

***Strategic Plan for the  
University Programs  
Texas Christian University***

*Prepared by*

*Don Coerver  
Director of the MLA Program*

*Kerry Cornelius  
Director of the Ranch Management Program*

*Kurk Gayle  
Director of the Intensive English Program*

*Jane Kucko  
Director of the Center for International Studies*

*Bonnie Melhart  
Dean of University Programs*

*Laura Prestwood  
Director of the Women's Studies Program and the  
Institute on Women and Gender*

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University Programs at TCU are:

*Intensive English Program*

Offering courses for credit in English for non-native speakers

*International Studies*

Offering a Certificate in International Studies and numerous study abroad courses on the baccalaureate degree

*Master of Liberal Arts Program*

Offering the Master of Liberal Arts graduate degree

*Ranch Management Program*

Offering a Certificate and Minor in Ranch Management at baccalaureate level and on the baccalaureate degree, a Bachelor of Science degree in Ranch Management, and a Certificate in Ranch Management at the graduate level

*Women's Studies Program*

Offering a Certificate and Minor in Women's Studies on the baccalaureate degree and a Certificate in Women's Studies at the graduate level

Whereas the *mission* of TCU University Programs is:

Crossing boundaries between colleges and schools, to offer a broad collection of unique, flexible academic experiences with multi- and inter-disciplinary curricula that advocate global citizenship and ethical leadership.

We offer this strategic plan to accomplish our *vision* of:

- Flexibility for students who desire exploration and discovery beyond disciplines;
- Inclusiveness of diverse perspectives among faculty;
- Emphasis upon discovery;
- Timely responses to new ideas and trends for areas of study;
- An entrepreneurial approach to new academic offerings.

The plan begins with a summary from our review of current strengths, weaknesses, opportunities, and threats.

*Strengths*

Meaningful, unique learning experiences with outreach to a diverse student population  
Not part of a "focused" college, allowing flexibility for entrepreneurial ideas  
Gateway for students and faculty to explore other major areas.

These programs allow students and faculty to find passion for something in addition to a traditional area of study.

Ability to embrace emerging areas across disciplines and respond to timely, real-world issues and applications

### *Weaknesses*

Lack of visibility and marketing for these areas with students, faculty, and community  
Lack of structure to provide credit and responsibility for faculty sharing, release time, and team teaching

### *Opportunities*

Outreach to at-risk, un-engaged, undecided students  
Inclusive programs for pre-admitted students  
Opportunities for faculty who seek interdisciplinary teaching and research  
Enhancement to college/school offerings  
Home for new interdisciplinary or non-traditional endeavors; a think-tank environment

### *Threats*

Resistance to “new” things that may be expected to change  
Marginalized programs that are not part of traditional structure  
Turf wars, limited resources already spread thin  
Interdisciplinary implies there will often be ideas and participants from more than one college

These *goals and outcomes* are proposed (S=short term; L=long term). Planned action steps and assessments are included.

- I. *With the goal of fostering and facilitating interdisciplinary offerings at all levels,*
  - Develop a structure to enable new interdisciplinary programs and course offerings. S
  - Establish an inclusive process for bringing interested participants together on promising topics. L
- Action a. Create website for University Programs that will serve as a place to announce interdisciplinary initiatives.
- Action b. Continue to shape University Programs as a flexible structure.
- Action c. Request INTR (or similar) generic course label for new courses and set up vetting process for approval through Undergraduate and Graduate Councils.
- Action d. Devote time during monthly University Programs’ Directors Meetings to identifying promising topics.
- Action e. Plan one informal faculty gathering each semester to consider promising topics. Send special invitations to likely interested participants and general invitation to faculty and staff.
- Assessment 1. Hold periodic focus groups with faculty and staff to determine awareness and effectiveness of University Programs efforts for interdisciplinary endeavors.
- Assessment 2. Survey participants on an annual basis for new ideas and their opinion of effectiveness.

