faculty members and one dean, who is also a faculty member. While the provost and chief financial officer officially were ex-officio members of the PPRC, neither participated in any deliberations leading up to the recommendations. The CFO only attended the kick-off meeting and answered questions directly posed by the PPRC. The provost attended periodically to provide updates on board decisions, the status of HLC accreditation, etc.

The PPRC chair, Professor Tracy Manly, convened the first meeting on June 26, 2018, and the committee met as a whole for two to four hours a week through March 2019. In addition, the PPRC had a dedicated and secure site on a project management system where the committee engaged in message and document exchange. In addition to in-person meetings of the entire committee, the PPRC subcommittees met regularly in the fall and scheduled meetings with deans and department chairs when appropriate. PPRC members researched departments and programs as homework and completed detailed data summaries and program review reports. Committee members had exceptional command of the data and were instrumental in educating colleagues on the functions and structure of the university. The best estimate is that each PPRC member will have devoted nearly 1,000 hours of university service between June 2018 and July 2019.

The PPRC is a model of well-informed shared governance. The PPRC not only had access to all the relevant underlying data, but also dedicated the time necessary to understand the data at the most nuanced level. The recommendations from faculty who have devoted the time and focus to study and understand all facets of a problem — in this case the realignment of academic resources — merit the highest level of deference from all corners of the university. The provost, dean’s council, president and board of trustees reviewed and, in some cases debated, the PPRC conclusions. In the end, all who reviewed the PPRC’s work and recommendations afforded them the deference that well-informed shared governance deserves.

7. **All University Programs — Not Only Academics — Reviewed.** The university is an academic institution, and academics remain paramount to the university's mission. Thus, questions of strategic priority and financial sustainability are not for academic units alone. They are questions that the entire university must contemplate. Concurrent with the PPRC's review of all academic programs, the athletic director, the president and board of trustees' executive committee engaged in a review of the university's support of athletics. In February 2019, trustees voted to cap the university's subsidy to athletics at a point significantly below current levels. Additionally, the executive director of Gilcrease Museum, the president and the board of trustees' executive committee reviewed the university's management agreement with the museum and passed a resolution that ended the periodic practice of using TU's budget as a financial backstop for Gilcrease's budget. Inspired by the PPRC's data-driven work, the university is embarking on a review of all non-academic and administrative functions. While TU's academic cost structure is in need of focus and realignment, we are examining the entire university to ensure that resources appropriately align with the mission and the strategic plan.
8. **Just the Beginning.** This initial PPRC review was comprehensive, and its recommendations extensive, because TU had not previously engaged in systematic program review of undergraduate programs and had not systematically integrated graduate program reviews into other university processes. The PPRC is not a one-time committee but rather a committee that will meet year after year and will continue to make recommendations about which programs deserve investment, which programs to sunset and which programs to merge. It is our hope that the PPRC's inspiring work will catalyze a culture of data-informed decision-making at the program and departmental level. Then, the PPRC's work becomes unexceptional.

This document includes a vision of this structure, the process at which we arrived at these recommendations and immediate steps to take. This work has been challenging and was conducted with the knowledge that the steps necessary for this vision will further challenge us. I am confident we have the wherewithal to see this through.

Janet K. Levit
Provost and Executive Vice President for Academics
April 2019

PROVOST'S PROGRAM REVIEW COMMITTEE PROCESS

February 22, 2019

Provost Levit,

The Provost's Program Review Committee (PPRC) respectfully submits our findings and recommendations for academic programs at The University of Tulsa. Our charge is to evaluate the university's academic programs across many dimensions, including their contribution to the core mission, their trajectory and their financial sustainability.

For the past eight months, we've gathered and reviewed data regarding each program. After our initial committee reviews were completed, we held personal meetings with members of academic leadership to clarify remaining questions. Included in this binder is the collection of that data synthesized into a comprehensive set of evaluations.

Yearly reviews will ensure future recommendations will likely be less dramatic. Because of the significance of this comprehensive review, and in deference to the five-year strategic plan, that is not the case. A fundamental recommendation for adjustments (PPRC Program Priority Recommendation) identifies the reallocation of resources for our highest strategic priorities. These recommendations do not stand alone. Also included is a recommendation that reimagines higher education at The University of Tulsa. Significant outcomes require significant change. Similar to what is taking place elsewhere on our campus, this recommended restructuring is made with a focus on student success, student demand and elevating the university to a position of strength with flexibility to respond to a landscape that is everchanging at an increased pace. All recommendations are in alignment and support of the five-year strategic plan.

As others provide their input, we ask that they do so with a focus on furthering this work by determining, from their perspective and insight, the best path forward and taking necessary steps to execute these recommendations. We do not see any benefit in making significant changes to these recommendations; they were developed based on the extensive research and knowledge gained during our work as the PPRC.

Our committee members were nominated by the deans and selected by the provost, president and president of the Faculty Senate. We appreciate and value the trust placed in us. We now place the same trust in you to carry this work forward for the good of our students and institution.

Sincerely,

PPRC

Transmittal from PPRC to Provost

PROVOST'S PROGRAM REVIEW COMMITTEE PROCESS

2018-2019

In 2018, the leadership of the Faculty Senate in conjunction with university administration created the Provost's Program Review Committee (PPRC). The charge of the committee was approved by the Deans' Council on May 3, 2018. What follows is an overview of the PPRC process including documents, criteria and recommendations.

1. **Composition of the committee.** The committee charge (shown in Appendix A) specifies the membership of the PPRC as ten faculty members representing the academic colleges and one dean. For each place on the committee, the deans nominated two faculty members to be interviewed by the president, provost and the president of the Faculty Senate. Interviews were conducted on June 4, 2018.

Additional members of the PPRC include the president of the Faculty Senate, the vice president of the Faculty Senate (ex officio), the provost (ex officio), the executive vice president and treasurer (ex officio). As allowed by the committee charge, the vice president for strategic initiatives also served as an ex officio member. The complete committee roster is shown in Appendix B.

2. **Committee timeline and work.** The PPRC met first on June 19, 2018 with the Provost leading the meeting and providing context regarding the formation of the group and the work to be done. The group met weekly through the summer and fall of 2018 and then biweekly in 2019. The PPRC was required to develop the processes for the reviews and then implement those processes.

Establishing evaluation criteria. During June and July 2018, the PPRC reviewed multiple resources regarding the evaluation of academic programs. The group reviewed the university HLC accreditation report and the evaluation from the HLC visiting team. The group read *Reengineering the University: How to be Mission Centered, Market Smart, and Margin Conscious* by William F. Massy. Resources from other institutions, academic articles, and presentations from EAB all contributed to the foundational knowledge of the group.

The final criteria for evaluating academic programs are summarized as follows:

Criterion	Unit of Assessment
Relevance to the Mission, Strategic Plan, Core Function of the University	Academic Unit
Financial Sustainability	Academic Unit
Scholarship and Intellectual Contributions	Academic Unit
Community Engagement and Commitment to the Public Good	Academic Unit
Diversity and Inclusion of the Faculty	Academic Unit
Enrollment Trajectory	Program
Student Outcomes	Program

The PPRC identified 37 academic units and approximately 190 unique academic programs across the university to be reviewed. The PPRC concluded that all units and programs should be evaluated in the first year to provide a comprehensive overview and set a benchmark for future reviews.

1. **Data collection.** During August and September 2018, the committee collected data for review. The sources of data are described below.

- **Faculty member lists.** These were provided by the academic deans and included information about each faculty member including standard teaching load (credit hours and clinical hours), credit hours or clinical hours taught in Fall 2017 and Spring 2018, recent scholarly contribution, and participation in community engagement.
- **Academic unit data sheets.** The PPRC developed spreadsheets that were distributed to the heads of the academic departments for completion. Each spreadsheet contained five tabs: programs, courses, additional learning opportunities, community engagement, SWOT analysis. (See Appendix C.)
- **Program review reports.** These were provided by the university Office of Assessment for undergraduate programs, and by the Graduate School for graduate programs.
- **Accreditation reports.** Collegiate deans provided accreditation reports for programs with outside accreditors.
- **PPRC Measurement Summaries.** PPRC members used data provided by the office of institutional research and the sources described above to complete summary forms of metrics for each academic unit and the programs within that unit. (See Appendix D.). The measurement summaries were the only inputs in the review process that were created by the PPRC. In December 2018, the PPRC gave the summaries to the deans of each college to be checked for accuracy. After that, they were made available to the entire campus in the Provost's office.

2. **Review process.** The PPRC divided into four subcommittees for the purpose of reviewing each academic unit and the programs within those units. Each subcommittee reviewed approximately two academic units per week and prepared the comprehensive review rubric as output. (See Appendix E.) The subcommittees made multiple suggestions for the academic programs including ideas for continuous improvement, program investment, program combination, and program elimination. Two PPRC subcommittees reviewed each academic unit over 11 weeks. The reviews were not shared among the subcommittees, instead they were submitted directly to the committee chair.

The committee chair combined the evaluations and recommendations from the two blind subcommittee reviews. During December 2018 and January 2019, the two subcommittees that reviewed each academic unit met to reconcile their analyses. The joint subcommittees recorded and compiled the final conclusions. In some cases, additional information was requested. These inquiries were consolidated and ultimately forwarded to the academic deans for clarification. In January 2019, the PPRC met with the deans to gain the additional information needed to finalize the recommendations. After the meetings with the deans, the PPRC took all of the recommendations and used standardized metrics to verify consistency across all programs at the university.

