



DODGE FAMILY
COLLEGE OF ARTS AND SCIENCES
The UNIVERSITY of OKLAHOMA



PATHWAYS TO EXCELLENCE

(2022-2027)

DRAFT STRATEGIC PLAN [May 10, 2022]

EXECUTIVE SUMMARY

The Dodge Family College of Arts and Sciences (DFCAS) is the cornerstone college of the University of Oklahoma, providing the liberal arts foundations of all undergraduate degree programs. With its four core areas—Humanities, Natural Sciences, Professional Programs, and Social Sciences—comprising 30 departments and programs, 60+ undergraduate majors and 60+ minors, 20 Ph.D., and 30 M.A. programs, 10,000+ students (8,000+ undergraduates and 2,000+ graduate students), 600+ faculty, and 200+ staff, we are OU's oldest, most disciplinarily and demographically diverse, and largest college, offering 54% of total credit hours and 80% of General Education credit hours. We promote and provide the intellectual inquiry in pursuit of human understanding that constitutes the heart and soul of an OU education, preparing students for a life of true meaning and engaged citizenship.

The *Pathways to Excellence* plan places the DFCAS at the leading edge of OU's Lead On, University plan (*Lead On*) and the Office of the Vice President for Research and Partnerships (OVPRP) Research Strategic Framework, paralleling and reinforcing their focus on achieving AAU-level benchmarks by 2027.

The plan first outlines our **Four Transformative Goals** in the areas of:

- I. Research, Scholarship, and Creative Activity
- II. Teaching, Mentoring, and Learning
- III. Graduate and Postdoctoral Education
- IV. Diversity, Equity, and Inclusion

Each of these areas of focus features several **strategies**, each underpinned by a set of **tactics**. Our efforts to achieve our Transformative Goals are supported by two **Structural Pathways**: Advancement, and Operations. We are motivated by a commitment to carefully and transparently measuring and assessing our performance and our progress and holding ourselves accountable at every step along these pathways to excellence.

This plan represents the vision of the DFCAS and draws from the input and hard work of a broad range of stakeholders. During Academic Year 2020/2021 our academic units worked on their strategic plans and the needs, goals, and strategies outlined in those documents informed this college plan. In addition, we conducted surveys and interviews with staff, faculty, alumni, and students in spring 2021 to gather insights from our stakeholders on the college's strengths and weaknesses. These efforts were facilitated by a Working Group and an Executive Team (see Appendix 1). During June 2021, the Executive Team compiled the first draft document. A revised draft completed in August 2021 received feedback from the Provost's Office. This latest draft was completed in May 2022 and review from all college stakeholders is now invited.



COLLEGE PURPOSE

Through the collaborative efforts of faculty, students, and staff, the college advances disciplinary and multidisciplinary approaches to the creation, dissemination, and application of new knowledge and understanding of the natural environment and the human condition. We do this work to strengthen our communities and social structures and to prepare our students for lives of true meaning and civic engagement.

A: TRANSFORMATIVE GOALS

To fulfill our purpose, we must pursue the following four Transformative Goals:

- I. **Research, Scholarship, and Creative Activity:** The DFCAS must build, maintain, and continually advance a culture of excellence to ensure we are at the leading edge of OU's research ambitions and AAU aspirations.
- II. **Teaching, Mentoring, and Learning:** The DFCAS must provide excellent, accessible, and affordable programs to prepare our majors and minors and all OU students (through the General Education curriculum) for a life of sustained intellectual inquiry, civic engagement, success, and meaning.
- III. **Graduate and Postdoctoral Education:** The DFCAS must provide AAU-level graduate education and postdoctoral training, through excellence in program design, teaching, mentorship, and research, and provision of appropriate financial support, to advance careers both within and beyond the academy.
- IV. **Diversity, Equity, and Inclusion:** The DFCAS must cultivate instructional and support structures that value a diversity of voices and perspectives to foster a true sense of belonging for, and to ensure the full engagement of every member of our community.

B: STRUCTURAL PATHWAYS

Two core Structural Pathways will help us achieve these Transformative Goals:

- I. **Advancement:** The college, in partnership with the OU Foundation, must build a first-in-class advancement operation to grow donor support and develop a culture of philanthropy.
- II. **Operations:** The college must promote staff excellence, build staffing structures, and maximize operational efficiencies to augment our fiscal strength and serve our stakeholders.



