

Vision in Action
Texas Christian University
Strategic Planning Process



Synthesis of VIA Strategy Group
Position Papers

With A Summary of Combined
Recommendations

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Synthesis of VIA Strategy Group Position Papers

The Vision in Action (VIA) strategy groups have created a set of position papers that will help Texas Christian University (TCU) define its preferred future and the paths to achieving it. In so doing, TCU will be responding to the needs of the university community (students, faculty, staff alumni and other supporters) and managing the impact of the numerous external forces involved in shaping its future.

The position papers postulate assumptions, propose strategic recommendations (see Summary in Attachment A), and identify policy and/or resource allocation implications. They present points of convergence of thought and congruence of ideas in the context of the decisions that TCU must make. There is fairly broad agreement on several points:

- Importance of doing everything at the highest standards of quality, defined by national criteria and implemented through TCU-specific definitions
- Primacy of undergraduate education as the building block for increasing the national recognition of TCU
- Importance of retaining and enhancing TCU's position as a national university
- Desire for increased residentiality and creation of true living and learning environment in and outside of the classroom, with access to this experience for all undergraduate students
- Physical, academic and support infrastructures have been stretched beyond normal limits
- Need for more explicit criteria for resource allocation and a more open (transparent) process
- Need for growth in graduate enrollment through addition of new graduate programs
- Value of interdisciplinary/multidisciplinary programs
- Increasing intra-institutional collaboration/synergy (undergraduate/graduate; across units; Centers/Institutes)
- Requirement to maintain an environment rich in personal interaction
- Need to recognize and value the Fort Worth communities as an important resource to TCU and for the community to see TCU as a valued neighbor and resource.
- Importance of building and integrating strategy across the University's critical priority areas to make best use of available current and future resources.
- Need for increased availability and utilization of technology in teaching and learning
- Requirement to deliver on the TCU Promise. The commitment to renewing the **TCU Promise** finds consensus as an organizing principle in many of the subcommittee reports.

Assumptions

In creating these position papers, the subcommittees also worked under certain critical assumptions, often stated in their papers, but certainly in the background thinking of all of the subcommittees. These broad assumptions include:

- TCU will remain a national university within the Carnegie Classification. It seeks to enhance its national status and rankings, but will not be driven by the rankings.
- TCU will seek quality in all of its activities, but will define quality in terms of the unique character of the University and the opportunities that those characteristics present.
- TCU will retain its status as a Division 1 athletic program of high integrity, building competitive programs in Division 1-A football and other sports.
- The University has stretched its current resource capacity, including its infrastructure. Thus, as it seeks to enhance itself, new resource opportunities must be found, current programs must increasingly compete in a changing marketplace, and growth must be evaluated for educational and financial costs and benefits before being undertaken. Step function investments are understood to be part of the critical cost analysis.
- In managing its resource base, including its endowments, physical space and land use, the University will seek to balance current needs and desires with longer-range objectives and opportunities.
- The University seeks to retain and enhance its residential character. The undergraduate programs at TCU will retain their character of serving a traditional student market and TCU will continue to position its programs as adding significant value to students within the current range of academic profiles rather than seeking a major change in the academic profile of incoming students.
- Texas and the Fort Worth areas will remain the most critical market for students at TCU and therefore the long-range demographics and characteristics of the community are critical to strategic agenda of the University.
- The mission of the University always requires concern for ethics and the global nature of our society.

In addition, the *Academic Direction* group put forth a set of planning premises, core values, and outcomes they believed could guide continuous planning at TCU (see Attachment B).

Planning premises in that report capture the spirit of VIA.

“Strategic planning at TCU will encompass (1) collaborative and adaptive planning, (2) an innovative and entrepreneurial spirit, and (3) consideration of both the public good and marketplace, i.e., prevailing economic conditions, student demographics & aptitudes.”

Core values reaffirm the essential character of TCU.

“Strategic planning at TCU must be consistent with the following core values: (1) valuing the individual and public good, (2) valuing the liberal arts and sciences, (3) valuing the teacher-scholar model, (4) valuing academic quality as a cornerstone.”

Outcomes are potential benchmarks against which to evaluate opportunities and judge results.

“At TCU the long-term success of strategic planning should be to create: (1) a University highly respected and recognized for the quality of its programs, (2) an exceptionally high value added experience, (3) a significant social and economic engine in Fort Worth and the North Texas region. All strategic efforts should contribute substantially to one or more of these outcomes.”

Strategic Framework

Imbedded in the papers is a recognition that critical decisions that will drive the programmatic and economic future of the University have to be made in the following areas:

- Meeting the TCU Promise
- Developing Graduate Education and Research/Creative Activity
- Building “Excellence” into the Fabric of the University
- Acquiring, Allocating, and Managing Resources in Support of Quality

Meeting the TCU Promise

The most fundamental shift provided through the six subcommittee reports for TCU is the proposal to reposition policies and operational issues of the University to recognize the primacy of the undergraduate as a focus for TCU. This repositioning can be stated best as renewing and rebuilding the **TCU Promise**. That promise to undergraduate students and their parents is about providing a breadth and depth of opportunities and experiences that result in a value-added education. It does not guarantee a specific outcome. Realizing the promise rests with the students—the choices they make and the effort they invest.

It is a two-way promise; expectations go in both directions. Students and parents expect TCU to provide interesting curricula, engaging—and engaged—faculty, a safe environment, and an enjoyable social milieu. The University expects incoming and continuing students to be intellectually curious, have high ethical and moral standards, be active learners, and be willing to engage with the world around them.

In the past, the TCU Promise has implied high student satisfaction and access to undergraduate programs of distinction. In the future, it must add issues related to retention and graduation rates for undergraduates. Student success will be a key measurement for evaluating TCU’s accomplishments and the effectiveness of the two-way promise.

The current undergraduate strategy of continuous marginal growth of the incoming freshman class has foreclosed the discussion and realization of the **TCU Promise** by outstripping the:

- Infrastructure, particularly the residential and student life infrastructure;
- Capacity to deliver the same level of quality services to transfer students;
- Academic and faculty capacity of the University, meaning that faculty student contact has been lessened and certain academic programs have had to develop a 2nd admissions process to limit enrollment; and
- Admissions strategies of the University through focus on a current numbers game rather than student potential, capacity, and diversity broadly defined.

The TCU *Undergraduate Experience* group provided a beginning definition for the undergraduate experience as follows:

“The TCU Undergraduate Experience shall consist of: (1) a comprehensive learning community marked by close interaction between students and faculty; (2) a rigorous and innovative academic program designed to foster lifelong learning, critical thinking, and effective communication skills; (3) a connection to the diverse communities to which we belong – local, national, and international; and (4) the training necessary to promote individual empowerment as both responsible citizens and ethical leaders.”

Building on this definition, then, the **TCU Promise** has at least three dimensions in positioning the University for current and future undergraduate students.