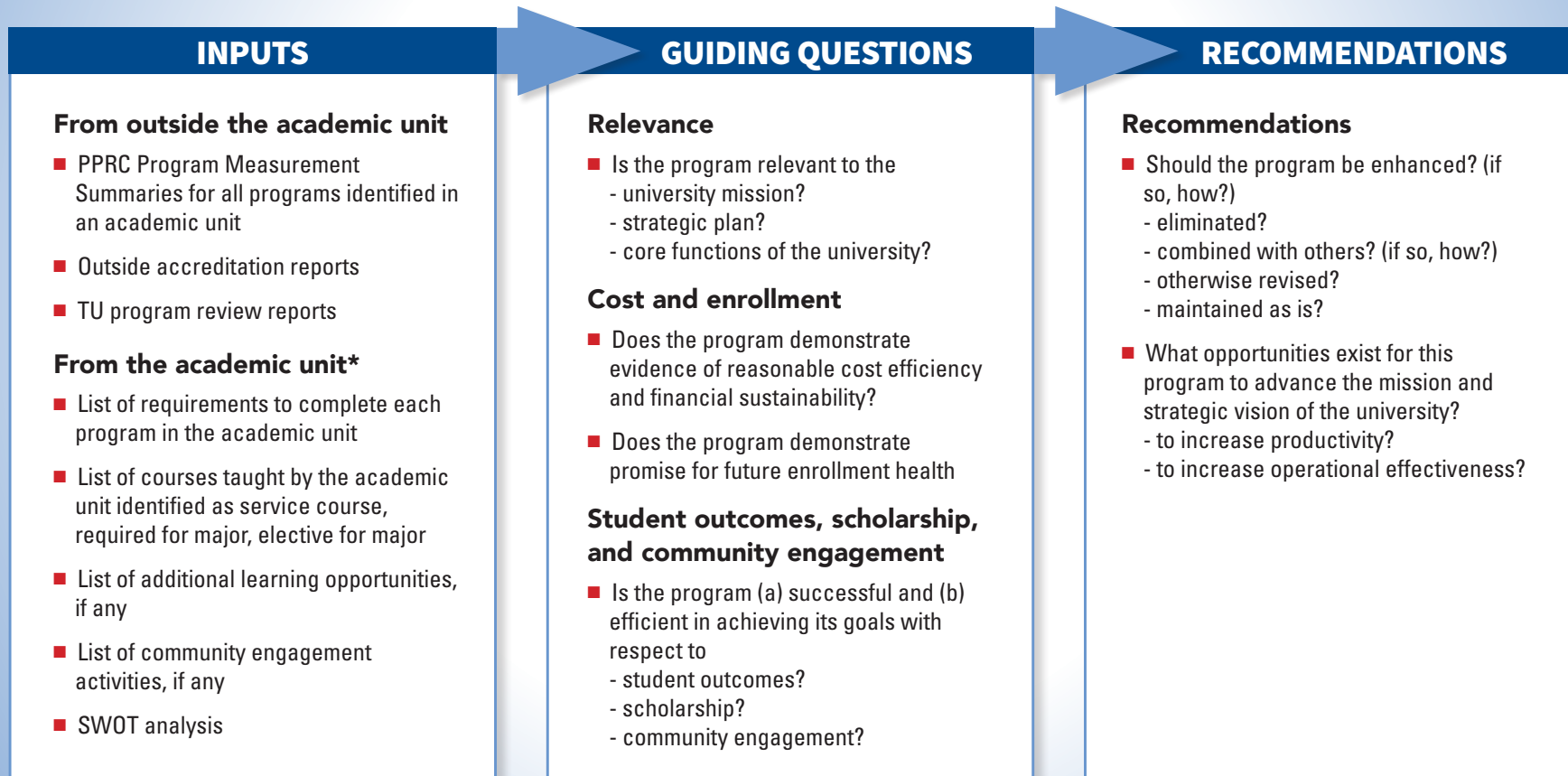
3. **Submission of report.** The report of the PPRC was submitted directly to the Provost on February 22, 2018. She examined the report and then shared it with the academic deans and other university administrators for feedback. The PPRC attended two retreats with the Deans' Council to discuss the report and the implementation of the recommendations. The report of the PPRC comprised these three categories.

- **Program reviews and priorities.** Summary reviews were provided for each of the thirty-seven academic units and the programs within those units. Recommendations for continuous improvement, program investment, combination, and elimination are noted on each summary.
- **University-level recommendations.** The PPRC review process identified multiple opportunities for improvement that apply across university programs. These items relate primarily to the consistent and efficient use of the resident faculty. The guiding principles in each of these areas are transparency and similar treatment across the university.

- *Academic reorganization vision.* The 2018-19 PPRC accepted the challenge of reviewing all of the programs in one year. This comprehensive approach allowed the committee to imagine reorganizing the academic structure of the university to better accomplish the following objectives.
 - Provide closer alignment to the strategic plan initiatives guiding the institution forward.
 - Meet student success goals especially with respect to retention and graduation rates.
 - Allow greater flexibility in using faculty and academic resources to deliver modernized programs
 - Use administrative resources more efficiently to support the academic programs.

PPRC REVIEW PROCESS

Programs within an academic unit are all reviewed simultaneously.



*See template given to heads of academic units.

APPENDIX A

PROVOST'S PROGRAM COMMITTEE

CHARGE

Charge: The purpose of the Provost's Program Committee (PPC) is to ensure that TU's academic programs enhance student learning and align with the University's strategic priorities. This standing committee is tasked with evaluating all academic programs in all colleges at TU across a number of dimensions, including their contribution to the University's core mission, their trajectory, and their financial sustainability. Deans of colleges with programs under evaluation will be given the opportunity to provide meaningful input. The committee will make recommendations to the Provost about the allocation of TU's resources across existing and future programs, as well as to propose policy for the ongoing evaluation of academic programs.

Composition: The Provost's Program Committee is composed of 10 faculty representatives drawn from each college (three from the College of Engineering and Natural Sciences; three from the Henry Kendall College of Arts and Sciences; two from the Collins College of Business; one from the Oxley College of Health Sciences; and one from the College of Law), one Dean, the president of the TU Faculty Senate, the Provost (ex officio), the Executive Vice President and Treasurer (ex officio) and the vice president of the TU Faculty Senate (ex officio). Other deans, administrators, students and/or alumni may be invited to participate ex officio as needed.

Selection: As part of shared governance, each college will nominate at least two candidates for each of its allotted representative positions on the PPC. The deans will select candidates after soliciting nominees from the faculty in their respective colleges. The Deans' Council will nominate two candidates from among its ranks. Candidates should be forward-thinking and collaborative. Candidates will be interviewed and selected by a committee consisting of the President, the Provost, and the President of the TU Faculty Senate.

Terms: Faculty representatives to the Provost's Program Committee serve three-year terms with the exception of the first cohort when, for colleges with more than one representative on the committee, staggered one-, two- and three-year terms will be established by lot. Terms of the committee members run from July 1 through June 30. When a faculty vacancy occurs, the respective dean will nominate two faculty for each vacancy. When a decanal vacancy occurs, the Deans' Council will nominate two deans for each vacancy. The nominees will be interviewed annually in May and June. There is no limit on the number of terms a faculty member or dean may serve, but returning members must be re-nominated. The PPC is a year-round working committee.

Approved by Deans' Council May 3, 2018

APPENDIX B
PROVOST'S PROGRAM REVIEW COMMITTEE
 APPOINTED JUNE 2018

	TERM LENGTH
	(Expires on June 30 of the following years)
Oxley College of Health Sciences	
Suzanne Thompson Stanton, EdD Clinic Coordinator Clinical Assistant Professor of Speech	2020
Kendall College of Arts & Sciences	
Miriam Belmaker, PhD Associate Professor of Anthropology	2020
John McNulty, PhD Department Chairperson of Psychology Associate Professor of Psychology	2019
Teresa Valero, MA Director of the School of Art, Design and Art History Creative Director of 3rd Floor Design Applied Professor of Art	2021
Collins College of Business	
Tracy Manly, PhD, CPA Program Director of Master of Accountancy Albert Rogers Professor of Accounting	2020
Mike Troilo, PhD Chapman Associate Professor of International Business and Finance	2019
Engineering & Natural Sciences	
John Hale, PhD Tandy Professor of Bioinformatics and Computational Biology	2019
John Henshaw, PhD, PE Department Chairperson of Mechanical Engineering Professor of Mechanical Engineering	2021
Michael Keller, PhD Associate Professor of Mechanical Engineering	2020
College of Law	
Elizabeth McCormick, JD Associate Dean of Experiential Learning Director of Clinical Education Programs Associate Clinical Professor of Law	2021
Deans' Council	
Robin Ploeger, EdD, ATC, LAT Thomas E. Oxley Dean of the Oxley College of Health Sciences Clinical Professor of Athletic Training	2019

Faculty Senate	
Stephen Galoob, PhD, JD Associate Professor of Law	2019
Dan Crunkleton, PhD, JD; ex officio Professor of Chemical Engineering	2019
Senior Administration	
Kevan Buck; ex officio Executive Vice President for Finance, Operations & Administration, Corporate Secretary & Treasurer	
Janet Levit, JD; ex officio Provost and Executive Vice President for Academic Affairs Professor of Law	
Tracy Suter, PhD; ex officio Vice President for Strategic Initiatives David and Leslie Lawson Associate Professor of Entrepreneurship	

APPENDIX C

ACADEMIC UNIT DATA SHEETS TEMPLATE

Programs

ACADEMIC UNIT	PROGRAM	DEGREE TYPE	Credit Hours Required to Complete this Program that are Offered by the Academic Unit	Documented program learning objectives? (1=yes; 0=no)	Explanation, if needed
Department of Anthropology	Anthropology, B.A.	UG, Major & Minor			
Department of Anthropology	Anthropology, B.S.	UG, Major & Minor			
Department of Anthropology	Anthropology, M.A.	GR, Masters			
Department of Anthropology	Anthropology, J.D./M.A.	GR, Joint Degree			
Department of Anthropology	Anthropology, Ph.D.	GR, Doctoral			

Courses

COURSE NUMBER	COURSE TITLE	Approximate number of sections offered per academic year, including summer	Tulsa Curriculum or College Core Requirement (1=yes; 0=no)	Courses taken as requirement for other majors (1=yes; 0=no)	Required for any Program in this Academic Unit (1=yes; 0=no)	Elective for a Program in this Academic Unit (1=yes; 0=no)	Other	Explanation, if needed
ANTH 1063	Culture, People, and Nature: General Anthropology							
ANTH 2023	Foundations of Linguistics							
ANTH 2031	Human Development and Diversity: Physical Anthropology Laboratory							
ANTH 2033	Human Development and Diversity: Physical Anthropology							
ANTH 2043	Patterns in Culture: Cultural Anthropology							
ANTH 2053	Cultures before History: Archaeology							
ANTH 2083	Evolution of Human Sexual Behavior							
ANTH 2233	Prehistoric Archaeology of Oklahoma							
ANTH 3023	Forensic Anthropology							
ANTH 3103	North American Indians							
ANTH 3123	Sociolinguistics							
ANTH 3443	Magic, Witchcraft, and Religion							

