

# **Tulane University—A Plan for Renewal**

The unprecedented nature and scope of Hurricane Katrina presented Tulane University with unprecedented challenges. In the aftermath, Tulane's administration and board were faced immediately with securing the survival and recovery of the institution. But for Tulane, survival and recovery were not the finishing line, merely where to begin the most serious undertaking in the history of the university—developing the plan that would ensure the continuing academic ascendancy and financial health of Tulane University.

It took Tulane 172 years to become one of the most respected and highly regarded universities in the nation, and the university's leadership pledged, rather than allow disaster to destroy Tulane's legacy and dream of world-class academic excellence, instead the university would redefine and renew itself for the future.

The plan that evolved is predicated on defining Tulane University by four characteristics:

- The renewed Tulane University will be defined by its world-class educational and research programs.
- Tulane will be defined by its unique relationship to the culturally rich and diverse city of New Orleans, which is characterized by one of the world's great waterways and serves as a gateway to the Americas.
- Tulane will be defined by its historical strengths and ability to strategically redefine itself in light of an unprecedented natural disaster in ways that will ultimately benefit the Tulane community, New Orleans and other communities around the globe.
- Tulane will be defined by its financial strength and vitality.

At the center of the renewed Tulane will be an exceptional undergraduate program that is campus- and student-centric, and dedicated to the holistic development of students. This center will be surrounded and strengthened by a limited number of graduate, professional and research programs that build on the university's historical strengths and distinctive characteristics.

As appropriate, Tulane's programs will be shaped by the university's direct experience with the unprecedented natural disaster of Hurricane Katrina. This experience will provide faculty, staff and students with equally unprecedented research, learning and community service opportunities that will have a lasting and profound impact on them, the city of New Orleans, the Gulf Coast region, and other communities around the world.

Successful implementation of Tulane's strategy requires pursuing a number of interdependent academic, community and administrative initiatives. Each of these initiatives is designed to further Tulane's financial recovery as well as its strategic renewal. A discussion of these initiatives follows.

## **THE UNDERGRADUATE EXPERIENCE**

Tulane will enhance the value of the undergraduate collegiate experience by making it more campus- and student-centric.

The first-year undergraduate class will become smaller if needed to maintain or raise the academic standards while also creating an intimate learning experience where undergraduates regularly interact with full-time faculty in classrooms, research labs and extracurricular activities.

In order to improve students' learning experiences, most undergraduate courses will be taught by **full-time faculty**. Rather than use adjunct or part-time faculty as in the past, Tulane is recommending that current faculty be supplemented with "Professors of Practice" where needed. These will be full-time, non-tenured faculty members whose primary assignment is instruction and who are not expected to undertake regular service or research responsibilities.

Undergraduate students will also benefit from a core curriculum that includes a first-year TIDES seminar, a public service requirement and a capstone experience (see the Undergraduate College section, below, for additional information). As part of this renewed emphasis on the campus community, the development of the residential college system will be accelerated, and, starting with the freshman class of 2007, first- and second-year students will be required to live on campus. Thus in 2008, all first- and second-year students will be living on campus. The residential colleges, to which students belong throughout their undergraduate years, will offer not only the opportunity to live in a community with faculty members and their families, but to participate in less-formal opportunities for study and extracurricular activities.

Tulane University and its faculty and students will play an important role in the rebuilding of the city of New Orleans. The Tulane University undergraduate education serves to create engaged, ethical and thoughtful citizens whose actions and endeavors make a difference in society. Tulane will encourage its students to develop a commitment to community outreach and public service through the creation of a **Center for Public Service** that will centralize and expand public service opportunities for Tulane students.

The Center for Public Service will be independent of any existing school and will strengthen and expand the connections between academic study and public service (Service Learning), create new innovative initiatives, provide better integration and collaboration among existing programs; and seek service opportunities that contribute directly to the reconstruction of New Orleans. Among new and existing efforts are:

- Significantly increased Service Learning opportunities;
- Oversight of a new graduation requirement in Public Service;
- Creation of a "Semester in NOLA" program for non-Tulane students that will combine academic coursework with extensive Service Learning components;
- Internships in public service institutes and nonprofit organizations (Academic Affairs, Career Services, Student Affairs);
- Community Service through CACTUS (Community Action Council of Tulane University Students), Habitat for Humanity, Outreach Tulane, the orientation NOLA program and other student-led initiatives;
- Research opportunities in departments and centers and a new community research program for faculty to engender more Service Learning options;
- Outreach efforts of centers and institutes such as the Levy Rosenblum Institute for Entrepreneurship, the federally-funded outreach program of the Stone Center for Latin American Studies and the "For the Children" program;
- Joint efforts in community service by the Tulane/Loyola/Xavier/Dillard consortium.