- Academics/Academic Learning Environment
- Professional/Occupational
- Leadership and Citizenship

Academics/Academic Learning Environment

This dimension relates to the core curriculum and to the delivery of programs both in liberal arts and sciences, and in the professions that engage and challenge students to be active and engaged learners in a “24/7 learning community.” The academic dimension of the promise is a retention and graduation promise; and it is a promise that TCU graduates will be more competitive to fulfill their life goals as they leave the University than when they arrived. The academic promise has institutional implications as it relates to the faculty-student connections particularly early in the student’s career and for how the student can move through the curricular offerings that a university has to offer. The *Learning Resources* subcommittee stated that:

“...according to both the literature of teaching and learning, as well as some of the feedback from TCU students, activities that promote student engagement in their own learning processes should be increased.”

This pedagogical aspect of the academic dimension is crucial if TCU is to fulfill its promise.

In order to provide students with a quality education and to remain competitive, the University will seek opportunities to combine aspects of different areas of study and develop more inter-disciplinary programs. For example, one of the recommendations from the subcommittee on *Academic Direction* states that TCU should:

“Actively facilitate interdisciplinary and multidisciplinary program development, e.g., piano performance and pedagogy, museum management, science writing, nanobiotechnology. Immediate steps should be taken to improve communication and define a mechanism to manage resources, e.g., credit hours generated, FTEs, workload.”

Such an approach can provide academic units with the chance to focus on their strengths, minimize their weaknesses, and make more effective use of available resources. This approach may result in new interdepartmental relationships that can enrich and broaden the educational experiences of TCU students, and expand professional opportunities for faculty members.

The learning environment is as important as the instructional program. The *Learning Resources* subcommittee report describes desired elements of learning resources in the future educational environment. They include:

- More interactive teaching and learning, encompassing the ability to introduce new teaching methods, more demonstrations and participatory sessions, and increased use of visuals.
- More capacity for students to work together in small groups, including both space and equipment.
- Increased availability of various technologies through labs for both students and faculty members, access to wireless networks, more training, and greater availability of and contact with human technical support.
- Co-location and/or coordination of learning and teaching support services, such as relocation of some offices that provide these types of support and/or expansion of the “Information Commons concept.”

Professional/Occupational

Regardless of size or enrollment mix, student and parent expectations for their overall undergraduate program is that TCU will provide courses of study and experiential learning opportunities—connections to the world of work—to make graduates competitive in the future work place for high quality positions, whether upon graduation or following graduate education.

The reality of current (and perhaps future) student curricular choices is that a large majority of TCU students are enrolled in academic programs that have a professional emphasis. TCU’s unique and effective combination of the liberal arts and sciences, professional studies, and student engagement presents multiple opportunities for institutional distinction.

The idea of employability is perhaps the one area where the need for clarity in the two-way nature of the TCU Promise is greatest. The University can make available any number of value-added opportunities to enhance employability, but outcomes rest squarely in the students' hands.

Leadership and Citizenship

The TCU Promise would seek to engage and enlarge the role of the student and its graduates as leaders and citizens of their communities, as citizens of the State and Nation, and indeed as World or Global citizens. Relations with community, community-learning activities, study abroad and enriched academic programs play a critical value adding role to this dimension. The integration of leadership and citizenship experiences within and without the academic program is part of TCU's strategic foundation.

While the primary focus of the *Community Connections* report was building TCU as a resource for the community, it was recognized that the community is a learning resource for TCU. This two-way partnership can be part of all of the dimensions of the TCU Promise. Further, the TCU faculty, staff and students provide a major bridge to developing the citizenship component of the TCU Promise through leadership examples; but the community relationship provides many other opportunities for internships and experiential learning.

TCU must make critical decisions in three areas related to delivering the TCU Promise:

1. What should the size of the undergraduate population be and who should comprise it?
2. How will TCU meet the challenge of making the residential programs part of the overall experience of connecting undergraduate students to the University?
3. What pricing and financial aid strategies will optimize TCU's ability to recruit and retain the desired undergraduate population and provide the resources required to deliver the TCU Promise?

Undergraduate Population

The subcommittee on *Size, Mix and Residentiality* has proposed that:

“...TCU should consider reducing the overall size of future freshmen classes, instead of continual incremental growth. Overall undergraduate enrollments, at least until infrastructure, critical support services and University ‘promises’ can be met, should be reduced.”

This recommendation was further amplified by subcommittee on *The Undergraduate Experience's* recommendation that, “Class size will remain small allowing for one-on-one interaction with faculty”. The subcommittee on the *Academic Direction* also indicated that “TCU will always favor quality over quantity” in its description of core values.

There are two different, yet important issues imbedded in the *Size, Mix and Residentiality* recommendation—one is the size of the entering class; the other is the overall size of undergraduate enrollment. Each is strategically important.

The *Size, Mix and Residentiality* report also introduces selectivity into the discussion:

"Consider taking advantage of the improving of admissions applications to *reduce* the number of acceptances for students from the lower academic status."

One of the advantages of reducing the undergraduate population is to increase the quality of incoming students with the expected positive effect this shift would have on retention and graduation rates.

The *Size, Mix and Residentiality* report also notes that the University

"should consider refocusing its admissions and financial aid strategies on expanding its attraction from student markets beyond the State of Texas and on student markets that fit into the upper half of the current 25 percentile to 75 percentile [SAT] admissions range."

This combined strategy would add depth to TCU's admission profile, "particularly from states where...flagship state universities now have to limit their incoming student enrollments."

So the variables of size, selectivity, and geography—and their interaction—come into play in answering the critical enrollment questions. So, too, does the motivation. **Is the recommendation that TCU get smaller and more selective a permanent shift judged as the best way to achieve the University's positioning goals or is becoming smaller and more selective a temporary shift, until TCU can "catch its breath" in providing the required infrastructure and delivery capacity to support continued growth?**

Residential Experience

Currently the residential component of the University falls significantly short of being able to deliver on the TCU Promise. With spaces for less than 50% of the undergraduate student body housed on-campus, few if any transfer students are ever offered a residential experience, and the vast majority of juniors and seniors live a substantial distance from campus. Even with the reduction in overall class size, the residential component will require further building, which likely has a 10-year time horizon.

The near-term challenge is to **find ways to make the "residential programs" better connectors of undergraduate students to the University during the time required to build the needed additional physical facilities and to identify effective proxies for residentiality in meeting the TCU Promise.**

Two initiatives need to be recognized as providing an initial opportunity to improve the residential component of the Promise. First, the apartment complex being built near campus will bring something over 600 additional students back to living within the campus community. This private development (for which the University maintains land ownership) is already a partnership with TCU and real estate developer personnel collaborating on design to support programming. The details of "programming" for the

apartments need to be fleshed out carefully, with an eye on potential liability issues. Second, the new Student Center and the subsequent renovation of the existing Center provides new opportunities, even without new student housing spaces, to increase student interaction and student relationship to campus.