A: TRANSFORMATIVE GOALS

I. RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Research, Scholarship, and Creative Activity must drive and define the Dodge Family College of Arts and Sciences' future. We must be at the leading edge of OU's AAU research ambitions through engagement of our faculty, students (graduate and undergraduate), and postdoctoral fellows in transformative research, participation in university-wide collaborative initiatives, and partnerships with external stakeholders to expand the frontiers of knowledge and thereby improve communities and the human condition. We will cultivate a culture of excellence in hiring, annual evaluation, and tenure and promotion, all carefully calibrated to shared benchmarks of research excellence.

STRATEGY 1:

The DFCAS will attract, develop, and retain top-tier faculty to advance knowledge, increase visibility, and contribute to prosperity and opportunity for the State of Oklahoma and the Nation.

Tactic 1: Prioritize faculty and professional research staff recruitment and retention in areas of disciplinary strength that will elevate departments to AAU-level rankings; and create structures to strategically allocate resources to high performing areas.

Tactic 2: Utilize the college's established "Nine Areas of Strategic Hiring and Research Convergence," and the OVPRP research strategic framework to facilitate research growth, inter-disciplinary hiring, and cross-departmental and cross-college collaborations.

Tactic 3: Develop a college-wide strategy to identify funding resources and recruit high-quality graduate students and postdoctoral researchers in areas of strategic importance.

STRATEGY 2:

The DFCAS will expand support to nurture and promote outstanding faculty research, scholarship, and creative activity. Investments in faculty excellence will include a review panel system that mirrors the best practices of major funding agencies, the availability of seed funding support to allow faculty to leverage resources in pursuit of major external awards, and appropriate redistribution of effort (teaching/research/service) based on faculty research performance.

Tactic 1: Upgrade and expand the requisite physical infrastructure (e.g., research lab space), equipment, and technology necessary to maximize research success.

Tactic 2: Through a carefully administered competitive process, provide incentives for faculty to advance their research, including teaching offloads, competitive faculty development awards, seed grants.

Tactic 3: Through a carefully administered competitive process, incentivize collaborative research through funding for research forums and seed-grants for innovative cross cutting research initiatives, to foster world-class excellence.

Tactic 4: Partner with CFE to provide proposal review support to assist faculty in developing research plans to more fully leverage new and emerging funding opportunities at the regional and national level, and provide manuscript development workshops for faculty in book disciplines.

Tactic 5: Invest in administrative and staff support and increased opportunities for staff professional development to ensure the high functioning of our operations.

Tactic 6: Work with CFE, OVPRP, and OU Foundation to leverage faculty development resources in support of research excellence, and to help our faculty compete for prestigious awards and fellowships at the national and international level.

Tactic 7: Expand college-level faculty award and recognition opportunities to reward exceptional research performance.

STRATEGY 3:

The DFCAS will forge new partnerships to grow as a regional, national, and global force for scientific discovery and community transformation.

Tactic 1: Expand connections between the individual, interdisciplinary, and translational research and creative activity of faculty and the social and economic needs of Oklahoma.

Tactic 2: Develop First Nations and other community partnerships to facilitate research in environmental sustainability, economy, public health and health disparities, Tribal sovereignty, and DEI.

Tactic 3: Partner with the OVPRP, and other colleges and centers to support entrepreneurship incubation, e.g., Innovation Hub, Tom Love Center for Entrepreneurship and Economic Development, and Irani Center for the Creation of Economic Wealth.

Tactic 4: Streamline research administration procedures to facilitate local and global research partnerships in coordination with the CFE and the OVPRP to achieve the Carnegie Classification for Community Engagement.

STRATEGY 4:

The DFCAS will leverage our research excellence to create unique, leading-edge educational opportunities, thereby strengthening the synergy between the research and teaching missions.

Tactic 1: Support our departments, institutes, and centers of research excellence across the college by investing in research-informed and research-oriented training opportunities to ensure integration of undergraduates in the research enterprise.

Tactic 2: Provide scholarship and fellowship opportunities to recruit the best undergraduate and graduate students for our programs and emphasize the research mission in recruitment.

