Foreword to Our Strategic Plan

BUILDING THE FOUNDATION FOR A GREAT STORY AND A GREATER COMMITMENT AT THE UNIVERSITY OF TULSA

By Gerard Clancy, M.D., 20th President of The University of Tulsa

INTRODUCTION: JOBS AS CENTRAL TO LIFE

A liberal arts education prepares a person for a meaningful life. A point of pride for many of our faculty is that through a strong liberal arts core for all students and a robust set of liberal arts majors, they can move well past teaching a student what to think. We focus on guiding our students on how to think, how to solve complex problems and how to communicate with others at many levels. With our blend of relatively small size but major university status, we are able to bridge the arts, humanities, social sciences and hard sciences to work together on highly complex problems. This provides a rich and real learning environment for our students, faculty and staff. At some universities, there is tension between the arts and the sciences. At The University of Tulsa, we see them as compatible and complementary, where all parts are vital in creating an innovative, just, safe, inclusive and diverse campus community. This is the strength of TU that serves as the foundation from which to build our strategic plan.

In these days of rising costs of college tuition, the disappearance of America’s middle class and an ever-increasing number of first generation college students from ethnically and financially diverse backgrounds, a great university must be able to provide great value to its graduates. A university experience must be worth it financially, and this translates to the central role of preparing the whole person for a pertinent job in a meaningful life.

Early in my career, a wonderful short story unfolded right in front of me that has stayed with me to this day. I was an assistant professor and the medical director of a team that provided daily outreach psychiatric and rehabilitative care to a group of 100 patients with chronic and severe mental illness. Before this team was formed, this group of patients averaged 60 days per year in the psychiatric hospital. The constant flare-ups of their illness caused them to frequently lose their apartments, their jobs, any intimate relationships and ties to their families.

After a year of running an outreach program (called IMPACT), we saw dramatic improvements in symptoms and rarely were our patients hospitalized. On average, patients in the program now spent four days per year in the hospital, and overall savings per patient from reduced hospitalizations was $15,000 per patient per year. During the week of Thanksgiving, our team decided to have a Thanksgiving dinner with all 100 patients. At the start of that dinner, one of the most outspoken patients asked that before we ate, that each person in the room would give their own personal thanks. I was anticipating that the patients would be most thankful for their improved health. Secretly, I expected them to personally thank me for their improved health. Boy, was I wrong.

Instead, a much different moral of the story was presented. Those in the group who had improved to the point of being able to work, probably 60 of the 100 patients, were able to secure jobs. To a person, those who were working were most thankful for their jobs. And to a person, those who were not working were most hopeful that over the next year, they would...
have jobs. Ever since that day, I have remembered this short story and the central role that a good job plays in the quality of one’s life. As we look to the future of The University of Tulsa and our new Strategic Plan, among our many duties will be a commitment to prepare our staff, faculty and graduates for high-quality jobs and in doing so help them create great stores of their lives. These stories will inevitably entail jobs that serve the rapidly growing technology and knowledge economy and, just as important, jobs that forge a more just society through enhancing access to high-quality education and health care, protecting our environment and natural resources and celebrating humanity through the arts. As we transform our curriculum, our co-curriculum and our entire university for this future workplace, we are pleased to note that the most technology-oriented CEOs are recognizing what we have known for quite some time — the central importance of the liberal arts in their new hires. Our focus on jobs will also go beyond the individual. The Tulsa region must stay competitive in the “Knowledge Economy” by developing, recruiting and retaining young, creative talent. We can say the same for our country in staying competitive as other nations rapidly advance in the technological, information, digital, computer, energy and artificial intelligence sciences.

THE 4TH INDUSTRIAL REVOLUTION AND INNOVATION IN EVERYTHING WE DO

We are in the midst of what some have called a 4th Industrial Revolution. The 1st Industrial Revolution, driven primarily by steam, dramatically changed our ability to travel and agriculture. The 2nd Industrial Revolution, driven by computing power, changed automation of production, the flow of information, the storage of information and calculating capacities. This 4th Industrial Revolution is where technologies are fused. The 3rd Industrial Revolution, driven by electricity and gas engines, rapidly transformed personal travel, manufacturing and mass production. As described in our nation’s National Archives, the United States has experienced three periods of significant advancements, how can we prepare our students to understand and work effectively on highly complex social, global, ethical and security issues? Who will lead improvements in our K-12 education systems? Who will guide the growing number of first generation students to go to college and help them succeed in college? Who will champion health equity? Who will assist in improving our police relations and criminal justice systems? Who will lead Tulsa’s efforts to develop, recruit and retain our creative talent? Who will link Tulsa to the global economy and those cities driving this global economy? The faculty, staff, students and graduates of The University of Tulsa will.