Pricing and Financial Aid

Pricing of undergraduate education will become a critical part of understanding what TCU considers part of its unique promise. TCU currently has set its charges to students below many of its primary competitors, but has had large percentage increases in tuition and fee charges for the last several years. Increases in financial aid have approximated the percentage rate of increase in tuition, but the actual dollar amount financial aid recipients must pay has increased significantly. **As the University moves forward, pricing strategy will need to be explicitly part of the communication to future students and their parents to shape their expectations for the TCU Promise.** Is the most effective strategy to build a freshman class based on a narrower range in academic standing, greater geographic and ethnic diversity, and higher retention, while charging a somewhat greater overall net price?

As noted previously, the *Size, Mix and Residentiality* report recommends a more targeted financial aid strategy focused on selectivity and aligned with the goal of moving up in Tier II.

It is clear that developing pricing and financial aid strategies that both enhance recruitment and retention and generate sufficient net tuition revenue is a careful balancing act. The strategic choices made here will have a significant affect on delivering the TCU Promise.

Developing Graduate Education and Research/Creative Activity

The subcommittee reports identify other areas where the University must make critical decisions. Perhaps none is more critical than Graduate Education and Research/Creative Activity. **The strategic decisions facing TCU regarding the nature and character of—the developmental path for—graduate education are critical in and of themselves, but they also have a tremendous impact on delivering the undergraduate franchise,** be it undergraduate research opportunities, mentoring relationships, or informal interaction between undergraduate and graduate students in social settings.

The reports present a broad consensus that TCU should expand somewhat in graduate programs and enrollments. Among the reasons given for this expansion are:

1. The University needs to retain and enhance its classification as a national university. Its current position is somewhat precarious given the current state of graduate education.
2. The enrollment balance between undergraduates and graduates does not fit with a private university model.

3. The University can enhance its undergraduate quality through judicious additions to its graduate activities and programs.
4. The scholarship component of the teacher-scholar model would be enhanced through graduate expansion.
5. A customized research vision, strategy and economic model would anchor school/college and inter-school/college planning for research and graduate program activity.
6. The University can enhance its relations with and service to the local area by selective graduate development.

Tension already exists on campus with regard to the question of balance. There is no consensus on how graduate expansion should proceed, whether through redefinition and repositioning of existing programs and graduate activities, new or enhanced traditional graduate programs, or graduate professional and professional-like programs where local and regional markets support new graduate programs. Further, there is limited agreement on how to review existing graduate programs for repositioning or renewal.

TCU will need to determine what role graduate education will play in its future and how that role will be defined. Among the questions to be answered:

- How many and what type of graduate programs should TCU have? What is the proper balance? Which traditional graduate degree programs are valuable and supportable?
- How will TCU build more competitive strategies for programs, so that the programs becomes are robust, can attract an adequate resource base and deliver to desired quality standards?
- How should interdisciplinary/multidisciplinary programs be established, especially where they cross school/college boundaries?
- What aspects of the local/regional market represent demand for graduate education? What professional offerings are practical and feasible?
- What role does research/creative activity and, in particular, funded research/creative activity, play in graduate development?

The results of several subcommittees' work suggests the following with respect to the combination of traditional graduate programs and professional programs as stated by the subcommittee on *Academic Direction*:

[TCU should] Maintain an institutionally appropriate balance of graduate programs in traditional academic fields of study and newly developed professional programs. The rationale is multifold. First, TCU's core values and mission arise from the arts and sciences; these disciplines are enhanced with graduate programs. Second, the highest

ranked schools have a strong mix of programs. Third, strong academic graduate programs enhance and enrich many aspects of the University.

Decisions regarding the developmental path for graduate education will clearly affect TCU's success in rising among Tier II institutions, both directly and in relation to the undergraduate experience. They will have an effect on other issues, such as program review and assessment, investment in additional faculty, and support for faculty research/creative activity.

Building "Excellence" Into the Fabric of the University

The University must institutionalize an atmosphere that supports excellence not simply in instruction, but across the entire organization. This vision for excellence must emphasize the significance of TCU's ethical and social values in support of the University mission. **To determine how to accomplish this objective, TCU must first create a common understanding of what excellence means to TCU.**

From an academic point of view, the subcommittee reports identified that TCU will need to create an atmosphere conducive to learning and active student engagement both inside and outside the classroom, and embrace high standards of academic performance to achieve a degree of excellence. In such a milieu, TCU will promote scholarly pursuits by both its students and faculty; the results of these activities will be seen in the intellectual and creative output of the institution. Further, TCU will expand on its current strengths while increasing opportunities for its students to explore new areas. It will continue to improve its capacities and redefine its unique identity.

As the University redefines and enhances its academic standards, it will implement a method to ensure that the standards are sustained across all programs and departments. Application of these strenuous standards will promote and support TCU's teacher-scholar model, and will encourage intellectual development throughout the academic community at both the undergraduate and graduate levels. Further, these standards will be applied to the distribution of the resources required to sustain academic quality while continuing to recognize the changes in student interests and needs in its allocations.

Naturally, TCU's concept for Centers of Excellence must be part of any discussion of excellence. These entities can provide an intellectual core to support both academic development and research innovation that will enhance the intellectual advancement of both students and faculty. The *Academic Direction* group recommends developing a process for recognizing Centers of Excellence, making criteria, both formal and informal, available to all. The report suggests that the University seek external data, as well as models of execution, to refine the definitions of the centers of excellence concept.

Another dimension of excellence relates to faculty performance. The *Academic Direction* report calls for consideration of incentives for faculty members who uphold the standards of the teacher-scholar model, including those who do so in unconventional or non-traditional ways. The group defined the teacher-scholar model as "the engagement of faculty in serious, often externally recognized research or creative activities, the

results of which are imparted as knowledge in the classroom setting.” The *Learning Resources* report had similar findings that indicated “an effective learning environment involves frequent engagement of faculty and students in meaningful ways, both inside and outside the classroom.”

TCU supports an academic culture in which integrity, professionalism and accountability are of great importance. While redefining performance standards, the University must investigate ways to support faculty scholarship. This support will include expanding research/creative activity opportunities for faculty members, increasing learning and collaboration among faculty members, and developing methods to recognize outstanding achievements in teaching, scholarship, and innovation. One important recommendation related to faculty support stated that the university can “ensure optimal faculty productivity levels, particularly in departments with graduate programming, by implementing reasonable teaching loads.” In addition, the university must offer professional development opportunities for faculty and staff to encourage both personal and professional advancement, and to foster the atmosphere of excellence.

As noted, excellence must be intertwined with all aspects of the University. For example, athletics at TCU has achieved a level of excellence based on a model of its own definition. This model includes well-defined goals and performance standards with related high graduation rates for its student athletes. Athletics is one of the units within the university that can help TCU to achieve higher national visibility and provides another means to develop and promote excellence. Still, the report on *Strategies for Athletics* recommends that:

“the University should continually seek ways to leverage the investment in the ongoing-role of Intercollegiate Athletics in support of other University priorities....”

The group also stated that the University “needs to develop a forum or multiple forums involving interested University constituencies to discuss the future role and development of Intercollegiate Athletics.” That new vision for Athletics will be a key aspect of TCU’s overall vision for excellence.