Tactic 3: Facilitate interdisciplinary teaching of research methods enabling the bridging of disciplines in creative ways that lead to new breakthroughs in research methodologies.

II. TEACHING, MENTORSHIP, AND LEARNING

The Dodge Family College of Arts and Sciences is committed to providing high-level intellectual and professional learning experiences and environments that transform student understanding of the natural world and the human condition, and nurture global consciousness and understanding to ensure meaningful and lifelong civic engagement for our graduates. We will also provide excellent and diverse undergraduate courses, programs, services, and expand need-based scholarship support to maximize degree accessibility and degree completion, minimize student debt, and advance the full integration of our research and teaching missions.

STRATEGY 1:

The DFCAS will prepare students for a life of success, meaning, and purpose, marked by professional excellence, civic engagement, global understanding, and lifelong intellectual engagement. This vital work will proceed through innovative and carefully crafted curricula that support transformative learning experiences for all our students. Our students' educations will be defined by excellent and inspirational classroom teaching, dedicated faculty mentorship, and broadly accessible signature experiences beyond the classroom, including study abroad, internships, and undergraduate research.

Tactic 1: Integrate course-based inquiry-based research and scholarship into all degree programs.

Tactic 2: Facilitate broad and meaningful undergraduate participation in the research mission outside the classroom and champion its importance to students' intellectual and professional development.

Tactic 3: Expand our profile as a global university through course offerings and curricula that foster international perspectives and cultural competencies, enhanced by the integration of study abroad options into all degree programs.

Tactic 4: Expand and fully integrate impactful signature learning experiences (including internships, peer mentoring, community-engagement, study away, and undergraduate research) into all degree programs, and remove barriers to student access to these opportunities.

STRATEGY 2:

The DFCAS will carefully and systematically assess all degree programs to maximize student success and evaluate all teaching to ensure best practices as well as to nurture, incentivize, and reward instructional and mentorship excellence across all DFCAS courses and degree programs.

Tactic 1: Review and evaluate the structures and degree-progress paths for all DFCAS degree programs and revise them when necessary to facilitate timely student progress through the degree program.

Tactic 2: Implement robust assessment of program performance and robust evaluation of faculty teaching performance.

Tactic 3: In partnership with CFE, provide support for all DFCAS faculty to improve teaching performance.

Tactic 4: Develop and deploy meaningful incentives (e.g., expanded “Dream Course” opportunities and teaching awards) to recognize instructional and mentorship excellence.

Tactic 5: Encourage and highlight the integration of cutting-edge research, scholarship, and creative activity into the student curriculum at every level.

Tactic 6: Develop, support, and reward our instructional specialists (Teaching Professors) who serve the learning needs of virtually all OU undergraduate students.

STRATEGY 3:

The DFCAS will balance faculty resources in pursuit of strategic program expansion and student success and provide robust support for all instructional faculty.

Tactic 1: Carefully calibrate our instructional faculty resources to maximize research opportunities for highly research productive tenure-track faculty members (individuals and faculty teams) to advance the research mission.

Tactic 2: Maintain a firm commitment to strategic expansion of our tenure track faculty numbers in support of both instructional and research excellence.

Tactic 3: Facilitate course scheduling and improve the student experience in the introductory General Education curriculum by reducing reliance on “by the course” instruction, and shifting wherever possible to full-time, multi-year contract Teaching Professor positions.

Tactic 4: Make OU a true place of belonging for our Teaching Professors through the provision of appropriate compensation, office space, and professional development support.

Tactic 5: Ensure a careful balance of high-quality online and hybrid course models to meet student demand and facilitate timely degree progress. While our principle instructional value

is in-person real-time learning, we must expand our Online and Academic Technology Services (OATS) office to better support students and faculty.

Tactic 6: Strategically expand high-quality online program offerings in partnership with OU Online to ensure greater access to OU's excellence for non-traditional student populations, and to generate revenues to support both research and teaching excellence.

STRATEGY 4:

The DFCAS will partner with University College to enhance the student advising and learning experience and improve retention and graduation rates to AAU-levels.

Tactic 1: Provide high level academic advising that aligns student interests with the right degree programs, to facilitate pathways to degree satisfaction, completion, and impact.

Tactic 2: Provide enhanced advising services to create a sense of belonging for and maximize the success of our growing transfer student population.