OUR UNIVERSITY’S GREATER COMMITMENT

The University of Tulsa is among the best small universities in the world and is the highest ranked university in Oklahoma, Arkansas, New Mexico and Kansas. The class average for ACT scores for the 2016 freshman class was at the 96th percentile. The University of Tulsa has done many things right over the past 20 years to achieve these rankings. Because of the strength of the academic and social conscience of TU built over these years, these questions are not too daunting for this university, but instead are seen as the next challenges for this high-powered school. TU’s future is at the heart of these questions, and TU is singularly positioned to lead these efforts for this region of the U.S. The individual stories of success, fulfillment and impact from our students, graduates, faculty and staff will be the ultimate measure of our success. This is TU’s Greater Commitment.
Health Care – the language for future employment. to grow regarding all aspects of cyber defense. Computer banking, health care, law, schools and retail. Jobs will continue and artificial intelligence. engineering fields, computer sciences, information sciences per unit. Growth jobs for manufacturing include all of the and lower workforce needs. The automakers and appliance Manufacturing – Similar to retail, automation and robotics everything they need. Amazon’s purchase of Whole Foods, residents were asked where they buy most of their goods, past decade, has the ability to plan in absence of tradition. model city for the future, built from the ground up in the 350,000 people and few buildings less than 10 years old. This In energy-rich far west China, the new city of Karamay has shipping jobs. The preference of some millennials for mass Growth of drones and autonomous wind energies, cyber protection of the energy grid and energy much of the currently available supplies as China and India of oil and gas, the next 100 years will see an exhaustion of that carry out this work will grow exponentially in size and effects of already existing diseases and cure diseases once clinicians to predict disease before it occurs, prevent harmful assessments, there is an opening up of the neuroscience frontier. New diagnosis and treatment options are on the way for mental illnesses, addictions and counseling, speech pathology, occupational therapy, physical therapy, athletic training and neuro-rehabilitation. Precision Medicine – Individual DNA mapping, nanomaterials and computational biology will allow physicians to predict disease before it occurs, prevent harmful effects of already existing diseases and cure diseases once thought to be terminal. The day-to-day clinical laboratories that carry out this work will grow exponentially in size and sophistication as will its workforce. Energy – Although we are in a period of relative high supply of oil and gas, the next 100 years will see an exhaustion of much of the currently available supplies as China and India continue to grow in both population and economic strength. Jobs will be needed in extraction of hard to reach oil and gas, power grid and building efficiency, biofuels, solar, thermal and wind energies, cyber protection of the energy grid and energy management. Transportation – Growth of drones and autonomous vehicles will greatly alter traditional cross-country and local shipping jobs. The preference of some millennials for mass transit and ride-sharing over personal vehicles could drastically alter the U.S. auto industry and city design. With terrorists opting for vehicles as weapons, designing and redesigning public spaces for safety will be needed. K-12 Education – Public K-12 education in Oklahoma suffers from years of woefully inadequate funding from the legislature. Looking forward, the students and their families that public school teachers are trying to serve are increasingly complex in their health, mental health, language and economic needs. Oklahoma suffers from chronic shortages of teachers due to low pay and burnout in this highly complex teaching environment. To promote teachers staying on the job, student teachers need to understand not only how to teach but also how to do this work surrounded by high poverty, crime, drug addiction, mental illness and family chaos. Models such as Teach For America, that provide student loan payback opportunities, poverty training and ongoing guidance in these additional areas need to be incorporated alongside traditional teaching curriculum. Criminal Justice and Community Policing – The outcomes of our existing criminal justice system point to failure on many levels. Oklahoma leads the nation in the incarceration of women. Oklahoma’s prison system is at capacity. The passage of State Questions 780 and 781 indicates a strong desire from the voters for reform in Oklahoma. New models of community policing, community engagement, and referral for treatment for those with mental illness in the criminal justice system, immigration reform and new models of treatment and rehabilitation rather than incarceration for non-violent offenders all show promise but need to be fully implemented and scaled-up to demonstrate significant impact. Several University of Tulsa programs including law, sociology and organizational psychology are a few examples of those that could have an impact on these issues. The Triumph of the City – Great cities have great universities. Even in Oklahoma, 75 percent of the population live in the urban centers. Looking to the future, the strength of cities will depend on the ability to develop, recruit and retain young, creative talent. And creative talent development, recruitment and retention starts with universities. When universities can develop deep relationships with the business and entrepreneurial communities of a city with an eye toward global reach in particular business segments of strength, great benefit is realized by all. City to city partnerships opportunities with enthusiasts TU alumni are already being developed with Seattle (Microtech, Amazon, Starbucks), Houston, Denver (energy companies), St. Louis (Ascension Health), Kansas City (Cerner) and Beijing and Karamay, China (Joint Center for Culture and Science). The sectors of opportunity where we can build toward global strength include cybersecurity, data analytics, energy, neuroscience, simulation, gaming and artificial intelligence, health information and precision medicine. A Rapidly Changing World with Great Opportunities – As Matt Ridley describes in his book, The Rational Optimist, despite what the pessimists say, life on planet earth is getting better. Food availability, lifespan and income are all up worldwide; disease, child mortality and violence are down around the globe. And there is much more that can be done to keep the momentum of these positive outcomes. The TU Commitment — described in depth in the following strategic plan — hopes that our students, faculty and staff are ready to write the rest of the story of their lives at The University of Tulsa and beyond. A story with meaning and fulfillment. A story of a job and a career that promotes innovation, justice, access to education, better health, inclusion, diversity and the building of a great city that participates in these endeavors at the global level. BUILDING UP THE TU COMMITMENT As we move forward, the TU Commitment will be supported and grown through the building of five initiatives: An Accessible and Affordable TU – We will strive to make TU accessible and affordable to all who qualify. This includes growing our endowed scholarships, support of our students through employer and Tribal Nation grants and scholarships and expanded federal and state support including the Veterans Administration Yellow Ribbon Program, Pell Grants and Oklahoma Center for Advancement of Science and Technology internships. We also will provide salaries, benefits and support for our faculty and staff that are competitive and enable TU to recruit and retain staff and faculty of great passion and talent. An Inclusive and Diverse TU Community – We will maintain a community where all are accepted and appreciated for their contributions — a community that thrives culturally, economically and in learning because of its broad diversity. A Culture of Innovation across TU – We will create new knowledge, new ways of using knowledge and new ways of combining knowledge across all programs and initiatives at TU. A Culture of justice across TU – We will seek out complex problems and injustices in our society and engage in work that promotes justice which, in turn, improves the human condition. TU as an Economic Engine for Tulsa; Connecting Tulsa to the Global Economy – We will help drive Tulsa’s knowledge economy through the development, retention and recruitment of young, motivated, creative talent. We will connect TU and Tulsa to the global economy through our work in Tulsa and our partnerships with key corporations in key knowledge and energy economy cities.
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The TU Commitment