Additional Learning Opportunities

List the opportunities for student learning and participation offered by this academic unit beyond traditional coursework. (Examples include active student organizations, service learning projects, writing for a journal published by the unit, participation in research laboratories).	Approximate number of students per academic year	Approximate hours per week per student

Community Engagement

List the opportunities for students to engage with the community offered by this academic unit. (Examples include working in clinics, service learning projects.)	Approximate number of students per academic year	Approximate hours per week per student

SWOT Analysis

Please describe the strengths, weaknesses, opportunities and threats of the academic unit. Comment on specific programs (listed in the programs tab) in this analysis to the extent possible.
Strengths - List in the cell below (limited to 1,000 characters.)
Weaknesses - List in the cell below (limited to 1,000 characters.)
Opportunities - List in the cell below (limited to 1,000 characters.)
Threats - List in the cell below (limited to 1,000 characters.)
How do the programs in this academic unit support the university mission?
<p>The University of Tulsa is a private, independent, doctoral-degree-granting institution whose mission reflects these core values: excellence in scholarship, dedication to free inquiry, integrity of character, and commitment to humanity. The university achieves its mission by educating men and women of diverse backgrounds and cultures to:</p> <ul style="list-style-type: none"> become literate in the sciences, humanities and arts; think critically and write and speak clearly; succeed in their professions and careers; behave ethically in all aspects of their lives; welcome the responsibility of citizenship, service and leadership in a changing world; acquire the skills and appetite for lifelong learning;
Optional Final Comments - List in the cell below (limited to 1,000 characters.)

APPENDIX D

PROVOST'S PROGRAM REVIEW COMMITTEE

PROGRAM MEASUREMENT SUMMARY

2018-19

Description of process and goals: The goal is for the PPRC to gather measurements to give an overview for each academic program at the university. Measures are shown for each of the following categories: financial sustainability, enrollment trajectory, student outcomes, scholarship, community engagement, and faculty diversity and inclusion. This summary will be one input into the PPRC review process.

Review Term: Fall 2018
Programs to Review: Undergraduate and graduate programs
Academic Unit:
College:
Last Program review from university or external accrediting agency Agency:
Agency:
Date of Review:
Result:

Faculty Members	Rank	Start Date	Credit Hours Taught		Clinical Teaching Load (stated as per week as equivalent to credit hours)		Standard Teaching Load
			Fall 2017	Spring 2018	Fall 2017	Spring 2018	

All resident faculty and adjuncts are listed here. The credit hours taught in 2017-18 and the standard teaching loads were provided by the deans' offices to the PPRC. This list should include currently employed faculty members. Faculty members who taught in 2017-18 but left TU were excluded. When the list from the colleges did not reconcile with the TU webpage, notations were added.

**Added due to location on TU webpage*

^Provided by college, but not located on TU webpage

ACADEMIC UNIT FINANCIAL SUSTAINABILITY METRICS

(analysis and data taken from department as a whole)

Total Instructional Costs	These costs are cumulated for the academic unit. They include instructional staff salaries, non-instructional academic support staff salaries, benefits, and general operating expenses.				
	2017-18	2016-17	2015-16	2014-15	2013-14
Instructional Costs per Student Credit Hour					
TU Average Instructional Costs per SCH	This is the total of all the academic unit costs across the university divided by the total student credit hours for the academic year. These values are the same on every measurement summary.				
TU Average Instructional Costs per SCH	\$454	\$435	\$450	\$415	\$411
Instructional Costs per Student Credit Hour (as % TU average)					
Total SCH Taught (UG and GR for the academic unit)					
FTE	This is taken from the total instructional staff data provided by IR. Full-time faculty count as 1; Graduate teaching assistants count as 1; Part-time faculty count as 0.3. Graduate Assistants who were attached to a course taught during that academic year in either the Human Resources database or in the course schedule are included.				
SCH per FTE					
TU Average SCH per FTE	280	287	298	295	299
Unfunded Course Releases (total credit hours)	Items on the measurement summary that are gray and blank often represent data items that the PPRC would like to track in the future. Information is currently not collected for this item.				

ACADEMIC UNIT SCHOLARSHIP/INTELLECTUAL CONTRIBUTIONS/ OTHER SCHOLARLY NON-TEACHING ACTIVITY

(analysis and data taken from department as a whole)

	2017-18	2016-17	2015-16	2014-15	2013-14
Total External Research Funds	This information is pulled from the Office of Research and Sponsored Programs Annual Reports. External grants are only attributed to the first investigator listed.				
Total Internal Research Funds	Office of Research and Sponsored Programs Annual Reports				
Total Student Awards	Office of Research and Sponsored Programs Annual Reports				
Percent of faculty with recent scholarship	Only collected for the most recent year. Data provided by the colleges.				

ACADEMIC UNIT COMMUNITY ENGAGEMENT, AND COMMITMENT TO PUBLIC GOOD

(analysis and data taken from department as a whole)

	2017-18	2016-17	2015-16	2014-15	2013-14
Brief Description of Department Community Engagement Activities (projects, cases, patents)	This information is provided by the academic unit.				
Link to educational objectives of department or a specific program	Information not currently collected.				
Total students participating in community engagement activities	Provided by academic unit.				
Percent of faculty directly involved with community engagement activities	Only collected for the most recent year. Data provided by the colleges.				

ACADEMIC UNIT DIVERSITY AND INCLUSION

(analysis taken from college data)

	2017-18	2016-17	2015-16	2014-15	2013-14
Total Faculty from Minority Groups	This information is provided by IR and is only reported at the college level. All measurement summaries within a college will have identical information. The percentage is based on the number of individual faculty members that self-identify to the Human Resources office as Black/African American, American Indian/Alaskan, Hispanic/Non-Caucasian, Asian, Hawaiian/Pacific Islander, and Two or More Races.				
Tenure Success Rate of Faculty from Minority Groups	Information not currently collected.				

PROGRAM ENROLLMENT TRAJECTORY (UNDERGRADUATE PROGRAMS)

(analysis and data taken for the following program only)

MAJORS & MINORS, OR MAJORS ONLY

	2017-18	2016-17	2015-16	2014-15	2013-14
First-Time Students	All of this information provided by IR.				
Students Enrolled in Program (1st major or double major)					
Student Credit Hour Generation					
Program Graduates					
If program includes an undergraduate minor: Number of graduates with minor					

PROGRAM STUDENT OUTCOMES (UNDERGRADUATE PROGRAMS)

(analysis and data taken for the following program only)

	2017-18	2016-17	2015-16	2014-15	2013-14
Program has documented PLO's and assessment procedures	Information collected from the academic unit for the most recent year.				
4-year Graduation Rate	These are all computed from the cohort data provided by IR. Graduation rates are computed by dividing the number of graduates by the number of students in the program in the first fall semester (second fall semester for A&S). The junior graduation rates provide a closer measure of the retention by the academic unit as most students have declared a major by that time. First year retention is computed by dividing the number of students in the program in the second fall by the first fall semester (third fall / second fall for A&S). Note that the column years represent the completion data for different cohorts. As an example, the freshman class cohort for Fall 2012 would be represented by first-year retention in 2013-14, four-year graduation rates in 2015-16, and six-year graduation rates in 2017-18.				
4-year Graduation Rate (junior)					
6-year Graduation Rate					
6-year Graduation Rate (junior)					
First year retention					
First destination of graduates					
% employed in field	This information is collected from the First Destination Reports from the Office of Career Services. The report for 2017-18 is not yet available.				
% further education					
% other					
% no info					
Pass Rate on Relevant Certification Exam	This information applies to specific programs.				

PROGRAM ENROLLMENT TRAJECTORY (UNDEGRADUATE PROGRAMS)

(analysis and data taken for the following program only)

MINOR ONLY

	2017-18	2016-17	2015-16	2014-15	2013-14
First-Time Students					
Students Enrolled in Program (1st major or double major)					
Student Credit Hour Generation					
Program Graduates					
If program includes an undergraduate minor: Number of graduates with minor	For programs that are only a minor, the only data included is number of graduates. There is no student outcome data for minors.				

PROGRAM ENROLLMENT TRAJECTORY (GRADUATE PROGRAMS)

(analysis and data taken for the following program only)

	2017-18	2016-17	2015-16	2014-15	2013-14
First-Time Students	This information is provided by IR.				
Total Enrolled Students in Program					
Student Credit Hour Generation	Credit hours are usually combined for all graduate programs in one academic unit.				
Program Graduates	Provided by IR.				

PROGRAM STUDENT OUTCOMES (GRADUATE PROGRAMS)

(analysis and data taken for the following program only)

	2017-18	2016-17	2015-16	2014-15	2013-14
Program has documented PLO's and assessment procedures	This information is provided by the academic unit for the most recent year.				
Average 2-year graduation rate (reported by Graduate School)	This information is provided from reports from the Graduate School. The averages are historic and for some programs may represent time periods before these five years.				
Average 4-year graduation rate (reported by Graduate School)					
Average 6-year graduation rate (reported by Graduate School)					
Mean Time to Graduation					
First year retention	Information not currently collected for graduate programs.				
<i>First destination of graduates:</i>					
% employed in field	This information is collected from the First Destination Reports from the Office of Career Services. The report for 2017-18 is not yet available.				
% further education					
% other					
% no info					
Pass Rate on Relevant Certification Exam	This information applies to specific programs.				