Tactic 3: Increase the scale of inclusive faculty mentoring and the personal connections between faculty and students.

Tactic 4: Promote peer support networks especially in large majors by creating learning communities and implementing block scheduling.

Tactic 5: Simplify course pre-requisites and course sequencing to reduce time to degree.

Tactic 6: Implement data-driven predictive scheduling to ensure the accessibility and availability of all required major courses.

Tactic 7: Provide targeted expansion of summer and intersession course offerings in multiple delivery modes to promote degree progress.

III. GRADUATE EDUCATION

The Dodge Family College of Arts and Science will provide AAU-level graduate education and postdoctoral training, through excellence in program recruitment, design, course delivery, mentorship, professionalization, and research support, in close alignment with AAU peer benchmarks. Performance will be carefully measured to ensure excellence and accountability.

STRATEGY 1:

The DFCAS will strategically recruit a competitive and diverse pool of graduate students to build nationally renowned graduate programs and will align resources closely to program excellence.

Tactic 1: Provide competitive graduate assistant (GA) stipends in alignment with AAU standards and aspirational peer institutions to attract excellent students.

Tactic 2: Provide support at the college and department level for higher stipends and top-up fellowships to ensure the most nationally competitive packages possible are offered to the top applicants to high-performing programs.

Tactic 3: Align with AAU-level metrics for time-to-degree, completion rates, and placement across all areas and fields and annually evaluate progress toward those levels.

Tactic 4: Expand program size in high-performing programs in targeted fields, and in alignment with AAU metrics.

Tactic 5: Promote broader, more inclusive graduate recruitment practices to ensure the highest quality and most representative student body.

Tactic 6: Expand innovative bridge programs to provide opportunities for success to a more diverse, inclusive, and globally representative pool of students.

STRATEGY 2:

The DFCAS will invest in graduate education to attain AAU-level excellence in all areas of the teaching, mentoring and learning, and research, scholarship and creative activity missions.

Tactic 1: Provide funding to support presentation and dissemination of research findings (e.g., at conferences, and publication) and for networking and professional development.

Tactic 2: Carefully benchmark to AAU standards to provide funded students with provide top-up fellowships and appropriate release time from GA responsibilities to facilitate program progress, including dissertation research and writing.

Tactic 3: Partner with the Graduate College to provide seminars, workshops, mentorship, and other support to pursue alternative academic and non-academic career paths.

Tactic 4: Coordinate with our units and CFE to provide appropriate GA pedagogy training.

Tactic 5: Incentivize and reward exemplary faculty intellectual and professional mentorship of graduate students.

Tactic 6: Ensure all graduate program structures reflect discipline-specific best practices.

STRATEGY 3:

DFCAS will promote effective recruitment, retention, and success of postdoctoral scholars.

Tactic 1: Strategically expand postdoc programs, including teaching and research postdocs across all four DFCAS areas, to facilitate attainment of AAU-level research metrics.

Tactic 2: Provide research support opportunities (e.g., workshops on sponsored research, responsible research conduct, grantsmanship, and information on external grants and employment opportunities) for postdocs in coordination with CFE and the Office of Postdoctoral Affairs in the Graduate College.

Tactic 3: Establish research seminars for exchange of ideas and cross-disciplinary college and university collaborations to expand research horizons and maximize creativity.

Tactic 4: Develop a culture of purposeful faculty mentorship of postdocs informed by best practices in the academy to facilitate their career pathways.

Tactic 5: Increase the percentage of postdoctoral research and/or teaching fellows.

IV. DIVERSITY, EQUITY, AND INCLUSION

The Dodge Family College of Arts and Sciences will cultivate instructional and support structures that value and promote all voices and perspectives among faculty, students, and staff to ensure full participation of all members of our community. DFCAS is the cornerstone of OU's enduring commitment to the intellectual freedom, diversity of perspectives, free inquiry, and civil dialogue that prepares students for meaningful democratic citizenship. Diversity, equity, and inclusion are core pillars of institutional quality and the constructive exchange of ideas; they are drivers for creativity and academic excellence. Our inclusive community is our greatest strength.