The term, “community” is multi-dimensional. In some cases, it is used to describe the TCU family of students, faculty, staff, administrators, alumni, trustees and other direct supporters. At other times, the term, community, is externally focused. Both the *Community Connections* and the *Learning Resources* subcommittees indicated that use of community resources should be addressed and enhanced.

The subcommittee that focused on *Community Connections* recommended a number of actions, particularly focused on the eternal community that will contribute to excellence at TCU. These recommendations include both encouraging and facilitating community involvement by students, faculty, staff and administrators. These types of activities offer students and others enriching exposure to different cultures and styles that they might not encounter in other venues. In addition, they represent a contribution to the community by the University.

Acquiring, Allocating, and Managing Resources in Support of Quality

The team that analyzed *Size, Mix and Residentiality* noted that:

“TCU’s current financial position, enrollment and program mix, and pricing practices provide an opportunity to develop a model for TCU that is distinct, but is still based on building competitiveness for existing and new student enrollment markets (undergraduate, graduate, graduate professional).”

However, the current enrollment size has stressed the infrastructure and stretched resources thin. Continued enrollment growth will force investments in major step function costs, such as for basic classroom, library, learning resource, and utility infrastructure requirements. The expected performance of TCU frequently exceeds the University’s existing capacity. In response, the people in the TCU community consistently make every effort to fulfill those high expectations. Consequently, those expectations remain high in spite of the rapid changes within the world of higher education and the tremendous external forces impacting upon the University.

The University achieved financial health and stability through several extraordinary strategies in its recent past. First, through careful husbanding of funds, it invested significant bottom line surpluses into increasing its endowments in the 1980s. These investments, combined with the substantial returns on equities during the mid and late 1990s, produced an endowment that has reached as high as \$1 billion in value before the recent market downturn of the early 2000-2003 period. Second, by the mid-1990s, the University had very significant deficits in its facilities, but also no outside debt. The University used its debt capacity to issue over \$100 million in bonds, created funded depreciation within its annual budgeting and drew on its endowments to overcome much of physical deficits and deferred maintenance. **The University cannot, however, achieve its desired future without continued enhancement of its major resource acquisition, allocation, and management processes.**

Significant strategic activity is underway in this area, including identification of alternative approaches to the existing policy for endowment spending, moving into a new facilities master plan, sustained and systematic review of pricing policy, and building strategic policies for management and issuance of debt. Planning for a significant fund-raising campaign is underway. These processes are intended to ensure that the University is able to sustain its financial health over time as it manages its agenda more strategically.

Enhanced management of resources in academic areas will intensify the need for program review and assessment processes. Program review has not always delivered the intended—or expected—results. One set of the recommendations that focused on program review stated that the university should:

“Articulate a commitment to using program review to improve programming and encourage accountability, i.e., linking resource allocation to reviews, as well as subsequent increased expectations of departmental performance.”

However, the *Size, Mix and Residentiality* group also suggested that TCU evaluate its internal program review process, particularly because its credibility is questionable and

there is a lack of trust in the process. TCU should consider both new organizational placement of and other models for program review, and should focus program review and assessment on quality improvement.

In the face of increasing demand for greater accountability, the University must use its financial resources more strategically than it has in the past, and strive to maintain consistent performance across academic programs. **The effective linkage of academic needs and performance to the budget process in setting priorities will be an important factor in sustaining quality.** A clarification of the budget process and a more strategic distribution of resources will be vital to the University's growth and survival. The use of "real information" is critical in decision-making. In all cases, the relevance and necessity of an activity in support of the University's mission will be at the core of the process for determining the distribution of institutional capital.

Growth and change must be planned. The *Learning Resources* subcommittee suggested that TCU "establish a consistent, continuous process for recognizing and planning for changes in learning resource requirements in accordance with institutional strategies." That report went on to say that "change in the environment, the organization, teaching and learning styles, or the technology used to support institutional activities at TCU will create many needs." And that to address those needs, TCU will need to **continue to conduct purposeful planning at all levels, encourage participation in the planning process, and promote more human interaction.**

As the University adapts to a continuous planning mode, priorities will need to be communicated clearly and updated as shifts occur in the internal and external environments. Longer-term strategic thinking and management will allow the TCU to manage allocation of its resources more appropriately. To increase the availability of resources, the University may seek ways to obtain greater leverage, acquiring additional resources by building new alliances with the external community or with the other universities to deliver services.

Conclusion

TCU will continue to provide its students with a high quality educational experience and to improve upon its academic environment. It will enhance its external image and strive to meet its other strategic objectives. Additionally, it will accomplish these aims in a manner that reflects a pragmatic approach to management of its resources. As the VIA process moves the University forward, the community will be encouraged and will have the incentives to adopt all aspects of change at both the institutional and personal levels.

The VIA process was designed to engage the entire campus community in addressing institutional change. The proposals outlined in the recommendations from the six VIA strategy groups exist as a means for the University to address the many influences and constraints that take part in shaping the future of TCU. They suggest options for change and indicate how those potential changes support the community's values.

Many changes are predicted for TCU and change must be implemented with an eye toward preserving the best elements of the existing culture. Some changes will be essential for TCU to meet challenges in its external environment and in the global perspective that TCU embraces.

Although many modifications to policies, practices, goals, or organization structures may be mandated as part of the institutional change process, the more difficult part of the process will be bringing the university community along.

Improving communication, information sharing, and resource coordination will be the most important elements in advancing TCU over time. All of the proposed changes will require that TCU increase its sense of community in every meaning of the word, with greater respect, trust, cooperation, collaboration and accountability.

For more information on the
Vision in Action Strategic Planning Process,
visit www.via.tcu.edu

Attachment A

Summary of Combined Recommendations

The detailed list of the numerous recommendations proposed by the six strategy groups is presented below. This list contains specific strategic recommendations proposed by each group. They have been edited for consistency and organized into categories that represent several strategic themes. These thematic clusters provide a way to integrate and organize the recommendations. In some cases, recommendations are repeated in more than one category.

- Academic Quality
- Commitment to Students
- Recruitment and Retention
- Academic Programs
- Residential/Campus Life
- Faculty Support
- Assessment, Program Review and Management
- Community Building/Relationships/Partnerships
- Budget Process

The key that defines the group numbers is as follows: Group 1 - Academic Direction, Group 2 - Community Connections, Group 3 – Athletics, Group 4 - Size, Mix and Residentiality, Group 5 - TCU Undergraduate Experience, Group 6 - Learning Resources.

Academic quality

- Group 1 - Directly invest in academic quality as the institution's highest priority for funding.
- Group 1 - Encourage units to strengthen existing overlap in interests between community-based organizations and TCU programs, and recognize new possibilities, especially at interdisciplinary boundaries, that broaden the workforce-relevant experience base for students.
- Group 1 - Promote undergraduate research and creative activity in all appropriate departments.
- Group 1 - Strengthen and enhance undergraduate academic education, including traditional academic and professional programs, but not necessarily through an increase in number of students.
- Group 1 - Demonstrate more visibly (i) a clear definition of teacher-scholar model and (ii) the links between graduate and undergraduate programs, highlighting the synergy for both.
- Group 1 - Support the institution's current areas of academic strength and emphasis while encouraging and developing future strengths.