Let The University of Tulsa be part of your story. Some of your story has already been written, and so much more is yet to unfold. You are joining an accepting and inclusive community of engaged learners who actively sculpt their own learning and development. Our faculty and staff mentor and empower you and your peers for personal and collaborative growth by cultivating an insatiable intellectual curiosity and inquisitiveness. This chapter of self-discovery sparks individual development, opportunities to bring value to others, and foresight to discover a future not yet revealed. We are excited about your accomplishments and boundless potential. Let us help you write the rest of your story.

| ACCEPTED | Physically, emotionally and spiritually safe, valued for who you are and your potential now and forever |
| ENGAGED | An active participant in your own learning to develop unique gifts and talents, not talked down to, you have a voice and a desire to be heard |
| EMPOWERED | So that your unique gifts and talents can be further developed for your personal growth, collaborative potential and the opportunity to bring value to others |
| SELF-DISCOVERY | Cultivate your intellectual curiosity and inquisitiveness |

With the fall 2017 entering class, and each class thereafter, increase the university’s four-year graduation rate to 70 percent and six-year graduation rate to 80 percent.

| 1.1 Centralized Retention Team |
| 1.2 Centralized Retention Team |
| 1.3 Summer Programs |
| 1.4 Accessibility and Affordability |

Grow total enrollment to 5,400 by 2022.

| 2.1 Access and Opportunity |
| 2.2 Value and Outcomes |
| 2.3 Alumni Engagement |
| 2.4 Parent Engagement |
| 2.5 Student Pipeline |
| 2.6 Integrated Marketing and Communications |

Reorient academic and co-curricular programs to catalyze a campus-wide culture of innovation and research as the best means to prepare students for our current and future knowledge-based economy.

| 3.1 Assess Academic Programs |
| 3.2 Faculty Hiring and Development |
| 3.3 Faculty Research, Scholarship and/or Creative Endeavors |
| 3.4 Internships, Clinical Learning and Global Learning |
| 3.5 Co-curricular Programs |
| 3.6 Technology |
| 3.7 Facilities |

Provide our students access to an outstanding and diverse faculty and staff.

| 4.1 Faculty and Staff Compensation and Professional Development |
| 4.2 Faculty and Staff Diversity |
| 4.3 Staff Input |
| 4.4 Assessment and Accountability |

Achieve recognition as the intellectual engine, driving innovation, economic growth, entrepreneurship and justice in the Tulsa region.

| 5.1 Bounded Partnerships |
| 5.2 Faculty Community Engagement |
| 5.3 Physical Spaces for Innovation and Collaboration |
| 5.4 Power of Alumni Network |

Diversity Action Plan — An Inclusive, Safe and Diverse Community

$400 Million Comprehensive Capital Campaign — Greater Commitment

Integrated Marketing and Communications — Telling the TU Story
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:

- 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

The university will be a premier living laboratory where students and faculty together address local and global challenges to advance knowledge and cultivate a just, humane, and rewarding future for all people.