APPENDIX E

COMPREHENSIVE REVIEW RUBRIC

Criterion 1: Relevance to ILOs, Strategic Plan, Core Functions of the University

1A: ILOs

Dimensions	Data Sources	Observation/Assessment
How well do the programs in this academic unit support the mission of the university?	Academic unit data sheet Program reviews/ accreditation reports	
ILO 1: Demonstrate literacy through information inquiry and application of knowledge in the sciences, humanities, and arts.		
ILO 2: Think critically by analyzing, synthesizing, and evaluating information.		
ILO 3: Write and present clearly, practicing the skills of effective communication across the curriculum.		
ILO 4: Recognize ethical dilemmas and determine how best to respond to them.		
ILO 5: Apply knowledge and talents to identify and address real world problems in the local or global community.		
Recommendations: What changes could be made to increase relevance to ILOs?		
Comments for continuous improvement for PPRC:		

1B: Strategic plan

• How well do the programs in this academic unit support the strategic plan of the university?	Academic unit data sheet Program reviews/ accreditation reports	
• Improve retention and graduation rates		
• Grow enrollment and net tuition revenue		
• Create a culture of innovation and research including both curricular and co-curricular activities		

• Increase diversity of faculty and staff		
• Recognition as the intellectual engine for the Tulsa region		
Recommendations: What changes could be made to increase programs' ability to attain the goals of the strategic plan goals?		
Comments for continuous improvement for PPRC:		

1C: Core functions of the university

How well do the programs in this academic unit support the core functions of the university or college?	Academic unit data sheet Program reviews/accreditation reports	
Do the programs in this academic unit provide significant support for the Tulsa Curriculum?		
Recommendations: What changes could be made to increase programs' ability to support the core functions of the university or college?		
Comments for continuous improvement for PPRC:		

Criterion 2: Financial sustainability and cost efficiency

Dimensions	Data Sources	Observation/Assessment
Are the faculty resources insufficient, sufficient, or excessive for the programs offered in the academic unit?	Measurement summary	
Are the staff resources insufficient, sufficient, or excessive for the programs offered in the academic unit?	Measurement summary	
How does the cost per SCH of this academic unit compare to the university average?	Measurement summary	
If cost per SCH is significantly above (or below) TU average, what are the reasons for this?	Academic unit data sheet Program reviews/ accreditation reports	

Are the course offerings insufficient, sufficient, or excessive for the programs in the academic unit?	Academic unit data sheet	
Do the average course enrollments for the academic unit indicate efficient use of faculty resources?	Institutional Research File, "PPRC-FA16to SP18 Course Section Headcount and Capacity Data"	
What percent of total SCH in the program is due to service courses provided for students outside the unit?	Academic unit data sheet	
Recommendations: What changes could be made to improve financial sustainability and cost efficiency? [Examples: <ul style="list-style-type: none"> • Proposal to enhance the productivity and/or efficiency of the programs. • Proposal to enhance, reduce, restructure, or phase out a program to produce more overall impact and/or to simplify student programmatic choices.] 		
Comments for continuous improvement for PPRC:		

Criterion 3: Enrollment

Dimensions	Data Sources	Observation/Assessment
How do the enrollments of programs in the unit compare to university averages? Or comparable institutions (when available)?	Measurement summary	
What is the trend of the enrollments of the programs in the unit? Does information provided by the academic unit provide an explanation for this or other information regarding future enrollment trends?	Measurement summary Academic unit data sheet Program reviews/ accreditation reports	
How does the SCH generation of programs in the unit compare to university averages?	Measurement summary	
Recommendations: What changes could be made to increase enrollment?		
Comments for continuous improvement for PPRC:		

Criterion 4: Student Outcomes

Dimensions	Data Sources	Observation/Assessment
Do the programs in the unit have a documented assessment plan in place? Is there evidence of using the assessment results to make changes and evaluate those changes?	Academic unit data sheet Program reviews/ accreditation reports	
How do the graduation rates of the programs in the unit compare to university averages?	Measurement summary	
Does the placement of students show strong demand for new hires from these programs?	Measurement summary	
Program reviews/accreditation reports		
What proportion of the students in these programs are involved in the additional learning opportunities offered by the academic unit?	Academic unit data sheet	
Recommendations: What changes could be made to improve the student outcomes?		
Comments for continuous improvement for PPRC:		

Criterion 5: Community Engagement

Dimensions	Data Sources	Observation/Assessment
Describe the community engagement opportunities offered to students by the unit.	Academic unit data sheet	
Are there unique activities that provide positive exposure for the program and university?	Academic unit data sheet Program reviews/ accreditation reports	
Is student involvement below, similar to, or above the typical program at the university or college?	Academic unit data sheet	
Recommendations: What changes could be made to improve the community engagement opportunities?		
Comments for continuous improvement for PPRC:		

Criterion 6: Scholarship, Research, and Creative Activity

Dimensions	Data Sources	Observation/Assessment
Is the percent of faculty actively engaged less than, similar to, or greater than other units in the college?	Measurement Summary	
Are there unique activities that provide positive exposure for the program and university?	Academic unit data sheet Program reviews/ accreditation reports	
Do students participate with faculty in scholarship less than, similar to, or more than other units in the college?	Academic unit data sheet Program reviews/ accreditation reports	
Recommendations: What changes could be made to improve the scholarship opportunities of the academic unit?		
Comments for continuous improvement for PPRC:		

Recommendations for the programs and the academic unit: Prioritize the recommendations generated above. Which items would be most significant to improving these programs?

1.

2.

3.

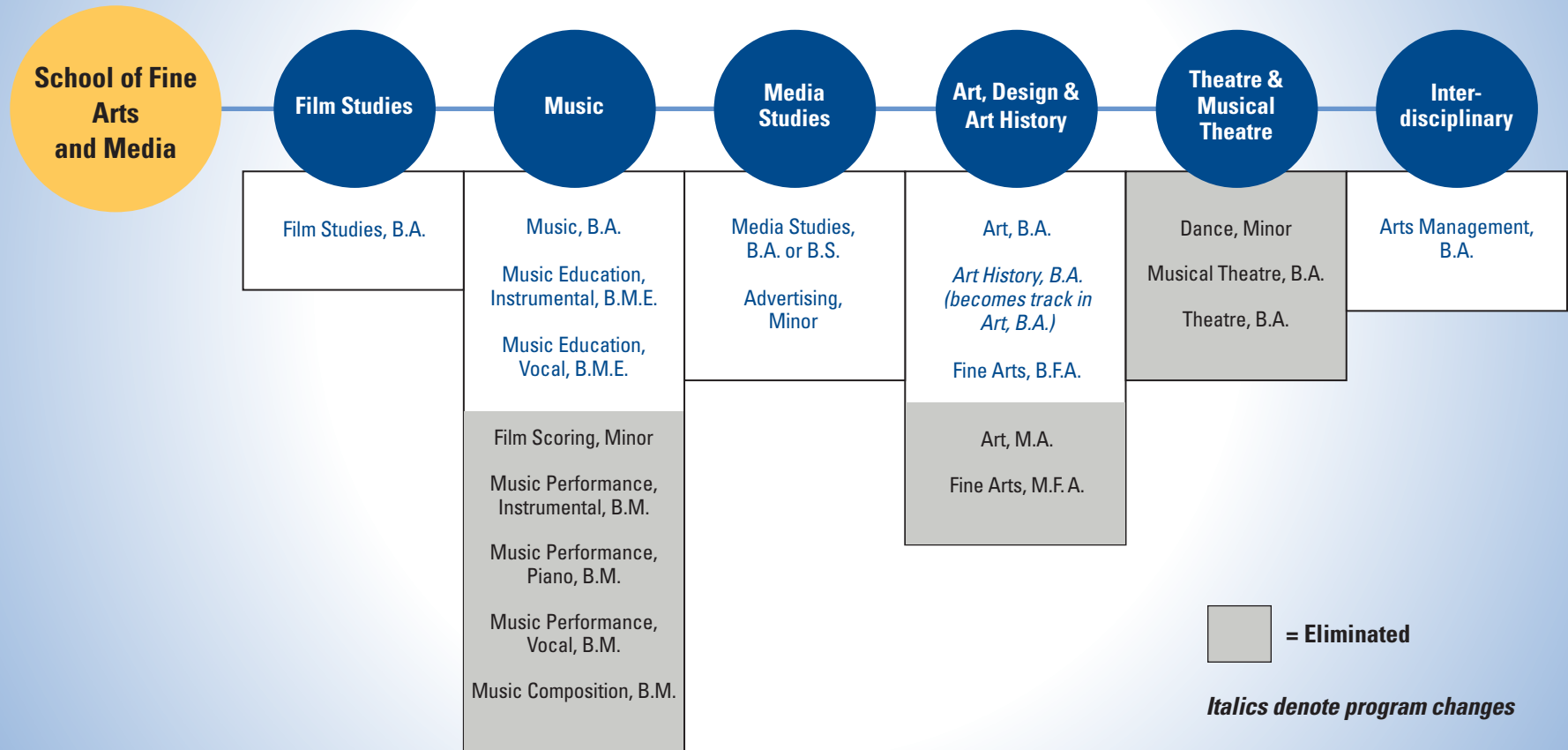
4.

5.