STRATEGY 1:

The DFCAS will develop and implement a cohesive and collaborative Inclusive Excellence plan that integrates diversity and inclusion efforts into the core of our recruitment and retention of faculty, staff, and students and into our administrative structures and practices.

Tactic 1: Determine the impact of current college diversity, equity, and inclusion activities.

Tactic 2: Form and support a diversity committee, representative of the college, to develop and implement a college-level diversity and inclusion plan based on the Inclusive Excellence Framework of the Association of American College and Universities.

Tactic 3: Increase multicultural competencies at the departmental level by engaging unit chairs and directors, faculty members, and staff in diversity, equity, and inclusion initiatives and providing training centered on Inclusive Excellence.

Tactic 4: Require each academic unit to develop and submit diversity, equity, and inclusion plans that demonstrate implementation of the college's Inclusive Excellence plan.

Tactic 5: Incentivize and support academic units in their continued efforts to foster more diverse, inclusive, and equitable environments.

STRATEGY 2:

The DFCAS will strengthen and expand its efforts to recruit and retain outstanding faculty members from underrepresented communities for tenured and tenure-track positions at all ranks.

Tactic 1: Regularly assess faculty feedback on climate for diversity, equity, and inclusion.

Tactic 2: Collaborate with external organizations to identify and strategically build pipelines for future faculty members (including postdocs) from underrepresented groups.

Tactic 3: Strengthen search committees by providing more resources and college-level training based on national best practices that better equip committees with the tools, knowledge, and skills to actively recruit diverse faculty members.

Tactic 4: Create, support, and recognize programs and individuals that serve diverse communities by making significant contributions to Inclusive Excellence.

Tactic 5: Develop and implement faculty exit surveys and use the results for identification of issues and opportunities for continuous improvement.

STRATEGY 3:

DFCAS will build, nurture, and celebrate a more diverse and inclusive environment for all students and postdocs.

Tactic 1: Provide training opportunities that equip faculty members with knowledge and skills that promote inclusive pedagogies and curriculum design practices.

Tactic 2: Identify barriers to diversifying and retaining students and postdocs and strategically provide support to improve diversification and retention.

Tactic 3: Identify and support pipeline programs to increase diversity among all students.

Tactic 4: Review degree programs and key courses to identify and address structural inequities and barriers to inclusion in each academic program.

Tactic 5: Provide training opportunities in best practices for recruiting a diverse pool of applicants and reviewing applications holistically to create inclusive climates.

Tactic 6: Create and support educational and celebratory events to advance a climate of diversity, inclusion, and belonging for all students and postdocs.

STRATEGY 4

DFCAS will strengthen and support a more inclusive and diverse staff workplace environment.

Tactic 1: Assess staff feedback on climate for diversity, equity, and inclusion.

Tactic 2: Strategically increase outreach to a diverse applicant pool for staff hiring.

Tactic 3: Create opportunities for staff to enhance and support inclusive excellence in the College and to be recognized for significant contributions.



B: STRUCTURAL PATHWAYS

I. ADVANCEMENT

Philanthropic support is vital to the Dodge Family College of Arts and Sciences' goal to serve as the leading edge of the Lead On plan and OVPRP Research Framework. Revenue streams beyond tuition and fees, and grants and contracts are essential to student, faculty, and staff success. With the OU Foundation, we are building a first-in-class operation to help achieve our four Transformative Goals, and we are developing a culture of philanthropy among students, faculty, staff, and alumni.

STRATEGY 1

Facilitate interaction with a multitude of constituencies to align their philanthropic pursuits with the DFCAS Transformative Goals set forth in this strategic plan.

Tactic 1: Increase identification and discovery of new major gift relationships through core development work performed by the college's Advancement team.

Tactic 2: Build philanthropic relationships with our alumni and leverage central Foundation functions to identify, engage and solicit non-traditional funding sources.

Tactic 3: Provide consistent pre and post gift messaging to alumni and friends of the college via all available Foundation mediums: Annual Giving, Major Gifts, Principal Gifts, Planned Giving and Corporate and Foundation Relations.

Tactic 4: Coordinate with the college's academic and research units to determine giving priorities and help craft a unique and compelling case for each unit.

Tactic 5: Communicate societal impact of giving through meaningful engagement of all donors.

STRATEGY 2

Increase major and principal gifts & emphasize endowment growth to secure DFCAS's future.