Educational programs that are rooted in the foundation of the liberal arts and provide the cognitive, technical, social and analytical skills for future jobs that advance our world.

All members of the university holding closely the importance of curiosity, critical thinking, effective communication, lifelong learning and the application of knowledge to real-world settings.

An awareness of the university community as a global leader in the creation and translation of new knowledge that promotes design thinking, innovation, justice and equity.

A diverse university community that facilitates the success of all of its members.

Ensuring the success of students from diverse backgrounds, including underrepresented populations and first-generation college students.

The University of Tulsa serving as an economic anchor that recruits and develops creative talent for the Tulsa region.

A focus on affordability for our students and competitive financial support of our faculty and staff.

A learning community where fiduciary responsibility and stewardship are embraced by all members.

The TU Mission and Vision
Informal Consultations: May 2016 (appointment of President Clancy) - November 1, 2016 (Date that President Clancy officially assumed presidency)
- Meetings and email exchanges with faculty, staff, students, alumni, Trustees, donors and community leaders

The Groundwork: November 2016 - February 2017
- Faculty senate vision committee: one elected faculty member from each college plus president and vice president of Faculty Senate; weekly meetings through April 2017 with President Clancy to discuss and draft vision statement
- University Leadership Council: monthly meetings with president, deans, senior administrators and one faculty member per college
- Appointment of Vice President for Strategic Initiatives in December 2016
- Foundational research
  - Study of external trends impacting higher education
  - Benchmarking study against 12 peer/aspirant schools and 12 schools that our admitted students attend in lieu of TU
- Approval of Phase II on February 8, 2017: “invest to grow” strategy, with targeted investments in enrollment management, marketing, the capital campaign and academic programs ripe for strategic growth
- President Clancy holds two university-wide faculty and staff meetings to discuss vision, foundational research and strategic planning process (November 16, 2016; February 20, 2017)
- Board of Trustees discusses strategic planning at board meeting on February 8, 2017
- Appointment of University Strategic Planning Committee: President Clancy appoints faculty, staff, administrators, student leaders, graduate student leaders and an alumni representative to university-wide strategic planning committee; President Clancy delivers charge to the committee on February 20, 2017
THE UNIVERSITY OF TULSA STRATEGIC PLAN

Formal Strategic Planning Process: March 2017-present

- March 2017
  - Board of Trustees strategic planning retreat
  - Faculty senate vision committee delivers Vision 2022 to strategic planning committee
  - Launch of campus-wide strategic planning portal
  - Feedback email address: strategicplan-feedback@utulsa.edu
  - Re-establishment of staff council for purpose of providing staff feedback on the strategic plan
  - Strategic planning committee members consult with their stakeholder groups:
    - Professors BrummeII, Carpenter, Chae, Hershaw, Martinell and Suter contact with respective college’s faculty
    - R. Blais and Dean Sutterberger contact with dean’s council
    - M. Cordell, J. Bury, D. Fishback and J. Levit consult with staff council
    - J. Levit consults with J. Caldwell (Office of Diversity), S. Neal’s reports (Gilcrease, research and economic development, public affairs), K. Bock’s reports (controller’s office, physical plant, security, human resources and IT)
    - D. Fishback and K. Hale consult with institutional advancement team
    - E. Johnson consults with student services team and enrollment management team
    - Student association representatives interview students on campus and provide a video essay of student feedback
    - Graduate student representatives meet with GSA

- April 2017
  - President Clancy, K. Hale, J. Levit and J. Griffin meet with National Alumni Board to discuss
  - President Clancy holds leadership retreat (President’s executive team and deans) to discuss vision, TU Commitment and strategic planning
  - President Clancy holds strategic planning session with student leaders

- May 2017
  - Board of Trustees discusses favorably the Vision and TU Commitment as the framework for the strategic plan
  - June and July 2017
    - Strategic planning committee holds three full-day retreats and several meetings to develop objectives and strategies

- August 2017
  - Release of strategic plan to faculty and staff via Sharepoint portal and development of web-based feedback mechanism
  - Strategic planning committee member outreach to constituent groups
    - Professors BrummeII, Carpenter, Chae, Hershaw, Martinell and Suter contact with respective college’s faculty
    - J. Levit consults with university leadership council (deans, senior leadership and faculty)
    - J. Levit consults with Center for Global Education
    - J. Levit, J. Bury, and D. Fishback consult with staff council
    - J. Levit consults with J. Caldwell and Diversity Action Plan steering committee
    - R. Blais and J. Levit meet with dean’s council
    - E. Johnson consults with enrollment management team, student services team and D. Gragg
    - A. Hansen and D. Varsheley meet with Student Association (August 22) and student body at activities fair (August 24)
    - J. Griffin and A. Freiberger consult with alumni association leaders
    - Draft strategic plan distributed to Board of Trustees