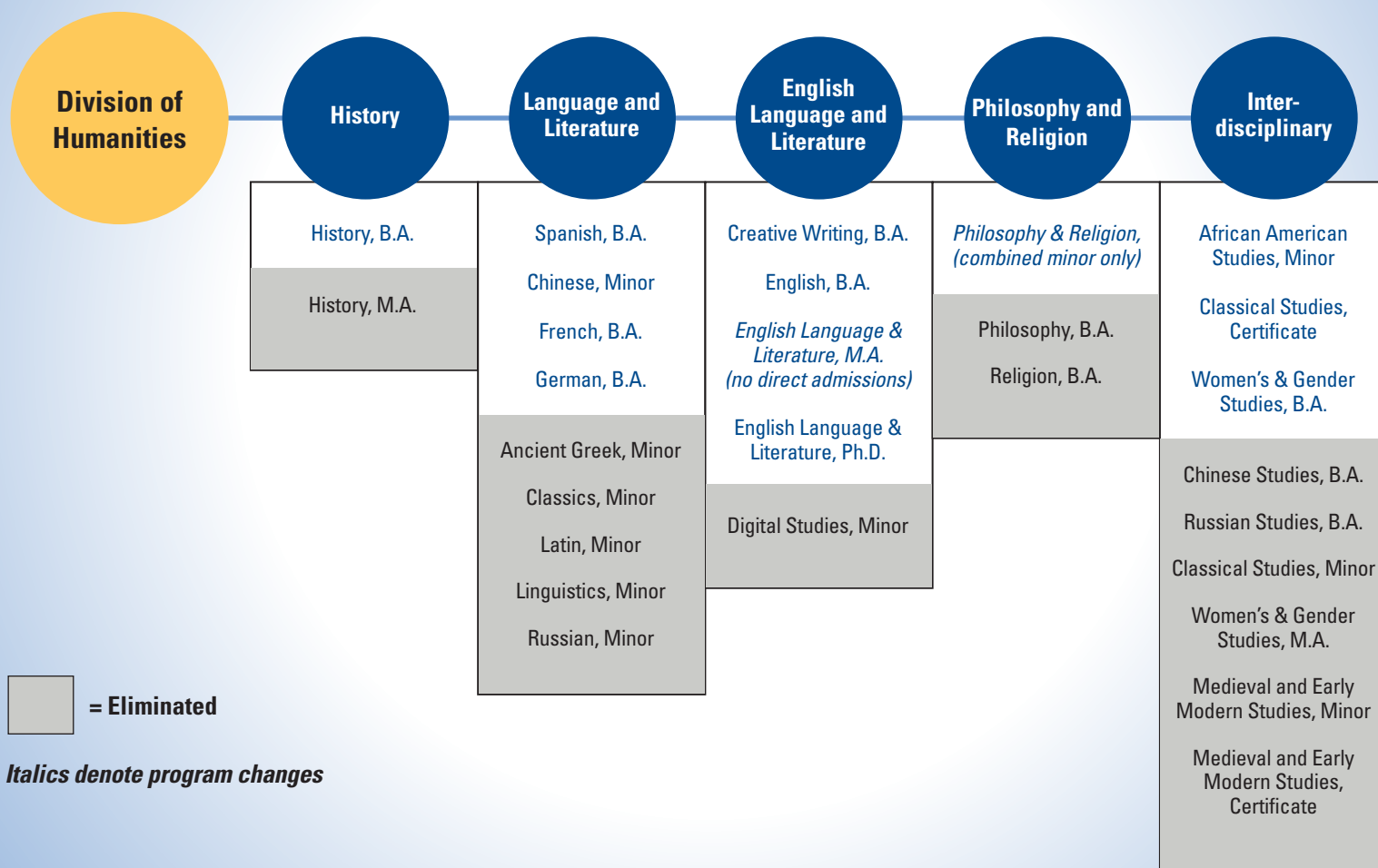
6.

PPRC PROGRAM PRIORITIES

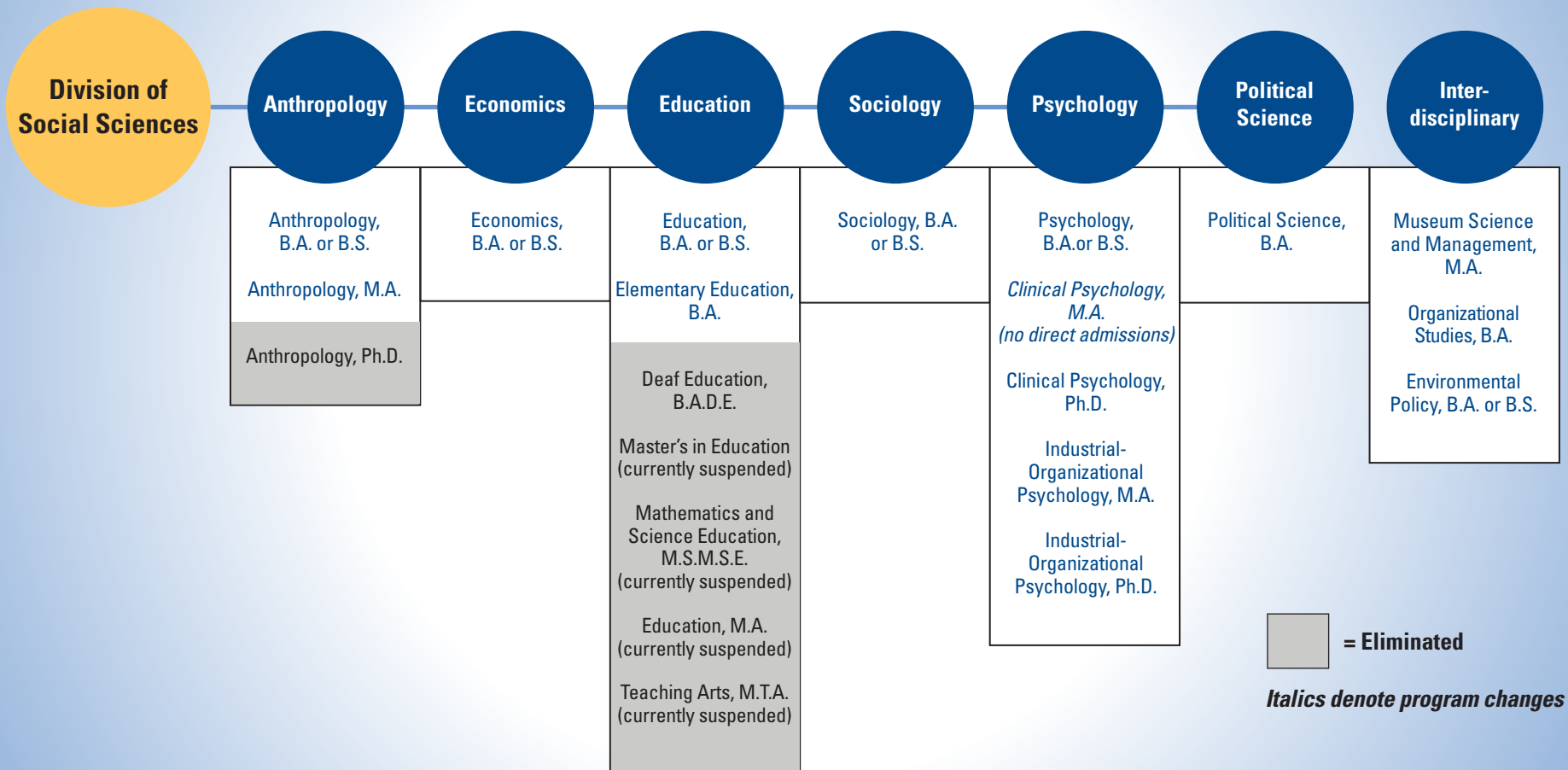
Henry Kendall College of Arts & Sciences



Henry Kendall College of Arts & Sciences




Henry Kendall College of Arts & Sciences



College of Engineering & Natural Sciences

School of Chemical Engineering	School of Computer Science	Department of Electrical and Computer Engineering	Department of Mechanical Engineering	School of Petroleum Engineering
Chemical Engineering, B.S.Ch.E	Computer Science, B.S.C.S.	Electrical and Computer Engineering, B.S.E.C.E.	Mechanical Engineering, B.S.M.E.	Petroleum Engineering, B.S.P.E.
<i>Chemical Engineering, M.S.E. (no direct admissions)</i>	Computer Simulation and Gaming, B.S.C.S.G.	Electrical Engineering, B.S.E.E.	<i>Mechanical Engineering, M.S.E. (no direct admissions)</i>	<i>Petroleum Engineering, M.S.E. (no direct admissions)</i>
<i>Chemical Engineering, M.E. (redesign to 12 months)</i>	Bioinformatics, Minor	<i>Computer Engineering, M.S.E. (no direct admissions)</i>	Mechanical Engineering, Ph.D.	Petroleum Engineering, Ph.D.
Chemical Engineering, Ph.D.	Computational Sciences, Minor	Computer Engineering, Ph.D.	<i>Mechanical Engineering, M.E. (redesign to 12 months)</i>	<i>Petroleum Engineering, M.E. (redesign to 12 months)</i>
	Cyber Security, Minor	<i>Computer Engineering, M.E. (redesign to 12 months)</i>	<i>Biomedical Engineering, Minor (interdisciplinary program in ENS)</i>	
	High Performance Computing, Minor	<i>Electrical Engineering, M.E. (redesign to 12 months)</i>		
	Cyber Security, M.S. (+ Professional track)			
	<i>Computer Science, M.S. (redesign to 12 months)</i>			
	Computer Science, Ph.D.	Electrical Engineering, M.S.E.		
	Information Technology, B.S.I.T.			

 = Eliminated

Italics denote program changes

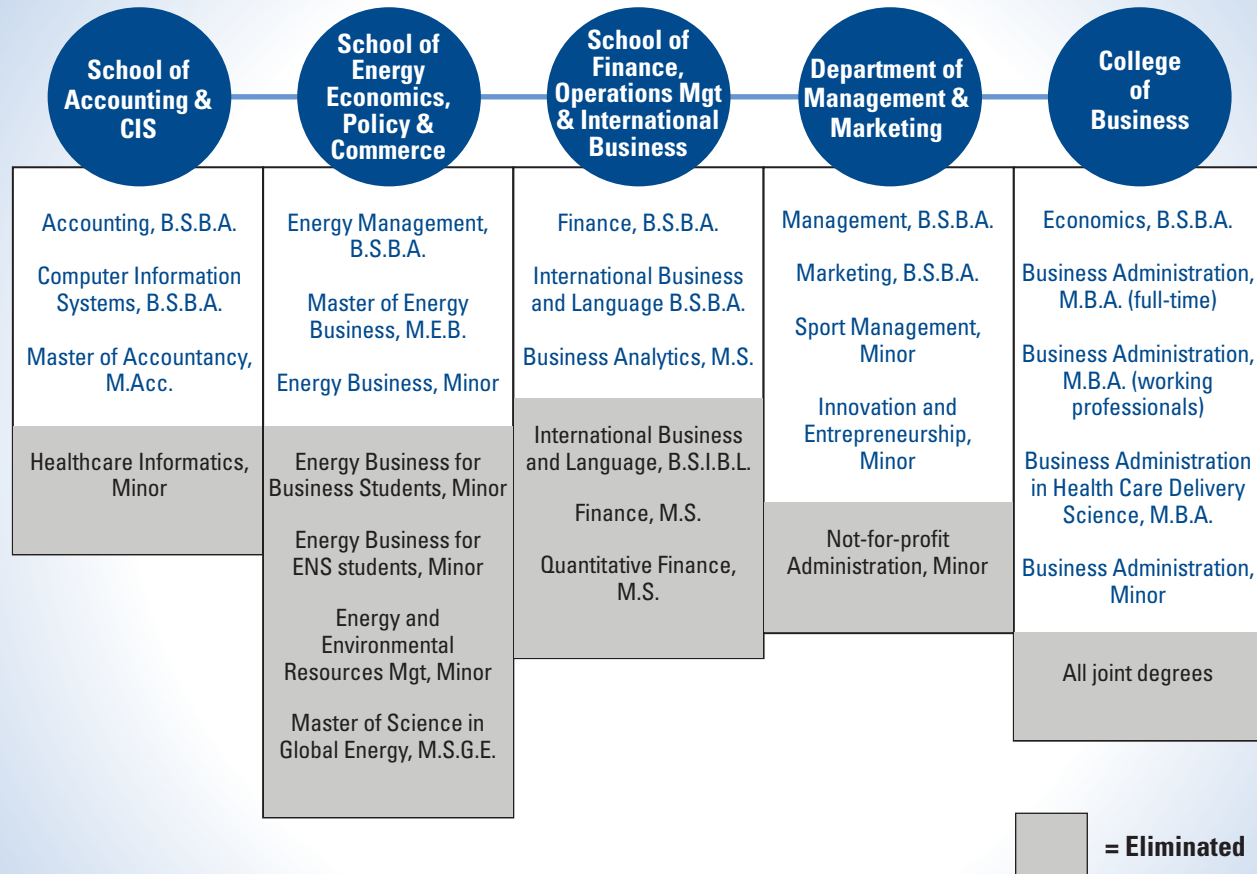
College of Engineering & Natural Sciences