Tactic 1: Pursue new endowed scholarships at the college and department level to increase access and affordability for a diverse student population, to reward academic excellence, to meet emergency needs and to promote and support undergraduate research experiences.

Tactic 2: Secure funding for endowed chairs and professorships to aid in the recruitment and retention of top-tier faculty to impact both classroom learning experiences as well as the research goals associated with the University's Lead On plan and OVPRP framework.

Tactic 3: Pursue naming gifts for our units to ensure endowed support for undergraduate and graduate students, and faculty, as well as budget flexibility and long-term viability.

Tactic 4: Raise support for infrastructural improvements needed in key areas across the College's 44-building footprint to expand capacity and support research aspirations.

Tactic 5: Seek funding to provide all undergraduate students equal access to high impact learning practices (HILPs) including study abroad, internships, service learning.

Tactic 6: Enhance graduate student programs by securing additional endowed graduate fellowships, funding graduate research, and establishing bridge programs to recruit and support underrepresented minority students.

STRATEGY 3

Create a culture of philanthropy amongst all students, faculty, staff, alumni and DFCAS friends.

Tactic 1: Promote an unwavering commitment to communicating the importance of philanthropic support to all associated parties including current students, faculty, and staff.

Tactic 2: Engage unit leaders in giving conversations with potential investors.

Tactic 3: Coordinate their involvement in the stewardship process after gifts have been made and provide the necessary communication templates to facilitate the process.

Tactic 4: Provide training College faculty and staff on fundraising tactics, gift strategy development, priority setting and stewardship best practices.

II. OPERATIONS

To achieve our four transformative goals, facilitate the Lead On plan, and serve stakeholders, we must have exemplary operational practices and careful stewardship of resources in the Dodge Family College of Arts and Sciences. We are building a culture of college wide excellence and accountability to ensure stronger operations marked by coordinated planning and data-informed decision making.

STRATEGY 1

Promote a culture of sound resource stewardship and accountability in DFCAS.

Tactic 1: Promote fiscal sustainability through shared responsibility and staff expertise in budget and financial processes.

Tactic 2: Design a college-level operation management system to facilitate decision-making, budget and financial processes, and performance.

Tactic 3: Deploy resources in support of strategic missions and operational goals.

STRATEGY 2

Strengthen DFCAS strategic financial planning & data-informed decision making.

Tactic 1: Make continuous improvements to establish a sophisticated budgeting, financial planning, and analytics operation to support our four transformational goals.

Tactic 2: Ensure comprehensive utilization of the university's Enterprise Resource Planning (ERP) system, including standardizing financial reporting and data analysis, long-range forecasting processes, and streamlining financial procedures.

Tactic 3: Base our investment of human and financial resources on carefully developed priorities and analysis of relevant data in the light of shifting opportunities and challenges.

STRATEGY 3

Improve operations management through coordinated training programs and formalization of DFCAS policies.

Tactic 1: Provide comprehensive chairs & directors training through regular workshops to facilitate unit operational management.

Tactic 2: Create an extensive staff training program.

Tactic 3: Provide OU certificate and degree program opportunities for staff to facilitate professional development.

STRATEGY 4

Evaluate and enhance the DFCAS organizational structure to promote employee engagement.

Tactic 1: Ensure appropriate classification of each staff position and consistency in position descriptions to clarify job expectations.

Tactic 2: Perform a systematic review of staff salaries in the college and at OU to facilitate equity adjustments as funding permits.

Tactic 3: Examine organizational staffing models to maximize support for the academic mission, improve service, lower costs, and foster a collaborative working environment.

Tactic 4: Expand the Administration and Finance staffing to support units and our growing research landscape.