- Group 5 – Promote academic rigor through (1) a liberal arts and sciences based education that challenges students to think critically, formulate positions, develop grounded thoughts and effectively communicate ideas; (2) opportunities for rigorous, active and collaborative learning, including “surprises” in intellectual development; (3) dense, challenging, and innovative opportunities that develop citizens who care and work towards the common good of society.
- Group 5 – Sponsor interactions that encourage (1) close interaction between students, faculty, and staff in order to foster an academically stimulating learning environment; (2) frequent interaction with faculty and staff who teach, tutor, advise, mentor, and counsel in both formal and informal settings; and (3) scholarly research opportunities with faculty in order to create a stimulating environment focused upon discovery, creativity, and life-long learning.
- Group 5 – Define the composition of the TCU Undergraduate Experience as (1) a comprehensive learning community marked by close interaction between students and faculty; (2) a rigorous and innovative academic program designed to foster lifelong learning, critical thinking, and effective communication skills; (3) a connection to the diverse communities to which we belong – local, national, and international; and (4) the training necessary to promote individual empowerment as both responsible citizens and ethical leaders.
- Group 6 - Improve the ways that information on the availability of learning resources is communicated.
- Group 6 - Improve access to and delivery of the services related to teaching and learning.
- Group 6 – Continue the concept of Town Hall Meetings on a regular basis as a forum for the exchange of ideas and information among the entire TCU community.

Commitment to students

- Group 1 - Commit to maintaining an environment rich in personal interaction dedicated to facilitating intellectual growth.
- Group 1 – Invest directly in academic quality as the institution’s highest priority for funding.
- Group 1 - Encourage units to strengthen existing overlap in interests between community-based organizations and TCU programs, and recognize new possibilities, especially at interdisciplinary boundaries, that broaden the workforce-relevant experience base for students.
- Group 1 - Strengthen and enhance undergraduate academic education, including traditional academic and professional programs, but not necessarily through an increase in number of students.
- Group 1 - Demonstrate more visibly (i) a clear definition of teacher-scholar model and (ii) the links between graduate and undergraduate programs, highlighting the synergy for both.
- Group 3 - Sustain the University commitment to meeting Title IX purposes as a priority.
- Group 3 - Monitor and adopt the NCAA processes for enhancing institutional control over athletics, where they fit the TCU situation. *We recommend that TCU adopt a model of dual reporting for the athletic department in this area.* Requiring the athletic academic services office to report to both the Director of Athletics and Provost or his designee, would enhance services to all students and maintain a singular standard for the University.
- Group 3 - Continually seek ways to leverage the investments and on-going role of Intercollegiate Athletics in support of other University priorities. Some of these

considerations might include building special programs that use athletic events and activities to strengthen students, faculty and staff relationships with the University, especially where their participation enhances the audience at athletic events.

- Group 5 – Enhance diversity through (1) students who embrace difference and change in all aspects of their lives; (2) an academic environment that fosters learning in diverse groups and communities both internal and external to TCU environment; and (3) students who embrace individuals from various cultures, ethnicities, economic, and political backgrounds, and anyone “different” from themselves.
- Group 5 – Develop the Seven Dimensions of the TCU Undergraduate Experience.
- Group 5 – Define the composition of the TCU Undergraduate Experience as (1) a comprehensive learning community marked by close interaction between students and faculty; (2) a rigorous and innovative academic program designed to foster lifelong learning, critical thinking, and effective communication skills; (3) a connection to the diverse communities to which we belong – local, national, and international; and (4) the training necessary to promote individual empowerment as both responsible citizens and ethical leaders.
- Group 6 - Improve access to and delivery of the services related to teaching and learning.

Recruitment and Retention

- Group 1 - Commit to recruiting, retaining, and supporting talented, productive faculty along with attracting academically prepared and motivated students.
- Group 1 - Strengthen and enhance undergraduate academic education, including traditional academic and professional programs, but not necessarily through an increase in number of students.
- Group 1 - Demonstrate more visibly (i) a clear definition of teacher-scholar model and (ii) the links between graduate and undergraduate programs, highlighting the synergy for both.
- Group 3 - Continually seek ways to leverage the investments and on-going role of Intercollegiate Athletics in support of other University priorities. Some of these considerations might include strengthening admission and alumni relationships in key Mountain West cities, such as San Diego, Albuquerque, Salt Lake City, Denver and Colorado Springs.
- Group 4 - Consider refocusing its [TCU's] admissions and financial aid strategies on expanding its attraction from student markets beyond the State of Texas and on student markets that fit into the upper half of the current 25 percentile to 75 percentile admissions range.
- Group 4 - Consider reducing the overall size of future freshmen classes, instead of continual incremental growth. Overall undergraduate enrollments, at least until infrastructure, critical support services and University “promises” can be met, should be reduced.

Academic Programs

- Group 1 - Facilitate, actively, interdisciplinary and multidisciplinary program development, e.g., piano performance and pedagogy, museum management, science writing, nanobiotechnology. Immediate steps should be taken to improve communication and define a mechanism to manage resources, e.g., credit hours generated, FTEs, workload.

- Group 1 - Compete for the best graduate students by offering highly attractive stipends to students applying to our programs; current support levels are ~ \$3-5 K per student below national and regional levels.
- Group 1 - Identify carefully selected opportunities for growth in both traditional and professional graduate programs predominantly from the bottom-up planning process that coordinates with institutional review.
- Group 1 - Maintain an institutionally appropriate balance of graduate programs in traditional academic fields of study and newly developed professional programs. The rationale is multifold. First, TCU's core values and mission arise from the arts and sciences; these disciplines are enhanced with graduate programs. Second, the highest ranked schools have a strong mix of programs. Third, strong academic graduate programs enhance and enrich many aspects of the University.
- Group 1 - Maintain at least a critical mass in traditional academic graduate programming, sufficient in number to qualify for intensive doctoral status in the Carnegie classification system.
- Group 1 - Promote favorable consideration of plans interdisciplinary programs and projects, making use of existing programs of distinction, particularly those that are unique to TCU and the surrounding region. A mixture of traditional academic and professional programs should be included in this initiative.
- Group 1 - Strengthen and enhance undergraduate academic education, including traditional academic and professional programs, but not necessarily through an increase in number of students.
- Group 1 - Demonstrate more visibly (i) a clear definition of teacher-scholar model and (ii) the links between graduate and undergraduate programs, highlighting the synergy for both.
- Group 1 - Enhance the reputation of existing graduate programs that synergistically impact the caliber of undergraduate academic programs offered by a given unit, with a proper focus on quality of the undergraduate instructional experience.
- Group 3 - Sustain the University commitment to meeting Title IX purposes as a priority.
- Group 3 - Continually seek ways to leverage the investments and on-going role of Intercollegiate Athletics in support of other University priorities. Some of these considerations might include continuing to build and enhance academic relationships with programs for which the athletic program can provide a high level training laboratory.
- Group 4. – Consider graduate programs with broad market potential to serve the Fort Worth-Dallas market. The Nurse Anesthesia [program] is an example. Though these programs are likely to serve an adult part-time market, they should be put in place at recognized quality level appropriate to TCU
- Group 5 – Offer both Curricular/Co-Curricular opportunities, including (1) a total, seamless learning experience in curricular and co-curricular settings—an “educational eco-system”; (2) integration of curricular and co-curricular environments resulting in an array of culturally enriching and academically rigorous educational experiences; and (3) co-curricular experiences that provide opportunities for students to develop skills and talents to live, work, and play in a community that values diversity and to integrate the academic experience into daily living.
- Group 6 - Seek better coordination of the various units that support teaching and learning and make a logical and/or physical link between units that go together.