- September 2017
  - Board of Trustees executive committee reviews strategic plan
  - Strategic plan presented to faculty and staff at convocation

- October 2017
  - Board of Trustees reviews and approves strategic plan (anticipated)

- October - December 2017
  - Development of implementation plan for strategic plan

- January 2018
  - Budget meetings

- March 2018
  - HLC visit

Strategic Planning Guiding Principles

- Phase II. On February 8, 2017, the TU Board of Trustees approved “Phase II,” a 5-year invest-to-growth plan designed to drive enrollment and net tuition revenue through targeted investments in growing existing programs, launching new programs and increasing institutional capacity around marketing, messaging and campaign-related fundraising. If the Phase II model is accurate, the university will enjoy over a 2:1 return on investment. As approval of Phase II investments preceded the drafting of the strategic plan, as well as the vision or TU commitment, the strategic planning committee did not draft against a blank slate but rather incorporated the Phase II investments into the objectives and strategies.

- Timing. The Society of College and University Planning estimates that most university strategic planning takes place over an 18-24 month period; TU’s formal strategic planning process took place over the course of approximately 10 months. The Faculty Senate vision committee was constituted in October 2016, and the strategic planning committee began its work in February 2017. The strategic planning committee solicited community-wide feedback in March 2017 and again in August 2017. Given the university’s challenges, the committee at all times attempted to strike the appropriate balance between expediency and opportunities for stakeholder feedback.

- University-wide Plan. By design, this strategic plan is not organized by college; it is not organized according to the undergraduate/graduate/professional divide; it does not have a separate section for athletics, alumni, Gilcrease, Center for Global Education, etc. This concrescence of the university as an integrated whole, and it is organized around university-wide measurable (some more than others) objectives. All areas of the university will have to row in the same direction in order to achieve them. The strategic planning committee anticipates that colleges, centers, programs and functional divisions will align their strategic plans with the university’s plan.

- Prioritization of Objectives and Strategies. With one exception, the strategic planning committee did not “rank” the objectives or underlying strategies. The committee unanimously believed that objective one – systematically improving retention and graduation rates – should be the university’s highest priority over the next five years.

- Strategy vs. Tactics. The plan is a 3-year strategic plan. The next phase of the strategic planning process will be the development of timelines, dashboards tracking key performance indicators and budgets, focusing in particular on retention rates, programspecific enrollment, program-specific net revenue and progress toward specific capital campaign goals. University leadership will work with the collegiate units and operational divisions to develop business plans to support the objectives and strategies in advance of the university’s next budget cycle.

- “Plan” is a Noun and a Verb. The strategic plan is a living document that will evolve. The strategic planning committee will review the plan annually, including all objectives and strategies, to assess progress and make necessary adjustments to assure that the plan matures in a way that appropriately reflects the landscape and forces impacting the university.
This is an exciting time at The University of Tulsa. With a new president, as well as new energy and investment that is transforming the spirit of our city, the university is poised for new heights. Strategic planning is a process that involves multiple stakeholders, and thus unfolds over time. In the meantime, under President Clancy’s leadership, several initiatives are simultaneously unfolding that support all the objectives in the strategic plan. The strategic plan explicitly references these foundations; but, even when not explicit, the foundations permeate and support every facet of the strategic plan.

Foundation 1: Diversity Action Plan. The University of Tulsa’s Diversity Action Plan affirms our commitment to diversity, equity and inclusiveness and aligns practices to cultivate a community that reflects the fundamental values and goals of diversity as the strategic plan is implemented. It is the primary foundation upon which all objectives will be realized.

Foundation 2: Greater Commitment Capital Campaign. The Greater Commitment Capital Campaign provides the financial means necessary to achieve the objectives and implement the supporting strategies that will transform our curriculum, our university and our community. The strategic plan will directly inform the specific requests incorporated into the comprehensive campaign.

Foundation 3: Integrated Marketing and Communications. The University of Tulsa is defining its brand identity through integrating communications, enrollment management, institutional advancement and the academic departments. The stronger the brand, the stronger this strategic plan becomes. A coherent approach to marketing and communications will amplify most strategies and enhance the university’s ability to meet all objectives.

The Strategic Plan

OBJECTIVE #1
With the fall 2017 entering class, and each class thereafter, increase the university’s four-year graduation rate to 70 percent and six-year graduation rate to 80 percent.

1.1 Centralized Retention Team. Create a centralized student retention team that begins interacting with students when they signal an intent to enroll and continues working with students through graduation to develop, manage, implement and account for retention initiatives.