Biological Science	Chemistry and Biochemistry	Geosciences	Mathematics	Physics and Engineering Physics
Biological Science, B.S.B.S.	Biochemistry, B.S.B.	Geosciences, B.S.G.S.	Applied Mathematics, B.S.	Engineering Physics, B.S.
Biology, B.A.	Chemistry, B.A.	<i>Geosciences, M.S. (redesign to 12 months)</i>	Mathematics, B.S. or B.A.	Physics, B.S. or B.A.
Neuroscience, Minor	Chemistry, B.S.C.	Earth and Environmental Sciences, B.A.	Applied Mathematics, M.S.	Engineering Physics, M.S.
Bioinformatics Minor	Biochemistry, M.S.	Geology, B.A.	Mathematics, Ph.D.	Physics, M.S.
<i>Biological Science, M.S. (redesign to 12 months)</i>	Chemistry, M.S.	Geophysics, B.S.G.P.		Physics, Ph.D.
Biological Science, Ph.D.	Chemistry, Ph.D.	Biogeosciences, B.S.B.G.		
		Geophysics, M.S.		
		Geosciences, Ph.D.		

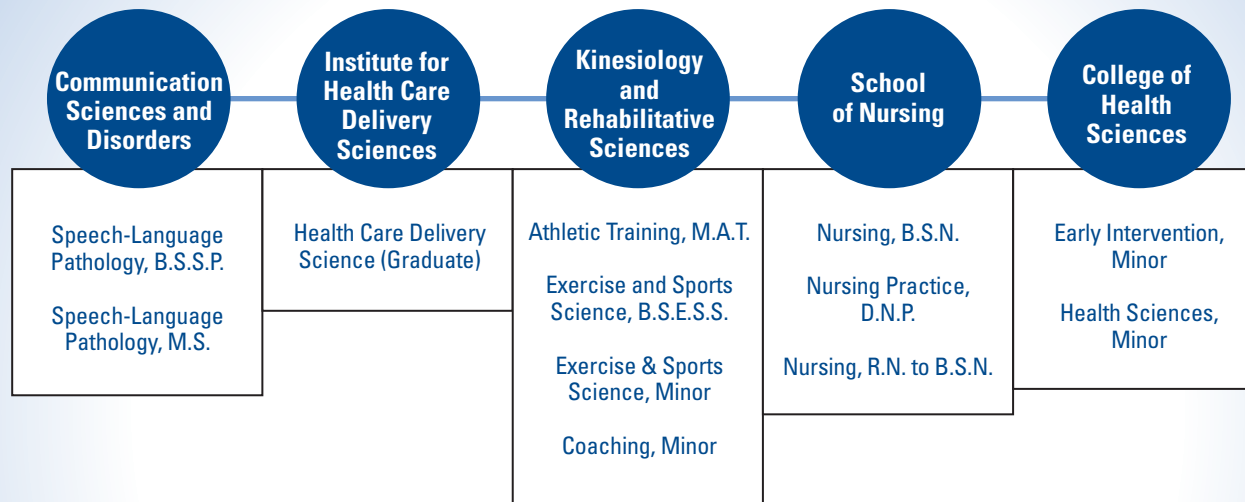
 = Eliminated

Italics denote program changes

Collins College of Business



Oxley College of Health Sciences



College of Law

College
of Law

Juris Doctor, J.D.

*Sustainable Energy & Resources (SERL) Certificate
(becomes concentration in J.D.)*

Law, Policy, & Social Justice, Minor

All accelerated degrees

All joint degrees

Energy & Natural Resources Law, L.L.M.

American Indian & Indigenous Law, L.L.M.

American Law for Foreign Lawyers, L.L.M.

Energy Law, M.J.E.L., online (redesign Energy Law Program, online)

Indian Law, M.J.I.L., online (redesign Indian Law Program, online)

 = Eliminated

Italics denote program changes

REIMAGINING ACADEMICS AT TU

REIMAGINING ACADEMICS AT TU

The proposed reimagination of the academic structure at TU is bold. The deans' council, president and board of trustees fully support the vision. This reimagination will assure that we meet our strategic priorities of supporting students toward timely graduation, offering students practical and professional training as they enter a rapidly changing workforce, and concentrating resources in areas that will catalyze a culture of innovation at the university and beyond.

How did the PPRC navigate from its initial focus on program review to its broader look at program restructure? At the most fundamental level, after analyzing the data and removing some of the overgrowth of the past two decades, the PPRC also recognized significant unrealized potential that it hoped to help unleash. Otherwise put, in developing an intimate understanding of academics at TU, the PPRC began to see a path to a flourishing tomorrow.

At a more tactical level, the PPRC, in its program prioritization process [see Appendix E rubric], evaluated each program against the strategic plan's objectives. The process highlighted that programmatic support for the strategic plan was spotty from corners of campus but not integrated. For instance, data on retention and graduation rates revealed that many "flagship" programs – often highlighted as shining stars at TU -- performed poorly on these metrics. The PPRC asked – what happens to the students who could not make it in the major and/or college that they enrolled in as a first-semester freshman? In many cases, that student left TU after their first or second year. In other cases, they moved from an "exporter" program (many of the engineering majors) to a program that was an "importer" of students (like media studies and business). In the process, student credit hours often were not portable to their new major, and our students (those who stay) often face high hurdles in graduating in four years. In other cases, the data summaries revealed small departments with small enrollments (and low student credit hour generation per faculty member). Instead of filling open faculty positions in some of these smaller departments, or hiring visitors to cover certain areas in these departments, could we, as an institution, offer our students just as robust of an academic experience by thinking about our organization in a more interdisciplinary way? And, in looking at data on staff-to-student ratios across colleges, the PPRC began asking questions about whether we were diverting too many resources from our students, and their classroom experience, to an overly dense and complex administrative structure.

The PPRC's recommendations, which are supported by the president and board of trustees, on academic structure hoped to:

1. Better align academic structure with the strategic plan;
2. Enhance student success (as prioritized in the strategic plan), specifically retention and graduation rates;
3. Maximize flexibility of resident faculty resources; and
4. Improve administrative efficiencies.

The reimagination of academics at TU is rooted in three major shifts which are described below: 1) University Studies as a common entry point within Henry Kendall College for all incoming freshmen; 2) a shift from disciplinary departments to interdisciplinary divisions in Henry Kendall College; and 3) a consolidated "professional super college". Along with other initiatives focused on student success, University Studies represents a fundamental transformation in the way TU partners with our newest students as they navigate the transition to university life. This also aligns with TU's strategic plan; with the creation of a student success center; with the desire that resident faculty teach and support our undergraduates earlier in their four-year trajectory; with the goal of improved administrative efficiency; and with the need to maximize the flexibility of faculty and educational resources.

University Studies. University Studies is the boldest move in our academic revisioning in that we are creating a consistent academic entry point for all undergraduate students to support their success. Truly, this is a