## **THE UNDERGRADUATE COLLEGE**

Tulane will create a single Undergraduate College that will support and coordinate undergraduate initiatives, simplify the undergraduate academic organization, and consolidate the administrative structure that supports undergraduate education.

The **Undergraduate College** will comprise all undergraduate programs at the university, including those in Liberal Arts, Science and Engineering, Business, Public Health and Tropical Medicine, and Architecture. All prospective undergraduate students will apply to the Undergraduate College for admission. When they designate a major (for example, economics or chemical engineering), they also will be considered a student in the school that houses the major. However, students who remain undecided as to their major will stay within the college. Upon choosing an area of study (generally no later than spring semester of sophomore year), undecided students automatically become students of the appropriate school. Ultimately, students will be in the Undergraduate College **and** a school. For example, a student is in the A. B. Freeman School of Business and the Undergraduate College.

All Tulane undergraduates will share a common **Core Curriculum** designed to ensure basic competency in the following areas:

- Writing (4 hours);
- Foreign Language (8 hours);
- Scientific Inquiry (9–12 hours comprising Quantitative Reasoning, Physical Science and a Life Science, one of which contains a laboratory component);
- Cultural Knowledge (12 hours comprising six hours of Humanities and Fine Arts and six of Social Sciences);
- Public Service (2-3 hours);
- Understanding Interdisciplinary Scholarship (1 hour–TIDES seminar); and
- Capstone Experience (3-plus hours, to be designed by the schools and departments and intended to allow students to demonstrate the capacity to bring information, skills and ideas acquired from their majors to bear on one significant project).

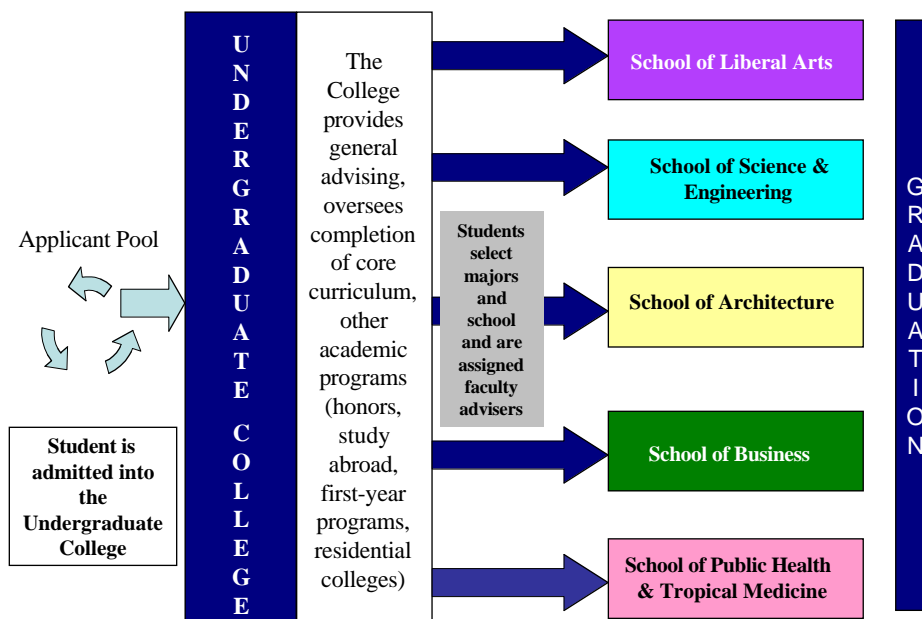
All students matriculating through the Undergraduate College will share a unified **Honor Code** administered by a single Honor Board with representation from all schools that offer undergraduate programs.

A Tulane University **Center for Academic Advising** will be created to replace the current school-based advising system and will offer a centralized organization to support undergraduates in creating educational plans congruent with their individual objectives. The center will both serve as a primary point of contact for first- and second-year students who have not declared majors and will serve upperclassmen in progressing toward their degrees. The staff also will include pre-professional advisors to assist students in applying to programs in law, medicine and other health professions. Each school will appoint faculty members from each department or area to work with the professional academic advisors to formulate discipline-specific policies that meet accreditation standards.