APPENDIX 1:

TEAM MEMBERS

STEERING COMMITTEE

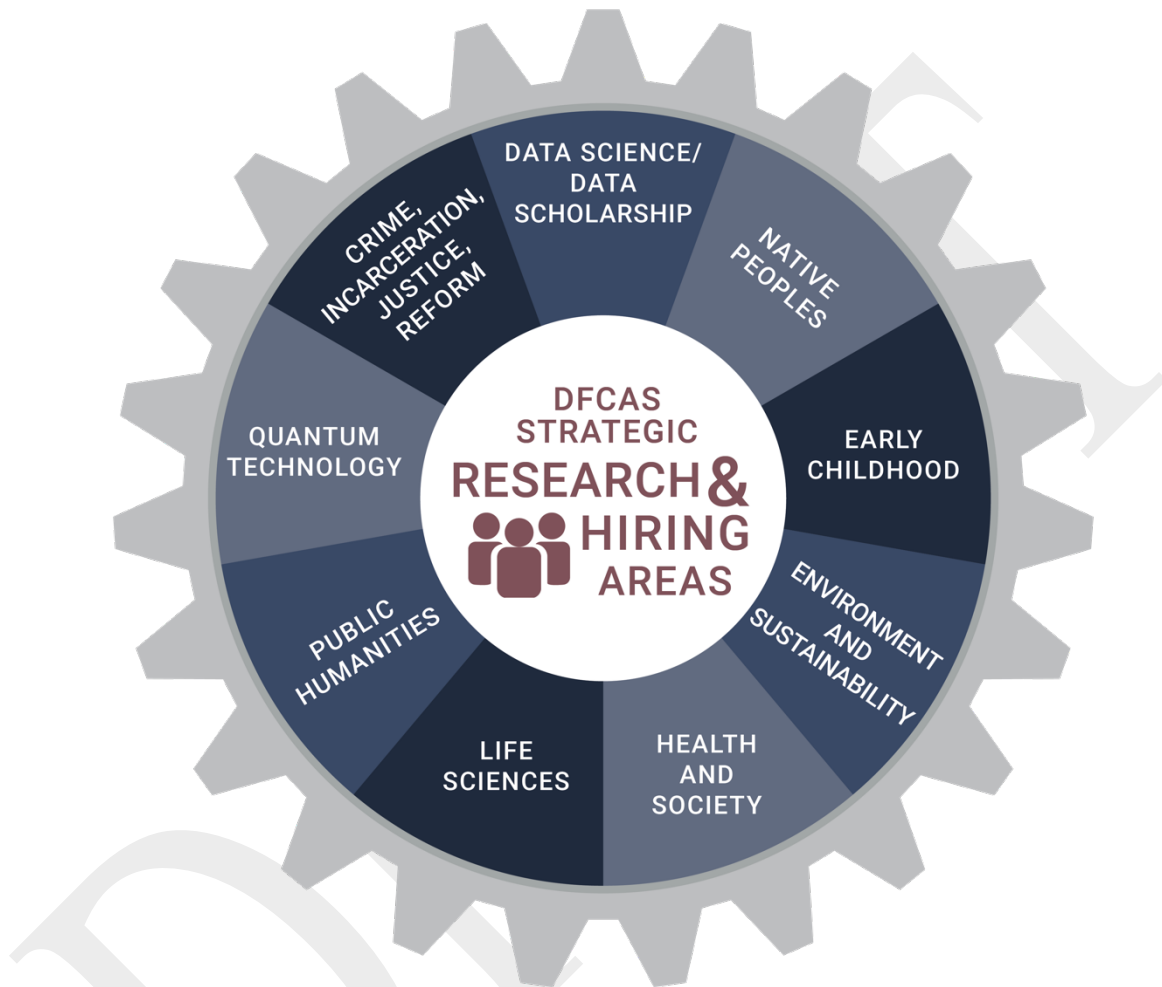
Zack Higbee, Director of Communication
Georgia Kosmopoulou, Associate Dean for Research
Rhonda Dean Kyncl, Associate Dean for Students
Jared Lee, Juniper Consulting
Michael Markham, Associate Dean for Academic Programs
Carol Silva, Professor
Cherry Smith, Assistant to the Dean
Heather Todd, Executive Director of Operations
Kelvin White, Associate Dean for Faculty Development and Community
Marty Wold, Executive Director of Advancement
Justin Wollenberg, Business Analyst
David Wrobel, Dean

WORKING GROUP

Nia Blackwell, Undergraduate Student
Christina Bourne, Faculty
Devin Brown, Undergraduate Student
Miguel Chavez, Undergraduate Student
Marycruz Flores Reynoso, Undergraduate Student
Eugenia Fuenzalida, Faculty
Kayla Jenkins, Undergraduate Student
Rusty Jones, Faculty
Katy Krieger, Graduate Student
Christina Miller, Faculty
Leena Nabulsi, Graduate Student
Divya Patel, Graduate Student
Ryan Peters, Staff
Anjanette Pierce, Staff
Cameron Rojo Chaves, Graduate Student