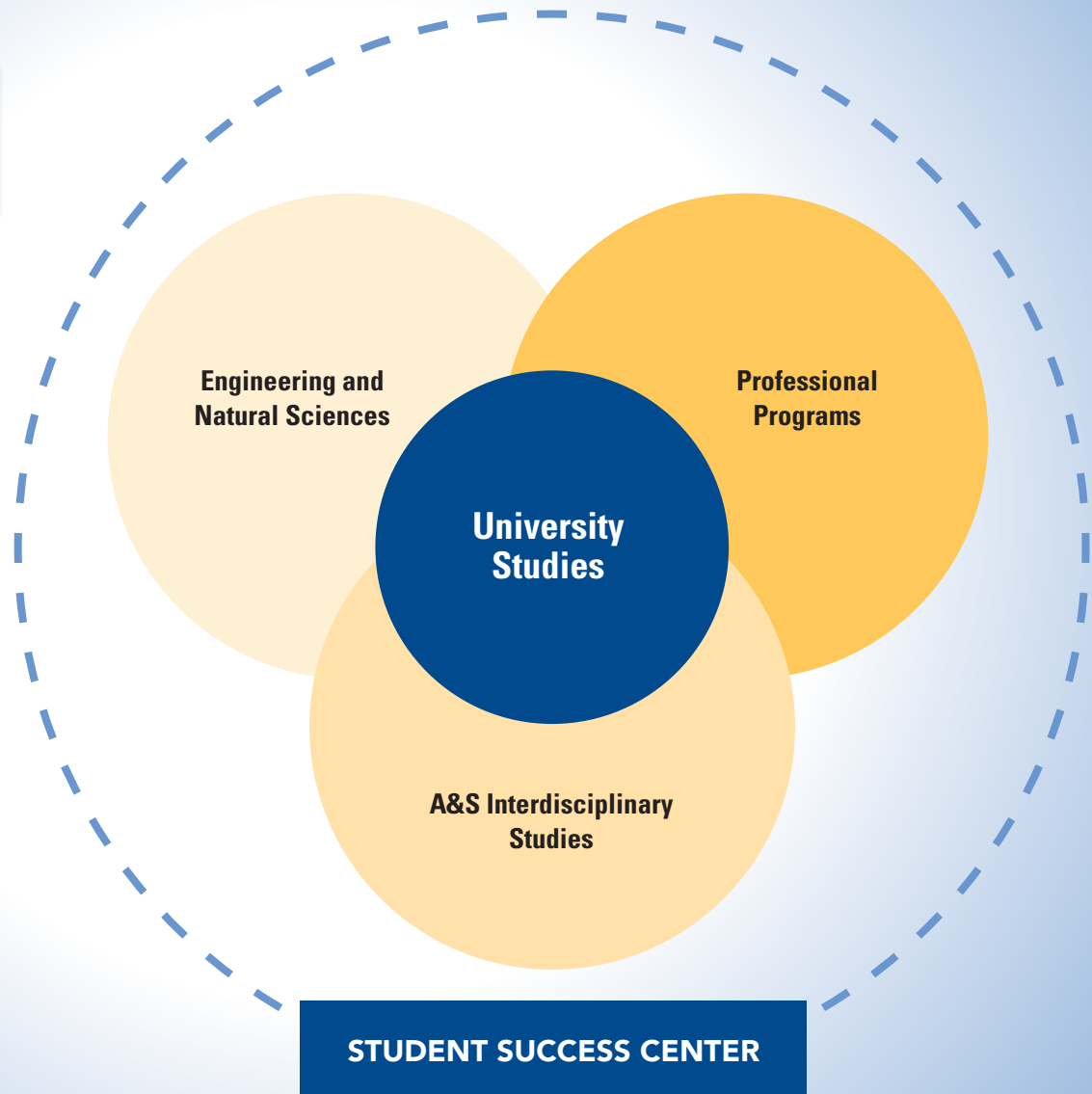
“home” where our undergraduates focus on the Tulsa Curriculum requirements but also, as part of their self-discovery, take advantage of those special opportunities that a high-touch undergraduate-focused institution offers its students. This is the academic analog to the recently announced Student Success Center. In this way, we will assure that our strongest resident faculty teach our undergraduates. Placing University Studies into our reorganized Henry Kendall College celebrates our roots and our strength.

From Department to Interdisciplinary Division. In reviewing data (including SCH, class size and program balance sheets) for all departments side-by-side, the PPRC recognized, particularly in A&S, that departments were relatively small, and offering similar permutations of upper-level courses to very few students. To address this, current A&S faculty and biological sciences would re-organize into four divisions that address cross-cutting contemporary issues, including digital studies, social justice, human cognition and behavior and sustainability. Faculty from one extant department may split among one or more divisions. This consolidation allows for faculty to respond nimbly to changing needs and priorities of the student population, shifting program demands, interdisciplinary flexibility in both teaching and research and financial pressures that require cost efficiency from decreased administrative loads. To facilitate the development of interdisciplinary research avenues and academic courses, the transition will include a period in which current department are organized according to disciplines where each department fits completely into one of the divisions. Over a period of 2 years, each assistant division chair will spearhead the transition from disciplinary divisions to interdisciplinary ones.

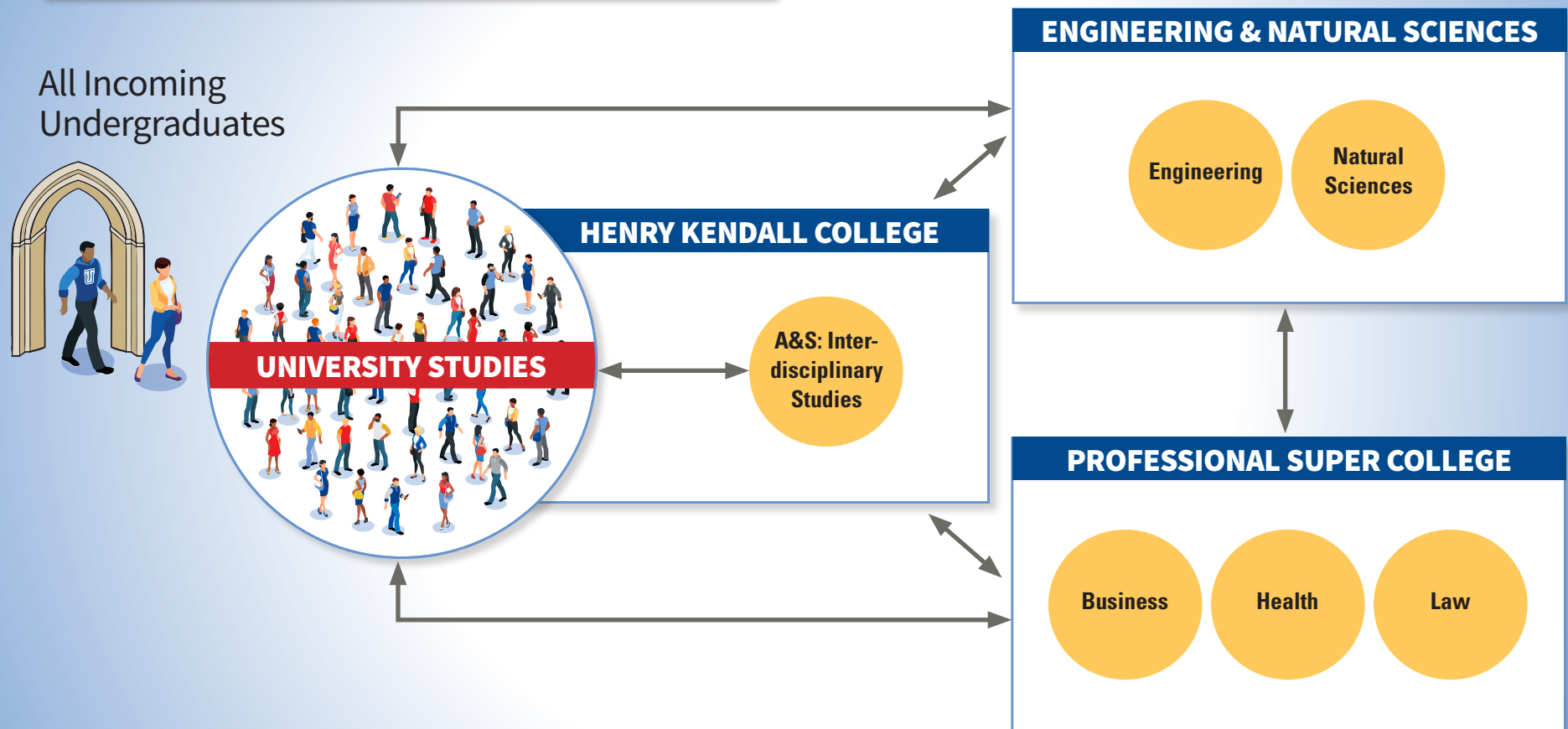
Professional Super College. President Clancy opens the strategic plan with — jobs as central to life. TU has numerous professional programs that support the strategic plan’s focus on pragmatic, professional training. Many of which have not yet reached their potential in terms of growth and relevance to today’s, and tomorrow’s, economy. The PPRC’s data review reveals that approximately 43% of all degrees at TU come from one of TU’s professional colleges, although law and health sciences account each respectively for less than 10% of degrees that TU grants in any particular year. The administrative structures supporting each of these colleges, two of which are smaller than some departments in ENS, weigh on TU’s financial resources. The Professional Super College will bring our professional colleges under an umbrella, and we will explore over the next year whether the consolidation will be administrative only or whether it will also involve tighter academic consolidation. At a minimum, the professional super college will involve a tight sharing of administrative functions in the name of efficiency and effectiveness. Even more visionary, and an analog of the interdisciplinary shifts in A&S, is an academic consolidation into one autonomous unit with a sole strong leader to support academic synergies and streamline administrative functions.

Implementation. The timeline for implementation is at most two years. The first year focuses on planning, and the provost will convene small, working groups to develop timelines, new organizational design, and identify other questions and issues that will need to be resolved prior to implementation. The second year focuses solely on implementing the changes with refinements related to our continuous improvement initiative. Opportunities for immediate change will not be delayed. For example, rapid change to admissions, advising and placement can reap immediate rewards as well as enhance student engagement. We anticipate significant budgetary impact to stabilize in year three.