- Systematically measure and assess the root causes of TU’s retention and graduation rates for undergraduate and graduate students.
- Centralize and standardize the collection and storage of all data relevant to retention and outcomes.
- Establish a student success center to house all student retention team initiatives and streamline the student experience.
- Strengthen academic and peer advising, extend the freshman orientation experience and explore assigning all freshmen a life/professional coach for the duration of their time at TU.
- Match each incoming freshman with an alumnus or alumna mentor.
- Add resources to the Counseling and Psychological Services Center.
- Reallocate resources for a multicultural coordinator position.
- Offer affordable and accessible tutoring to undergraduates.

1.2 Student-Centered Culture. Cultivate among faculty and staff a student-centered culture that focuses on individual attention to students and pedagogical strategies oriented to students’ learning, skill development and success.

- Reinroduce staff service-training programs.
- Regularly reward and recognize faculty and staff for actively practicing a student-centered approach.
- Implement a “step into their shoes” task force to identify and expeditiously correct all poor university experiences a prospective or current student or family may experience.
- Establish regular channels of communication between students and administrators.

1.3 Summer Programs. Intentionally deploy the summer term to accelerate student progress toward degree completion.

- Reduce the per-credit tuition for the summer term.
- Allow students to “bank” unused credits during the fall and spring semesters to use tuition-free during the summer term.
- Offer affordable summer workshops to buttress incoming student math and writing skills.
- Offer additional summer courses, including online courses, to amplify options for students to earn credit during the summer.
- Expand JumpstartTU (incoming freshman travel experience).

1.4 Accessibility and Affordability. Allocate financial resources to students to mitigate financial stress due to unanticipated family and/or economic circumstances.

- Endow pool of need-based financial aid to augment awards to students to mitigate impact of changed economic circumstances.
- Guarantee retention of institutional financial aid for students who remain in good standing.
- Increase institutional aid for transfer, nontraditional and part-time students.
- Guarantee each incoming cohort a fixed tuition rate for four years.
OBJECTIVE #2
Grow total enrollment (headcount) to a minimum of 5,400, with undergraduate enrollment at 3,700, graduate enrollment at 1,000, law enrollment at 400, and 300 enrolled in executive education and other mid- or advanced-career professional programs.

2.1 Access and Opportunity. Reduce the cost and perceived cost of a TU education for all.
- Grow resources available for need-based institutional aid through shifting some merit aid to need-based aid.
- Raise endowment for need-based financial aid to move toward meeting full need in the financial aid methodology.
- Rebalance published tuition and financial aid distribution to maximize enrollment and net tuition revenue.
- Establish a loan forgiveness program through endowment and through formalized agreements with corporate partners.
- Endow scholarships and hire a diversity outreach admissions counselor to further the student recruitment goals in the Diversity Action Plan.

2.2 Value and Outcomes. Support students and alumni in meeting and exceeding their career and professional aspirations.
- Re-imagine and re-launch a TU Center for Career Development and Alumni Engagement in a way that is responsive to the needs of end-users (students, employers and alumni).
- Expand marketing and messaging to effectively communicate student and alumni outcomes through career placement data and stories of alumni career trajectories.
- Enhance marketing of programs and majors that emphasize marketable skills.
- Expand support for and promotion of the Tulsa Undergraduate Research Challenge (TURC) and other student-faculty research opportunities.

2.3 Alumni Engagement. In conjunction with the enrollment management team, actively engage TU alumni chapters in student recruitment and enrollment.
- Establish TU Alumni ambassador program for all admitted applicants.
- Designate an alumni recruitment coordinator to manage efforts between the Office of Alumni Relations and Enrollment Management.

2.4 Parent Engagement. Systematically reach out to parents of prospective students during the recruitment process.
- Establish a parent ambassador program comprised of current students’ parents to assist admission counselors in the student recruitment process.
- Utilize TU alumni chapters and networks as ambassadors to engage with parents.

2.5 Student Pipeline. Intentionally grow the student pipeline in response to demographic trends.
- Utilize the summer term to showcase TU’s strengths to promising high school freshmen and sophomores and expose them to the college environment.
- Formalize partnerships with organizations and foundations dedicated to supporting and mentoring low- and middle-income high school students through the college application process (see also Branded Partnerships, 5.1).
- Formalize articulation agreements with Tulsa Community College in conjunction with the Pathways initiative.
- Intentionally develop a more robust and diverse applicant pool for graduate degree programs.

2.6 Integrated Marketing and Communications. Strengthen the TU brand through purposeful orchestration of consistent marketing and communications.
- Hire or outsource a senior-level manager with marketing expertise to establish and lead a university-wide marketing team, including staff from University Relations, Enrollment Management, Alumni Relations and the collegiate units.
- Coordinate marketing, communications and messaging across all divisions and departments.
- Engage prospective students through student-centric stories published on the TU website and communicated via video platforms, social media and email.
- Target cutting-edge faculty research for earned media in national outlets.