With the creation of the Undergraduate College, admissions to **Newcomb College and Tulane College** will be suspended, effective in fall 2006. A Tulane Board of Administrators task force has been created to redefine how the Newcomb and Tulane College names, as well as their endowments, will be used to support the new collegiate structure. The task force will present its recommendations to the board at its meeting in March 2006.

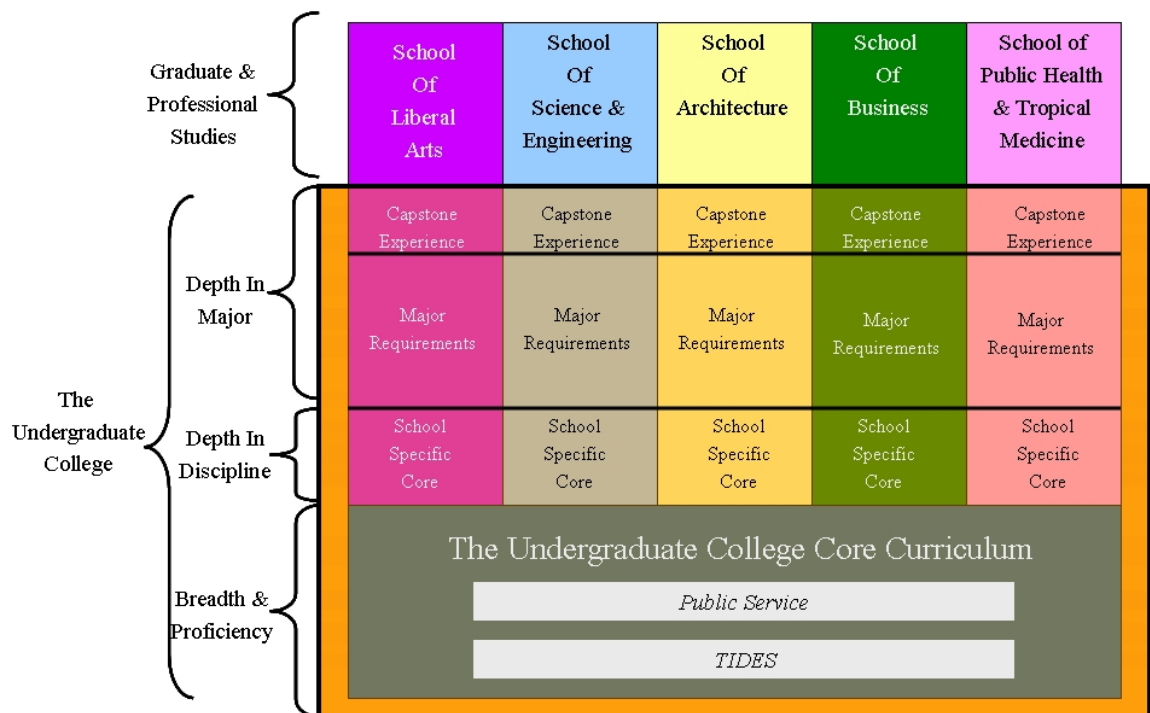
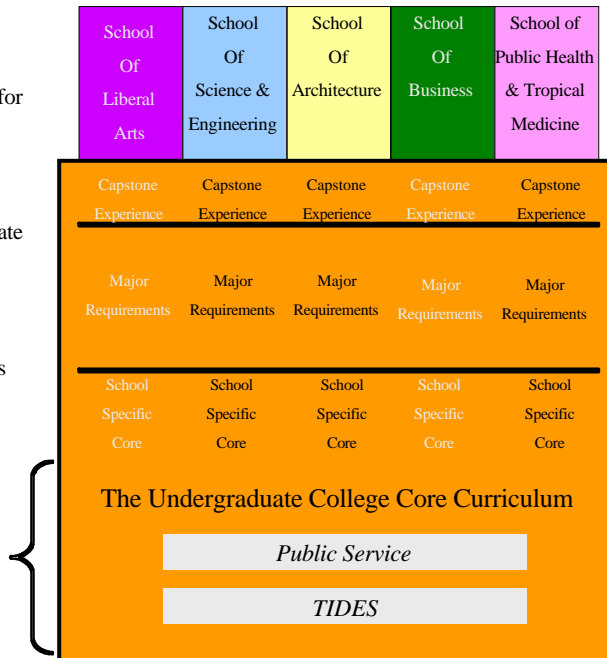
**University College** will be renamed the School of Continuing Studies as of July 1, 2006, in order to recognize its traditional role as the university's primary outreach vehicle serving the general population of the New Orleans metro area, as well as online. After September 2006, full-time students will no longer be admitted to the school but will matriculate through the Undergraduate College, as provisional students if necessary. Students already enrolled in the Bachelor of General Studies program as of fall 2007 will be allowed to remain in the program for five years beyond their date of admission or transfer. The Department of Exercise and Sports Science will be phased out. The downtown University College facility at New Orleans Centre will be closed.