APPENDIX 2 (2022):

COLLEGE OF ARTS & SCIENCES, AREAS OF STRATEGIC HIRING AND RESEARCH CONVERGENCE



Crime, Incarceration, Justice, Reform

This initiative seeks to address one of the most pressing social issues of the last half century in Oklahoma and the nation: high levels of mass incarceration and disproportionate incarceration rates for disadvantaged minority populations. CIJR builds on current strengths and programmatic developments across many of our departments in the Humanities, Professional Programs, and Social Sciences, and multi-college efforts, e.g., OU's Carceral Studies Consortium (involving Architecture, and Journalism and Mass Communications).

Data Science/Data Scholarship

The ability to properly analyze and effectively utilize data is essential to everything from foundational research to functional democracies and economic systems. From Computational

Biology, to Social Science Big Data, and Digital Humanities, and initiatives across our Professional Programs, DSDS dovetails with the university-wide Data Institute for Societal Challenges (DISC), and the with Data Analytics, Visualization, and Informatics Syndicate (DAVIS) in the OU Libraries.

Early Childhood

Early Childhood research is essential to closing the “achievement gap” and creating better life pathways across the socio-economic spectrum. Oklahoma has become a national leader in this research sphere, with OU at the forefront. This is a collaborative initiative with the Rainbolt College of Education’s Early Childhood Education Institute, involving various departments in the Social Sciences and Professional Programs, and close collaborations across our “One University.”

Environment and Sustainability

In an age of climate change, climate-induced mass migrations, and ever-more strained natural resources, our environment initiatives across our Humanities, Social Sciences, and Sciences, and collaborations with other colleges, are more important than ever. Our E&S landscape includes the Biological Sciences and our recently revamped Environmental Studies major, as well as our State Archeological and Biological Surveys, Environmental History and our social science-unit strengths in decision making, risk, and crisis management.

Health and Society

Health-centered research and training is vital to improving social and community health as well as individual outcomes. Our H&S initiatives include Pre-Health majors, e.g., in the Biological Sciences, Chem/Biochem, our programs in Public Health/Community Health, Medical Humanities, Exercise Science, Health Promotion, and health-related majors in Anthropology and HSTM, as well as Social Work and Human Relations, and draw on our social science-unit strengths in decision making, risk, and crisis management. Our close collaborations with OU HSC and OU Tulsa augment research convergence and program excellence, and thus exemplify the “One University” model.

Life Sciences

Augmenting the synergies across Biology, Biochemistry, Micro and Plant Biology, and Biological Anthropology, the College is partnering with OU/HSC to advance research in various areas, including cancer and diabetes. To serve the needs of our 2,000+ undergraduates in the Life Sciences, we are considering the creation of a School of Biological Sciences to administer programmatic needs and enhance research convergence.

Native Peoples

Through the “Native Peoples Initiative,” OU aims to become the premier institution in North America for research that places the cultures of Native peoples and the sovereignty of Native nations at the center of academic study - spanning subjects from art, culture, language, religion, and history to governance, law, health, business and the environment. These academic programs and research initiatives are supported by some of the richest Native archival, art, and natural history collections in the world.

Public Humanities

Publicly engaged humanities research, scholarship, and creative activity is vital to the social fabric of the 21st century. Facilitating informed community discussion of pressing issues, ensuring all community voices are heard, helping individuals and communities navigate difficult experiences, expanding educational access, and preserving culture in times of crisis and change: these National Humanities Alliance goals help guide the social impact of our Humanities units.

Quantum Technology

Over the next decade, quantum-based devices are likely to increasingly replace more of the current classical-based devices, and the attendant advances in sensing, imaging, cryptography, and computing will be transformative. This is an area of massive federal and private investment. Established in 2019, the OU Center for Quantum Research and Technology (CQRT), housed in the Homer L. Dodge Department of Physics and Astronomy, is developing into a core cross-departmental and cross-college initiative, involving Chemistry and Biochemistry, Engineering, and OU HSC among its partners.