- Group 6 - Establish a campus-wide learning resources planning committee, composed of representatives from all learning resource stakeholder groups to create a more systematic means of planning for and managing learning resources.
- Group 6 - Continue to explore the physical and operational needs of the library, the student center, and other support service units for faculty and students in order to provide adequate and state-of-the-art facilities.

Residential/campus life issues

- Group 4 - Make more student housing available, either on-campus or near campus, if it [TCU] wants to build and maintain a residential character.
- Group 5 – Advance Residentiality through (1) a safe and supportive campus environment that fosters the development of life-long relationships; (2) a living and learning environment that incorporates the pursuit of knowledge and the exchange of ideas; and (3) a residential experience that serves to bind students to the university for life.
- Group 5 – Offer both Curricular/Co-Curricular opportunities, including (1) a total, seamless learning experience in curricular and co-curricular settings—an “educational eco-system”; (2) integration of curricular and co-curricular environments resulting in an array of culturally enriching and academically rigorous educational experiences; and (3) co-curricular experiences that provide opportunities for students to develop skills and talents to live, work, and play in a community that values diversity and to integrate the academic experience into daily living.
- Group 6 - Consider potential locations for more enhanced and coordinated learning resources for students and faculty, in the process of updating TCU’s master campus plan.
- Group 6 - Make changes in the facilities in which these [learning] resources are located, such as a “one-stop shop” for students, in which related services are located or relocation of services for faculty to a more central site, including an environment in which faculty could experiment with new tools or devices that support teaching, exchange ideas on methods, or learn how to use available learning resources.
- Group 6 - Explore the possibility of distributing certain support services to provide better coverage in places like the residence halls.

Faculty support

- Group 1 - Enhance the visibility of research and creative activities at TCU through its Office of Research & Sponsored Projects for the purposes of (i) providing additional, sorely-needed seed money for innovative TCU Research and Creative Activities Grant Program, (ii) assisting faculty in identifying new funding opportunities, and (iii) aggressively promoting the accomplishments of TCU’s research and creative activities on a national level.
- Group 1 - Ensure optimal faculty productivity levels, particularly in departments with graduate programming, by implementing reasonable teaching loads.
- Group 1 - Increase the institution’s investment in the research and creative activity infrastructure.
- Group 1 - Promote a consistent, institutionally endorsed paradigm that recognizes the importance of creative activity as analogous to research in terms of scholarly endeavors.

- Group 1 - Reward an entrepreneurial spirit in faculty by (i) encouraging faculty to promote potential sources of revenue through Intellectual Property (i.e. patents & copyrights), (ii) cost-sharing for major external grant proposals, and (iii) returning a small portion of indirect costs to principal investigators and affected Deans for the explicit purpose of catalyzing new scholarly opportunities, especially at interdisciplinary boundaries.
- Group 6 - Improve access to and delivery of the services related to teaching and learning.

Assessment, program review and management

- Group 1 – Develop a process for recognizing Centers of Excellence. Make criteria, both formal and informal, available to all.
- Group 1 - Articulate a commitment to using program review to improve programming and encourage accountability, i.e., linking resource allocation to reviews, as well as subsequent increased expectations of departmental performance.
- Group 1 - Assess the recent re-organization of the schools and colleges.
- Group 1 - Avoid ‘copycat’ approaches to program opportunities and carve out unique niches to undergraduate and graduate programming where available.
- Group 1 - Consider a structural alteration that would place program review and assessment closer to the Office of the Provost.
- Group 1 - Consider alternate models that would place more responsibility in faculty hands, and make the process more transparent.
- Group 1 - Continue a flexible approach to the initiation of programs, both at the undergraduate and graduate level, but functionally driven through the institutional review process.
- Group 1 - Enhance the visibility of research and creative activities at TCU through its Office of Research & Sponsored Projects for the purposes of (i) providing additional sorely-needed seed money for innovative TCU Research and Creative Activities Grant Program, (ii) assist faculty in identifying new funding opportunities, and (c) aggressively promote the accomplishments of TCU’s research and creative activities on a national level.
- Group 1 - Make review processes transparent.
- Group 1 - Undertake a serious evaluation of TCU’s internal program review process. Credibility and trust are serious issues that must be addressed.
- Group 3 - Continue efforts by the University and the Athletic Department to look for appropriate ways to enhance Departmental revenues that can offset necessary investments of general University resources.
- Group 3 - Develop a forum or multiple forums involving interested University constituencies to discuss the future role and development of Intercollegiate Athletics.
- Group 5 – Continue utilization of NESSE to evaluate how well TCU is providing the TCU undergraduate experience as defined in this [Subcommittee] report.
- Group 6 - Examine the current services that support teaching and learning in order to identify ways to reduce redundancies or address deficiencies.
- Group 6 - Establish a consistent, continuous process for recognizing and planning for changes in learning resource requirements in accordance with institutional strategies.

- Group 6 - Consider of the "total cost" of faculty, students, and resources (i.e., support, facilities, upgrade, maintenance, etc.) in making decisions.
- Group 6 - Improve communication, information sharing, and resource coordination of TCU's learning resources.
- Group 6 - Establish and regularly update a system for continuously assessing learning resources, because change is a given.
- Group 6 - Establish a group of people to act as a clearinghouse for data collection, coordination and dissemination, as well as communication of the existence of various sets of data to appropriate parts of the TCU community.
- Group 6 - Focus on learning needs, which should then drive the provision of necessary resources and services.
- Group 6 - Continue to conduct purposeful planning at all levels, encourage participation in the planning process, and promote more human interaction.
- Group 6 - Consider whether the leadership structure for learning resources should be changed. Coordinated management and planning of learning resources would result in more efficient and effective use of the financial assets, staff, and facilities allocated to teaching and learning.
- Group 6 - Establish a consistent, continuous process for recognizing and planning for changes in learning resource requirements in accordance with institutional strategies.