II. *With the goal of fostering and facilitating TCU faculty involvement in multi- and interdisciplinary work within University Programs,*

- Develop outreach plans within each program to involve and engage TCU faculty. **S**
- Work with Deans and Provost to develop statement or policy on faculty credit for interdisciplinary (team) teaching and research, including credit towards tenure and promotion, workload expectations, and merit evaluations. **S**

Action a. Each University Program is to plan specific ways to engage TCU faculty with the Program. Examples include coffee hours with invited faculty, guest lectures/panels by faculty outside the Program, visits to and from particular academic departments, direct solicitation of selected faculty, and open calls for participation in specific ways.

Action b. Request sub-committee of deans to work on issues related to team-teaching credit and interdisciplinary work credit within teaching and service workloads. While one-size-does-not-fit-all, a guideline will be developed so faculty know how to request credit and justify their contributions before they make a commitment to these activities.

Assessment 1. Program plans and results are to be submitted to the Dean of University Programs.

Assessment 2. A document should be produced for distribution to the faculty.

III. *With the goal of fostering and facilitating TCU students' opportunities and involvement in interdisciplinary study within University Programs,*

- Explore ways to use social media to promote and utilize what we do. **S & L**
- Market existing programs to TCU faculty and students. **S**
- Develop process for early tracking of students who intend minors and certificates in University Programs. **S**
- Work with TCU Admissions to explore opportunities with deferred admission students. **L**
- Explore ways to facilitate broad involvement in discussions of emerging disciplines from a global perspective. **L**
- Raise awareness of student achievements in University Programs. **S**

Action a. Detail Adam Burt, web applications developer, to workshop or class for iPhone/iPad applications development. Adam will coordinate efforts with appropriate contacts in TR.

Action b. Hire student to meet with appropriate staff in University Programs to demonstrate various media possibilities.

Action c. Develop and implement marketing plans for existing programs.

Action d. Discuss need for minor and certificate tracking with Registrar and other deans.

Action e. Invite Wes Waggoner to meet with us about ideas for deferred admits. Assign graduate assistant or other staff to plan and lead a pilot effort.

Action f. Devote one monthly directors' meeting to exploring broad involvement in emerging topics from global perspective. Invite campus stakeholders as appropriate.

Action g. Assign responsibility for student awards and recognition to staff. Dedicate appropriate budget line to this effort.

Assessment 1. Dean will review progress on objectives in December and May.

Assessment 2. Participant surveys will include questions about appropriate recognitions.

- IV. *With the goal of fostering community involvement with University Programs,*
- Develop plan to cultivate community involvement in each University Program. L
  - Cultivate development interests for sponsorship of University Programs' activities. S & L
- Action a. Each program will provide input to planning session for community interaction. Individual activities as well as joint opportunities will be included.
- Action b. Development opportunities "form" will be created. These will be submitted to the Dean and discussed with development officer assigned to University Programs on a regular basis.
- Assessment 1. Number and nature of contacts will be provided to the Dean in program annual reports in May.
- Assessment 2. Development efforts will be reviewed by the Dean in May.

Further initiatives are proposed to address goals specific to individual programs. Some actions and assessments for these appear in the cost tables provided after the initiatives. Additional actions and assessments are anticipated.

*Intensive English*

- Grow new program for community learners. S
- Investigate opportunities for intensive programs in languages other than English. S
- Work with English Department to explore bridge to ENFL needs. S

*International Studies*

- Develop new mechanisms to disperse financial resources to support students' expenses when going abroad. For example, move from "merit scholarship" to "grant" mentality. S
- Seek community or industry support for major Center activities. L

*MLA*

- Cultivate and expand ways graduate students, in particular MLA students, can participate in study abroad. L
- Emphasis on recruiting new faculty for the program especially on-line. S & L

*Ranch Management*

- Confirm the structure supporting both the "beginner" and the "advanced" student in Ranch Management courses. S
- Design new program for community learners. S

*Women's Studies*

- Develop a major in Women's Studies. L
- Obtain permanent faculty and facilities for the program. L
- Institute social gatherings for interaction with students and faculty. S & L

Projected costs and funding sources are provided for initiatives intended as immediate or short-term (by 2012).