2.7 Executive Education and Professional Programs.
- Launch competitively priced online and/or hybrid courses, certificates and/or degree offerings in areas that will showcase TU’s academic strengths and emerging strengths, meet the professional needs of alumni and support economic development initiatives in the Tulsa region.
- Locate the Office of Executive Education and Professional Programs with the TU Center for Career Development and Alumni Engagement.
OBJECTIVE #3
Reorient academic and co-curricular programs to catalyze a campus-wide culture of innovation and research as the best means to prepare students for our current and future knowledge-based economy.

3.1 Assess Academic Programs. Assess and where needed redesign academic programs to ensure graduates are well-versed in the skills that contribute to innovation (i.e., creative thinking, complex problem solving, communication and collaboration), and realign resources internally to support programs that do so.

- Beginning in 2019, evaluate programs annually to ensure students develop the skills that contribute to innovation and to identify critical holes in academic offerings.
- Revise, revise and re-imagine the Tulsa Curriculum to assure alignment with such skills while maintaining fidelity to the liberal arts core at the heart of TU’s Mission.
- Revise and/or develop courses, certificates, minors, master degree programs, graduate research initiatives and doctoral programs that encourage students to take advantage of opportunities to learn and develop skills across colleges or to explore complex problems through cross-, multi-, and interdisciplinary lenses.
- Assist Gilcrease Museum and the Helmerich Center for American Research to identify and support interdisciplinary and intercollegiate partnerships and research.
- By 2019, identify one or two “skate to where the puck will be” areas of campus-wide focus and investment as the future foundation of TU’s local, national and international impact and reputation.

3.2 Faculty Hiring and Development. Focus faculty hiring to align with strategic objectives, including the focus on a student-centered culture and a diversified faculty (see Diversity Action Plan, Section V).

- In consultation with deans and department chairs, centralize faculty allocation decisions in the President’s and/or Provost’s office(s) to assure alignment with strategic academic priorities and further the university’s mission.
- Develop hiring processes to assure all incoming faculty are or are willing to become strong teachers who will contribute to a culture of innovation through interactive, collaborative and problem-solving teaching methodologies; and, for tenure-track faculty, assure that faculty are also willing to engage in cutting-edge research, scholarship and/or creative endeavors.
- Implement faculty coaching to promote innovation in teaching and incentivize faculty to experiment with new teaching methods, including the development of new courses, service learning opportunities, project-based learning experiences and co-curricular offerings.

3.3 Faculty Research, Scholarship and/or Creative Endeavors. Intentionally encourage faculty research, scholarship and creative endeavors as a means to further a campus-wide culture of innovation.

- Allocate additional university resources to directly support and propel faculty research, scholarship and creative endeavors.
- Recognize and reward at the university level excellence in research, scholarship and/or creative endeavors.
- Encourage faculty to utilize research, scholarship and creative endeavors to enhance classes and academic programs and to expand faculty-student research collaborations.

3.4 Internships, Clinical Learning and Global Learning. Offer internship or clinical opportunities, as well as global learning opportunities, to all TU undergraduate students by embedding credit-bearing internships, clinics and study-abroad opportunities in all undergraduate degree programs.

- Designate the TU Center for Career Development and Alumni Engagement as a centralized repository and incubator for student internships and engage alumni as a critical source for internships.
- Diversify internships beyond TU’s historic strengths and geographic areas of focus to coincide with the Branded Partnership (5.1) strategy.
- Allocate resources to fund student summer internships through establishing endowments and partnering with the private sector and philanthropic organizations.

3.5 Co-curricular Programs. Complement academic programming by building a co-curricular program that spurs creative thinking and problem-solving skills by tapping students’ natural strengths, interests and curiosities.

- Evaluate the feasibility of and, if practical, designate a significant block per week as class-free, co-curricular time to engage students, faculty, staff, alumni, community leaders and high school students with cutting-edge issues and problems in a non-silod, risk-free cross-disciplinary environment.
- House, support and market under the umbrella of a TU Center for Leadership faculty-led co-curricular programs, as well as College Philanthropy Initiative, Early Careers in Community Medicine, Global Scholars, Honors Program, Presidential Leaders Fellowship and Presidential Scholars.
- Reorient the Gilcrease Museum and the Helmerich Center for American Research as living laboratories for co-curricular programming.
- Further campus-wide understanding of TU Athletics as a co-curricular program that complements academic programming by tapping athletes’ strengths, interests and curiosities and, in turn, schedule and structure nonathletic co-curricular programming in a way that best accommodates athletes’ schedules and allows for their participation.

3.6 Technology. Implement a digital first initiative to ensure a systematic institutional commitment to cutting-edge technology for teaching, learning, research and administrative needs.