Community building, relationships/partnerships

- Group 1 - Add to program review criteria an expectation related to monitoring and interacting with institutions in the local community. Assessing and responding to business/corporate/government developments is a constant activity needed at the department level.
- Group 1 - Develop strategic, reciprocal partnerships with international institutions and universities, non-profit organizations, local schools, governments, community groups, and with corporations.
- Group 2 - Develop closer ties with community leaders.
- Group 2 - Reduce duplication of effort and broaden opportunities for community involvement.
- Group 2 - Clarify and communicate a consistent and coherent message about community relations consistent with TCU's character and mission.
- Group 2 - Develop a life-long commitment to community involvement and service for students.
- Group 2 - Encourage community involvement by students, faculty, staff, and administrators.
- Group 2 - Evaluate and prioritize existing community ties.
- Group 2 - Facilitate community involvement by students, faculty, staff, and administrators.
- Group 2 - Increase TCU's visibility and presence in the community [and thus change perceptions].
- Group 3 - Continually seek ways to leverage the investments and on-going role of Intercollegiate Athletics in support of other University priorities. Some of these

considerations might include sharing athletic facilities with other University programs and activities wherever feasible and appropriate.

- Group 3 - Continually seek ways to leverage the investments and on-going role of Intercollegiate Athletics in support of other University priorities. Some of these considerations might include using athletic events as a key community relation's tool for outreach into Fort Worth and surrounding communities, especially minority communities..
- Group 3 - Continually seek ways to leverage the investments and on-going role of Intercollegiate Athletics in support of other University priorities. Some of these considerations might include using non-conference schedules to sustain or enhance Texas institutional rivalries.
- Group 5 – Foster Citizenship and Leadership through (1) education for responsible citizenship and leadership; (2) emphasis upon the development of individuals who value integrity, personal responsibility, and ethics; and (3) opportunities to learn and practice citizenship and leadership for the greater good and to be civically engaged and culturally enriched within the campus and larger communities.
- Group 5 – Offer both Curricular/Co-Curricular opportunities, including (1) a total, seamless learning experience in curricular and co-curricular settings—an “educational eco-system”; (2) integration of curricular and co-curricular environments resulting in an array of culturally enriching and academically rigorous educational experiences; and (3) co-curricular experiences that provide opportunities for students to develop skills and talents to live, work, and play in a community that values diversity and to integrate the academic experience into daily living.
- Group 5 – Enhance diversity through (1) students who embrace difference and change in all aspects of their lives; (2) an academic environment that fosters learning in diverse groups and communities both internal and external to TCU environment; and (3) students who embrace individuals from various cultures, ethnicities, economic, and political backgrounds, and anyone “different” from themselves.
- Group 5 – Promote International Learning through students who are (1) knowledgeable of and sensitive to their communities and leave TCU willing to make valuable contributions to community, country, and world; (2) connected to the world through experiencing international programs and interacting with international students and faculty; and (3) exposed to the global society.
- Group 6 - Look at other institutions or organizations to gain different perspectives, and possibly form collaborative partnerships as it [TCU] approaches the planning and management of learning resources.
- Group 6 – Continue the concept of Town Hall Meetings on a regular basis as a forum for the exchange of ideas and information among the entire TCU community.

Budget Process

- Group 1 - Directly invest in academic quality as the institution's highest priority for funding.
- Group 1 - Exercise care in terms of the next best use of targeted funds in [making] decisions regarding new programs; that is, consider the costs of new initiatives also in terms of opportunities for existing programs passed over or foregone.
- Group 1 - Review criteria for new programs and link distribution of resources to the results of program review. Increase faculty awareness of the criteria for new programs to encourage creative program development.

- Group 6 - Make the budget process more transparent and inclusive while providing opportunities for discussion of learning resource needs.
- Group 6 - Set priorities for allocation of funds based on the mission and goals of the university, schools, departments and other units.
- Group 6 - Improve collection and management of data to support informed decision making about learning resources and related needs.
- Group 6 - Include more involvement by deans and others in conversations about spending priorities and resource needs.
- Group 6 - Provide opportunities for a dialog regarding the “trade-offs” made when resources are allocated.
- Group 6 - Establish a calendar for the budget that allows units adequate lead time to prepare budget proposals in conjunction with assessment results.