Initiative	Projected Cost	Possible Sources
1. Structure to enable new interdisciplinary programs and course offerings (web site design, content, professional photographs).	Time/effort for promoting a "place" that thinks interdisciplinary. Website, INTR label. \$2,000 (one-time)	Staff support position
2. Outreach plans within each program to involve and engage TCU faculty	\$5,000 (annual)	Regular budgets for each program. (\$1,000 per program).
2. Statement or policy on faculty credit for interdisciplinary (team) teaching and research	Funds to cover overload or adjunct replacement costs as faculty take on interdisciplinary courses \$20,000 (annual)	Increases to adjunct faculty budgets \$4,000 x 5 annually
3. Ways to use social media to promote and utilize what we do	Web developer time and software I-Phone Apps, etc. \$600 (one-time)	Regular Budgets Programmer assignment
3. Process for early tracking of students who intend minors and certificates in University Programs; management of process once developed.	Staff time – outreach to advisors, Registrar, etc.	Staff support position.
3. Awareness of student achievements in University Programs. Examples: Festival of Student Scholarship and Creativity participation by University Programs, Skiff ads for student accomplishments	\$5000 (annually)	Might be endowment interest in this.
4. Development interests for sponsorship of University Programs' activities	Development, Directors, and AP Time	Meeting with David Nolan as group and individually.
IEP. Community learners program.	Staff time and advertising. \$1000 (annual)	From Community learners tuitions
IEP. Other intensive languages.	Staff development time. Faculty and marketing. \$6000 (annual)	From intensive language tuitions.
IEP. Bridge to ENFL (work with AddRan)	Staff time	
CIS. Program fee support model.	Staff time. Some endowment: \$50,000 (annual)	Endowment and/or excess program fees paid
MLA. Recruiting faculty, particularly on-line.	Increased development stipends and teaching stipends. Co-director stipend \$25,000 (annual)	Return charges for on-line courses in MLA, budget increases.
RM. Support for beginners through advanced learners.	Advising stipend. Alumni survey. \$1500 (annual)	Regular budget increase.
RM. New community learner program (to replace old night class offering).	Staff time to develop. Alumni survey. Advertising. \$5000 (annual)	Return from program application fees and budget increase.
WS. Social gatherings to promote identity.	\$2000 (annual)	Budget process, fees for some events.

Long range initiatives (accomplished by 2013-2016) will also require additional resources:

Initiative	Projected Additional Resources
1. Inclusive process for bringing interested participants together on promising topics. Examples: think tank meetings, FW Community colloquia series, AACU travel for faculty team, Green Chair to work with team, etc.	<p style="text-align: center;">\$\$ for meetings and travel.  \$10,000 one-time start-up  \$1,000,000 endowment for \$50,000 annually for colloquia.</p>
3. Work with TCU Admissions to explore opportunities with deferred admission students	<p style="text-align: center;">Staff to contact and coordinate with students.  Staff to coordinate/facilitate.</p>
3. Explore ways to facilitate broad campus involvement in discussions of emerging disciplines from a global perspective. Examples: Biennial Emerging Issues symposium or series, Green chair in emerging discipline, etc.	<p style="text-align: center;">Fund, perhaps endowed, to sponsor meetings.  (Might be part of colloquia endowment above.)</p>
4. Cultivate community involvement in each University Program. Examples: Industry sponsorship, advisory boards, marketing, alumni awards, banquets, distinguished alumni nominations, etc.	<p style="text-align: center;">Staff position/coordinator for community involvement</p>
4. Development interests for sponsorship of University Programs' activities.	<p style="text-align: center;">Part-time dedicated development officer.</p>
CIS. Community & industry support for activities.	<p style="text-align: center;">Work with development officer.</p>
MLA. Graduate Studies study abroad.	<p style="text-align: center;">TA-ships for summer faculty-led programs, increased travel awards for international conferences.</p>
WS. Major in Women's Studies.	<p style="text-align: center;">Administrative assistance, Departmental space  \$35,000</p>
WS. Endowed chair and faculty for program.	<p style="text-align: center;">\$2M endowment, 2 additional faculty lines</p>