3.7 Facilities. Assess, and potentially repurpose or reconfigure, facilities to assure that the university’s existing physical plant effectively supports a campus-wide culture of innovation and research.
OBJECTIVE #4
Provide our students access to an outstanding and diverse faculty and staff.

4.1 Faculty and Staff Compensation and Professional Development. Provide faculty and staff with competitive compensation packages and professional development opportunities to attract and retain the best employees.
- By Board of Trustees approval of the FY19 budget, outline a plan to reinstate the university’s retirement contribution to nine percent for all employees, delineating specific benchmarks toward partial and/or full reinstatement, and begin immediate implementation thereafter.
- By 2019, articulate a transparent, principled program of competitive faculty and staff compensation consistent with the values set forth in the Mission and Vision and embodied in the TU Commitment.
- By 2020, establish faculty and staff development programs that transparently and equitably support attendance at conferences, workshops or development programs; fund travel; and encourage professional networking.

4.2 Faculty and Staff Diversity. Implement the Diversity Action Plan pertaining to recruitment and retention of a diverse faculty and staff.

4.3 Staff Input. Re-establish and empower the Staff Advisory Council as a mechanism to provide meaningful input to and facilitate communication with the administration.

4.4 Assessment and Accountability.
- Inject periodic 360-degree reviews into the annual employee review process for all university employees subject to that process, including the president, vice presidents and deans.
- Create a systematic and uniform annual review process, including periodic 360 reviews, to review the administrative performance of department chairs.
- Develop a survey instrument that will generate annually a TU employee net promoter score as an intentional means to measure employee satisfaction and campus culture over time.

OBJECTIVE #5
Achieve recognition as the intellectual engine driving innovation, economic growth, entrepreneurship and justice in the Tulsa region.

5.1 Branded Partnerships. Formalize and brand partnerships with nonprofit organizations, government entities and the private sector in Tulsa and beyond with the goal of creating mutually beneficial relationships that yield service learning, credit-bearing internships, funded internships and entrepreneurial or career opportunities for students.
- Substantively cluster partnerships to support work in community justice, health care and health care delivery; precision medicine, cybersecurity, artificial intelligence, data analytics, neuroscience and energy/renewable energy.
- Geographically cluster partnerships in Tulsa, while simultaneously establishing a web of inter-city partnerships with entities in Beijing, Dallas, Denver, Houston, Kansas City, Karamay, Seattle, St. Louis and Washington, D.C.
- Encourage partners to establish loan forgiveness programs for graduates who join their company, firm or organization.
- Identify and appoint partner leaders to the TU Board of Trustees.
- Formalize relationships with local nonprofit and quasi-governmental organizations to establish a “TU seat” for TU faculty, students and/or staff on their governing boards.

5.2 Faculty Community Engagement. Encourage faculty to visibly engage in the community, in the private, nonprofit and/or government sectors, by developing transparent processes and policies and by placing explicit value on faculty community relationships in professional reviews and advancement.

5.3 Faculty Research and Graduate Degree Programs. Incentivize faculty research, scholarship and creative endeavors that will further the university’s reputation.
- Strengthen graduate degree programs, and consider launching additional graduate degree programs, online and on-site, to generate the scholars, innovators, entrepreneurs and social entrepreneurs to fuel innovation, economic growth, entrepreneurship and justice in the Tulsa region.
- Work collaboratively and creatively with partners to increase the number of funded teaching assistant positions and/or establish fellowships for graduate students.

5.4 Power of Alumni Network. Accelerate engagement with the TU alumni network.
- Develop executive and professional education opportunities, virtual and on-site, that assist alumni with evolving professional trajectories and align with opportunities to promote innovation, growth, entrepreneurship and justice (see also Executive Education and Professional Programs, 2.7).
- Tightly integrate the Office of Career Services and the Office of Alumni Relations through establishing the TU Center for Career Development and Alumni Engagement (Value and Outcomes, 2.2).
- Institutionalize alumni mentoring program whereby each TU undergraduate is matched with an alumni mentor (see also Centralized Retention Teams, 1.1).
- Intentionally transition students to the alumni network prior to graduation to assure continuity in their relationship with TU.
- Leverage social platforms to connect students, alumni, faculty and staff.

5.5 Physical Spaces for Innovation and Collaboration. Repurpose or build physical space to catalyze innovation, collaboration and community engagement.
- Establish an Idea Lab/Incubator to promote entrepreneurship and assist students, faculty, alumni and community members in seedling and developing new business ventures.
- As a physical bridge connecting the campus and downtown Tulsa, build (or repurpose existing space) along 6th Street to establish a TU Lab for Community Engagement, open to the university and Tulsa community and designed to stimulate interdisciplinary service learning and social entrepreneurship, to support justice initiatives, to stimulate conversation on local public policy and to house True Blue Neighbors.
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