UNDERGRADUATE STUDENT EXPERIENCE



REIMAGINING ACADEMICS AT TU



REIMAGINING ACADEMICS AT TU

Henry Kendall College



Block Courses

**Science
(including
Pre-Med)**

**Communi-
cation and
Writing**

Math

**Foreign
Language**

Global Scholars, Study Abroad, TURC,
First Year Experience Class

Presidential Leaders Fellowship,
Honors, Classical Studies

ARTS & SCIENCES: INTERDISCIPLINARY STUDIES

Art	Sociology	Economics
Film Studies	Education	Psychology
Comparative Literature	Music	Anthropology
Philosophy & Religion	Media Studies	Biological Science
Political Science	History	English

**Fine Arts
& Media**

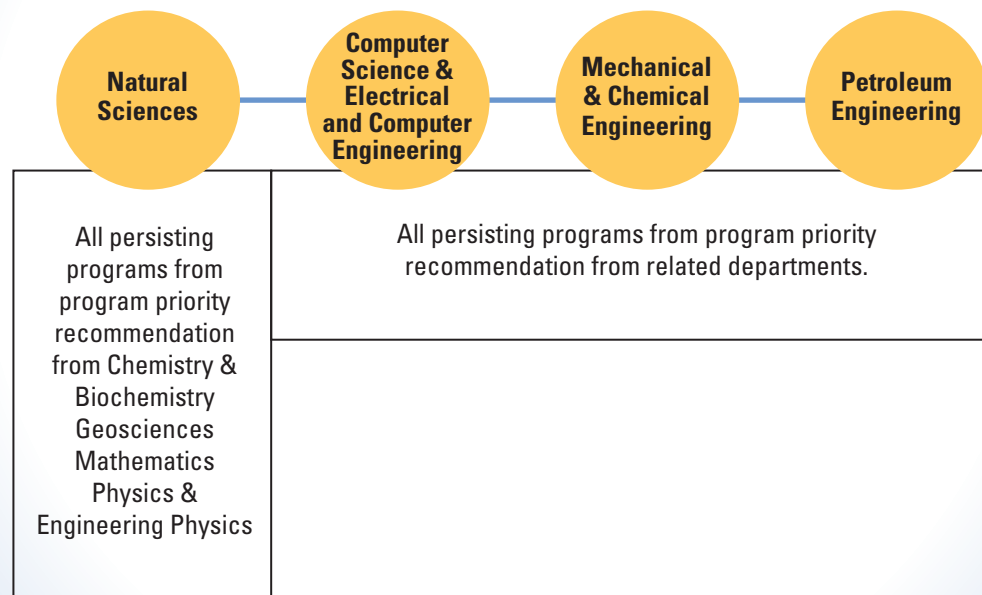
**Humanities
& Social
Justice**

**Human
Biology
& Behavior**

**Ecology,
Environment &
Sustainability**

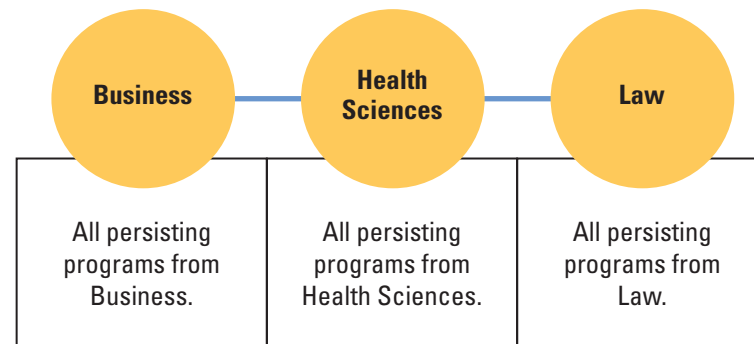
Departments can move in total or in part to one of four divisions.
All persisting programs from program priority
recommendation from related departments.

● = Degree granting ● = Non-degree granting



REIMAGINING ACADEMICS AT TU

Professional Super College



UNIVERSITY POLICIES

UNIVERSITY POLICIES

University-wide policies and smarter deployment of our resident faculty allows us to refocus their work with undergraduates, particularly freshman and sophomore teaching, all in deference to the benefit of our students' success. These policies provide transparent and consistent rules for deans to follow and answer the questions that seem to have eluded us for years: What is a full teaching load for each type of resident faculty? What is the minimum number of students I need in order for the class to “make?” What are our target class sizes? How do faculty get teaching credit for advising doctoral students?

Creating clear answers to these questions further optimizes our most valuable asset – our resident faculty – and maintains transparency and consistency for every facet of our university. This includes management of accreditation, tenure, faculty evaluations, college- and department-level policies, teaching loads, course releases, optimal class size and more.

UNIVERSITY-LEVEL RECOMMENDATIONS FROM 2018-19 PPRC REVIEW

The PPRC review process identified several opportunities for improvement that apply across university programs. The guiding principles in each of these areas are transparency and similar treatment across the university. These are described below.

1. **Standardizing teaching loads and class sizes.** The move toward financial sustainability for the institution requires more efficient utilization of resident faculty to provide excellent learning experiences for our students. In the 2018-19 review, the PPRC observed significant variability across the university in faculty teaching loads and class sizes. The PPRC recommends increased standardization across the institution with respect to these productivity measures.

Balance teaching loads	<p>The following policies are recommended in setting teaching loads for all resident faculty.</p> <ul style="list-style-type: none">■ Contract faculty members without clinical teaching responsibilities teach eight course sections (24 credit hours) per academic year.■ Tenured and tenure-track faculty members teach five course sections (15 credit hours) per academic year. This teaching load reflects the institutional balance between valuing an exceptional student education experience and supporting faculty scholarship. This load reflects the following considerations.<ul style="list-style-type: none">• A full-time teaching load of eight sections (24 credit hours) per academic year.• A reduction of up to two courses (6 credit hours) per academic year for tenured and tenure-track faculty who are actively engaged in scholarship in their discipline.• A reduction of one course (3 credit hours) per academic year for tenured and tenure-track faculty engaged in research with TU students, OR• A reduction of one course (3 credit hours) per academic year for tenured and tenure-track faculty providing significant experiential learning activities for TU students in their discipline.• Deans with resident faculty members conducting externally-funded research in their colleges have the flexibility to adjust teaching loads using a standardized process.■ Resident faculty members with clinical teaching responsibilities should teach the equivalent of 12 credit hours per semester, expressed in terms of contact hours (12-18 contact hours per week).
------------------------	---

<p>Consideration and explanations for teaching loads</p>	<ul style="list-style-type: none"> ■ Teaching loads for all resident faculty members do not vary with course level, undergraduate or graduate. ■ The majority of resident faculty members will fulfill a portion of their teaching load in undergraduate courses. ■ Service on committees, academic advising, and mentoring are expected of all resident faculty members. These activities do not reduce teaching responsibilities. ■ Administrative service, such as department chair, associate dean, or dean should reduce teaching loads in a manner consistent across all colleges. Administrative release time required to meet accreditation requirements must be coordinated with the dean and would be considered unfunded course releases as described below. ■ Service on TU thesis, dissertation, or graduate research committees will be credited in a faculty member's teaching load. Serving as chair is treated as 0.67 credit hours per semester per student. Serving as a committee member is treated as 0.33 credit hours per semester per student. When a faculty member accumulates 3 credit hours, a reduction of one course in the regular load should be granted. The maximum course credit that can be earned in an academic year is 3 hours or the equivalent of one course release. This should be arranged in advance with the department chair and the dean. ■ Directing credit-bearing independent studies is credited as total SCH generated divided by 10. (Example: Teaching a 3-credit-hour independent study course to two students accumulates 0.6 credit hours ($3 \times 2 / 10 = 0.6$). When a faculty member accumulates 3 credit hours, a reduction of one course in the regular load should be granted. The independent study and course release credit should be arranged in advance with the department chair and the dean. ■ Any other unfunded course releases will be handled by allocation to the colleges using a proportional distribution considering the number of programs and total SCH generated ■ To maintain quality and distinctiveness, preference for teaching courses is given to the resident faculty in lieu of adjuncts.
--	---

Optimize course offerings to standardize class sizes and increase fill rates

The following policies are recommended to optimize course offerings and increase fill rates.

Target course enrollments are shown below. The course-type definitions and targets should be monitored and reviewed regularly so that university standards are upheld with any exceptions being clearly explained.

	Course Types			
Course Level	Lecture	Laboratory / Studio	Writing / Resource Intensive	Practicum / Internship
Lower (1000-2000)	25-40	20-30	15-25	8-13
Upper (3000-4000)	20-30	17-22	18-25	8-13
Graduate	10-20	10-20	10-20	8-13
Law School Course Types and Targets				
First-year required / doctrinal	Upper-division doctrinal	Seminar	Legal Writing	Clinical / Experiential
30-50	20-25	15-20	15-25	8-13

(These targets do not apply to independent studies, thesis or dissertation supervision, or courses with regulatory and space limits.)

Colleges and departments should create plans to move toward target enrollments both by increasing enrollment for some courses and decreasing enrollments for others. The goal is for eighty percent (80%) of the courses in each category (lecture, laboratory/studio, etc.) to be within the target range each semester.

Similarly, minimum enrollment standards are illustrated below. Courses that do not meet minimums will be canceled the week before the term begins. Department heads and faculty have the flexibility to treat courses with enrollment below the minimums as independent studies functioning as a traditional course to be counted for faculty teaching load as described above.

	Course Types			
Course Level	Lecture	Laboratory / Studio	Writing / Resource Intensive	Practicum/ Internship
Lower (1000-2000)	18	13	13	4
Upper (3000-4000)	13-10	10	10	4
Graduate	10	10	8	4

Law School Course Types and Minimums				
First-year required / doctrinal	Upper-division doctrinal	Seminar	Legal Writing	Clinical / Experiential
25	10	10	15	4

2. **Master course schedule.** Colleges should create a master course schedule with a rolling two-year projection. This will allow department heads and advisors to work more effectively with students. The projected course offerings will be necessary should courses be canceled for not meeting minimum enrollment. An investment in a technology-oriented solution to streamline this process is likely needed.
3. **Contract faculty.** The responsibilities, titles, and criteria for promotion for contract faculty members across the university need to be clarified and standardized. Colleges should collaborate to determine best practices to be implemented across the university.
4. **Degree requirements.** The number of hours to complete a major differs substantially across programs at the university. Parameters (ranges) should be set for the number of hours required in a major and minor across the institution. Similarly, standards should be set for the credit hours taken outside of the major to ensure both breadth and depth of topics and learning. Further, disciplines should be prohibited from prescribing courses within the core curriculum for students in their programs.
5. **Online course offerings.** Online course offerings should be administered through centralized infrastructure and marketing at the university level. Faculty members teaching online courses should receive credit toward their teaching load, or be treated as a compensated overload arrangement, in a manner that is standardized across the university.
6. **Summer teaching.** The determination of summer course offerings and compensation for summer teaching currently vary across the colleges. The PPRC recommends this as an issue to be addressed and standardized moving forward.
7. **Academic advising.** Academic advisement for students plays a crucial role in retention. The complementary roles of centralized advising offices and faculty advisors vary among the colleges at TU. The PPRC believes that student advisement is a task that should be shared among all resident faculty members in each academic unit. To the extent, however, that certain faculty members have significant formal advisement responsibilities:
 - Overall policies related to academic advisement should be formulated at the college level and approved by the provost's office.
 - Such policies should be transparent and should be regularly reviewed.
 - Academic advisement is an important service function. Faculty members with formal advising roles should receive consideration for reduced service roles in other areas.