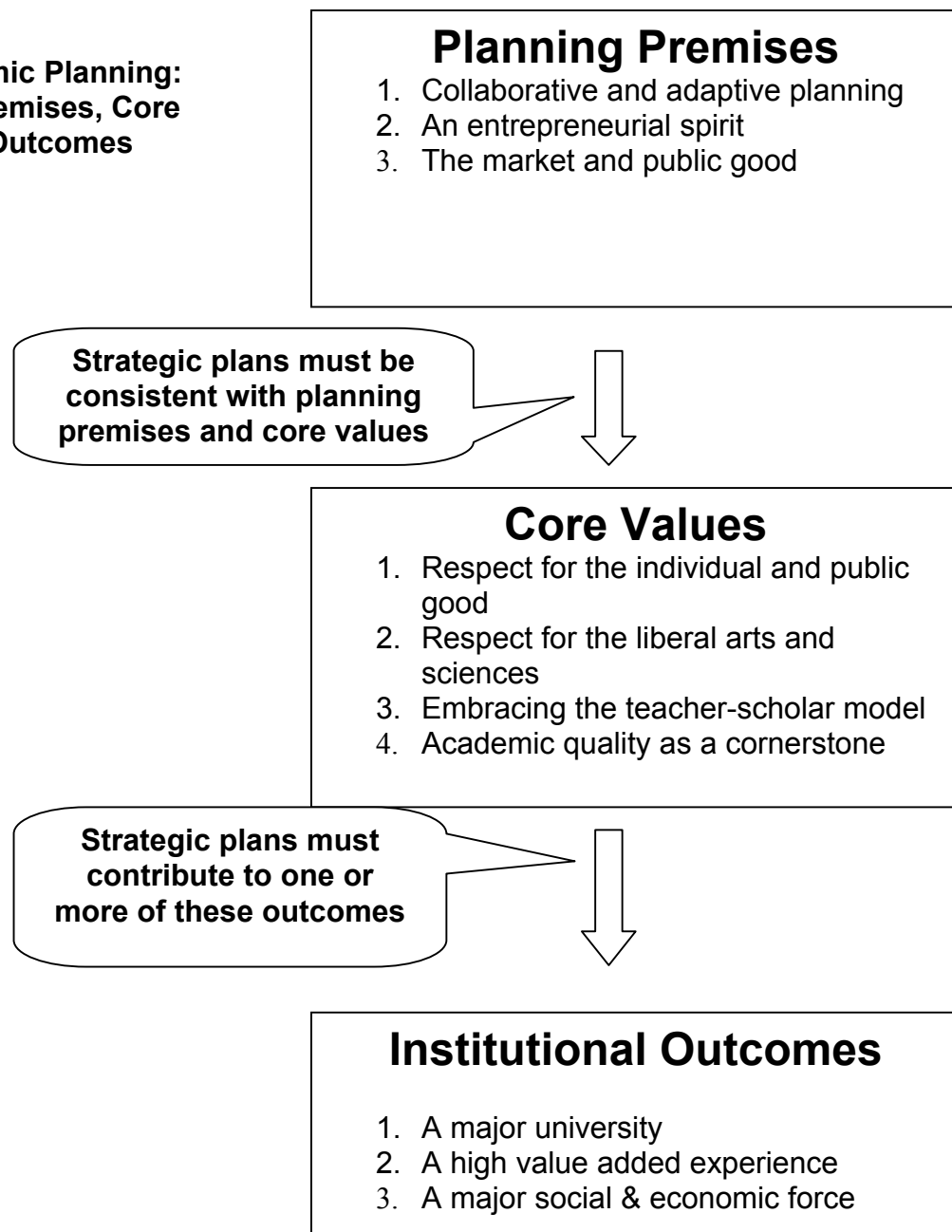
Attachment B

Key Assumptions: Planning Premises, Core Values, and Outcomes

Academic planning at TCU is guided by a set of planning premises, core values and desired outcomes. Planning premises reflect an institutional philosophy about the nature of strategic planning at TCU. If strategic plans are to succeed, they must be consistent with these planning premises, and thus with institutional goals and ideals. Core values reflect the beliefs that are most important to the academic culture of TCU. Outcomes assessed from program implementation reflect overall desired results from a broad university perspective. These outcomes should be the consequence of strategic plans that abide by our planning premises and core values. In a sense, they also reflect broad measures of long-term institutional success. Not all strategic initiatives can contribute to each of these outcomes, but no initiative should be pursued unless it contributes to at least one of these outcomes. Figure 1 portrays the links between planning premises, core values, and outcomes.

Figure 1

**TCU Academic Planning:
Planning Premises, Core
Values, Outcomes**



PLANNING PREMISES

Strategic planning at TCU will encompass (1) collaborative and adaptive planning, (2) an innovative and entrepreneurial spirit, and (3) consideration of both the public good and the marketplace, i.e., prevailing economic conditions, student demographics & aptitudes.

Collaborative and Adaptive Planning

TCU endorses a collaborative and adaptive planning process. To foster this ideal, TCU promotes a lively and open exchange of ideas among students, faculty, and staff as the basis of strategic planning. From this dialogue and conversation, as well as through careful analysis, will come strategic directions, strategic pathways, and strategic priorities. Yet TCU should not allow such plans to be set in concrete but should embrace adaptability and flexibility as it moves into a rapidly changing future. TCU, however, will always strive to make its plans consistent with its planning premises and core values.

Entrepreneurial Spirit

TCU will strive to be entrepreneurial, innovative, and avoid complacency. Faculty and staff must be challenged to take risks and perform at high levels. To foster a challenging and rewarding environment, a planning model where experimentation and risk-taking is praised and celebrated—and not punished—needs to be developed. TCU will strive for an esprit de corps where all faculty, staff, and students are committed to this ideal of innovation and experimentation and thus work to achieve their full potential.

The Public Good and Market

TCU will develop plans and make investments in both undergraduate and graduate academic programs based on the public good as well as market factors. Some programs warrant investment due to their long-term benefit to the public, regardless of direct institutional economic benefit or market viability. Other programs may help generate revenues for both the program and for the betterment of the broader academic mission of the University.

CORE VALUES

Strategic planning at TCU must be consistent with the following core values: (1) valuing the individual and public good, (2) valuing the liberal arts and sciences, (3) valuing the teacher-scholar model, (4) valuing academic quality as a cornerstone.

Valuing the Individual and Public Good

The TCU ethos should be one that earns the respect of the campus community by valuing every one of its members. At the center of this community should be the student. However, as an institution TCU is committed to serving both student needs and the greater public good. To help accomplish this target all faculty and staff should strive to provide students at all levels with an environment that is both intellectually stimulating and supportive.

Valuing the Liberal Arts and Sciences

TCU should prepare students for life-long learning, responsible citizenship, and career success. TCU believes that this preparation should be solidly grounded in the liberal arts and sciences while concomitantly instilling the values of the lifelong learning

process. Professional programs (especially at the undergraduate level) should make this focus a special mark of distinction. To help accomplish this, TCU should always be a leader in providing a core undergraduate curriculum strongly grounded in the liberal arts and sciences. At the same time, TCU recognizes the need for providing programs beyond the undergraduate level of both a professional and traditional academic nature. At all levels, TCU strives to ensure that its graduates remain productive, competitive, and responsible citizens in a market-based economy.

Valuing the Teacher-Scholar Model in the Academic Community

TCU strives to embody the ideal of the teacher-scholar model, a model whereby faculty engaged in serious, typically externally recognized research and creative activities rapidly and energetically translate that knowledge into the classroom. Virtually all faculty members should be solid contributors to both teaching and research/creative activities. To help accomplish this goal, faculty must have reasonable teaching loads and the resources necessary to be productive scholars (in units where this is a relevant component to their mission). TCU also values the service contributions of the faculty, recognizing that service is necessary for faculty to have a role in governance as well as contributing to the quality of life on the campus.

Valuing Academic Quality as a Cornerstone

TCU will always strive to increase the quality of its academic programs and will always favor quality over quantity. Stated alternatively, TCU will only increase quantity if can also simultaneously increase quality. TCU strives to have a wide breadth of high academic quality across the campus. By finding ways to further integrate disciplines across the campus, and promote interdisciplinary cooperation, TCU can develop a more cohesive academic community. When it can be advantageous to the entire University, and as well to the public image and stature of TCU, there should be commitments made to enhance the quality of selected programs.

DESIRED OUTCOMES

At TCU the long-term success of strategic planning should be to create: (1) a University highly respected and recognized for the quality of its programs, (2) an exceptionally high value added experience, (3) a significant social and economic engine in Fort Worth and the North Texas region. All strategic efforts should contribute substantially to one or more of these outcomes.

Creating a Highly Respected and Recognized University

TCU will strive to become a university that is highly respected and recognized in the global community for the accomplishments of its graduates and faculty. With academic quality as a cornerstone, TCU must strive to recruit the finest faculty, students, and staff. Everyone associated with TCU must share the belief and aspiration that TCU can and will become a leading university over the next 25 years.

Creating an Exceptionally High Value Added Experience

TCU will offer compelling, enduring value for its students, and a collegiate experience that adds substantial value to the individual and ultimately to society. A key component of this value is the preparation of students for lifelong learning and responsible citizenship. At the same time, it must also prepare its graduates to enter the world of

work or graduate school and thus qualify them to be heavily recruited by the top industries, government, and educational institutions.

A Major Social and Economic Force

TCU will become an even greater social and economic force in Fort Worth and North Texas. TCU provides an immediate stimulant to the economy due to its large level of expenditures, but it also provides many graduates with employment potential in industry, government, and educational institutions in local and regional areas. Importantly, as TCU grows in stature, it will be a major force in attracting and retaining industry in Fort Worth and North Texas. Along with its economic impact, TCU will increasingly become a major force in the social fabric of Fort Worth and its surrounding areas by developing an active network of alumni, by providing cultural opportunities and programs of intellectual enrichment, and by maintaining its commitments to the city and region.

For more information on the
Vision in Action Strategic Planning Process,
visit www.via.tcu.edu