The following charts explain how students will enter the university, components of the curriculum and how graduate and professional education relates to the undergraduate college.



**The College**

- Oversee the core curriculum
- Work with schools to define the school core and major requirements for the degree
- Oversee general advising
- Oversee the implementation and adjudication of a unified undergraduate honor code
- Collaborate with the Center for Public Service
- Certify core curricular requirements
- Oversee the Honors Program
- Oversee Study Abroad
- Coordinate Freshman year programs
- Coordinate the academic portion of the Residential College
- Oversee ROTC programs



## ACADEMIC REORGANIZATION

Tulane will restructure its academic organization to achieve greater integration and synergy among related disciplines, to focus resources on programs of existing strength and to put greater emphasis on science and subjects related to the transformation of urban communities. This will require the elimination of some programs, development of new initiatives and reconfiguration of a number of existing areas.

The Faculty of the Liberal Arts and Sciences and the School of Engineering will be reorganized into two schools: The School of Liberal Arts and the School of Science and Engineering. This will reduce the number of programs offered and create the critical mass necessary to enhance the capabilities of engineering and the sciences.

The **SCHOOL OF LIBERAL ARTS** will house academic departments and programs in the fine arts, social sciences and humanities and have approximately 200 faculty and 2,500 student majors. It will contain 17 departments and 19 interdisciplinary programs. The school will be organized into three divisions (humanities, fine arts, and social sciences). This reorganization will generate manageable units and provide some academic parity between departments and programs, while potentially providing some administrative savings in the long term.

The **Humanities Division** will house seven departments and 12 programs offering 23 majors and minors: African and African Diaspora Studies, American Studies, Classical Studies, Communication, English, French and Italian, Germanic and Slavic Studies, Jewish Studies, Philosophy, and Spanish and Portuguese.

The **Fine Arts Division** will house three departments and four programs offering 11 majors and minors: Art, Music, Theater and Dance.

The **Social Sciences Division** will house six departments and five programs offering 13 majors and minors: Anthropology, Economics, History, Latin American Studies, Political Economy, Political Science, Psychology, Sociology and Women's Studies.

In addition to the above listed departments and programs, the **Stone Center for Latin American Studies** and the **Murphy Institute** will collaborate with the School of Liberal Arts, although their scope and mission will continue to be fully interdisciplinary and they will continue to have programs throughout all of the schools.

The School of Liberal Arts will offer two new interdisciplinary programs in conjunction with the School of Social Work and the School of Architecture: **Social Policy and Practice**, available as both a major and minor; and **Urban Studies**, also offered both as a major and minor field of study.

The **SCHOOL OF SCIENCE AND ENGINEERING** will combine the former LAS science departments with the remaining engineering departments to create a new school with five distinct divisions. The university will begin a planning process this spring, led by Dean Nicholas Altiero, to define a new vision for engineering within the context of the School of Science and Engineering and to also build a strong foundation from which Tulane can strategically grow its science and engineering presence in the future. The involvement of alumni in this process will be critical to its success. The plan is expected to be completed by July 1, 2007.

The number of accredited engineering programs would fall from nine to two, while retaining all the basic science majors formerly in LAS. The ROTC programs will reside in the School of Science and Engineering. In addition to the above-listed programs, the **Center for Bioenvironmental Research (CBR)** will also be housed in the school, although its charge would remain interdisciplinary in scope.

The **Biological Sciences and Engineering Division** will house six department or programs offering nine majors and minors: Biomedical Engineering, Biological Chemistry, Cell and Molecular Biology, Ecology and Evolutionary Biology, Environmental Biology, and Neuroscience.

The **Chemical Sciences and Engineering Division** will house two departments and offer four majors and minors: Chemistry and Chemical Engineering.

The **Physical and Material Sciences Division** will house the physics department, offering a major and a minor.

The **Earth and Environmental Sciences Division** will house four departments or programs offering seven majors and minors: Geology, Environmental Geoscience, Earth Sciences, and Environmental Studies.

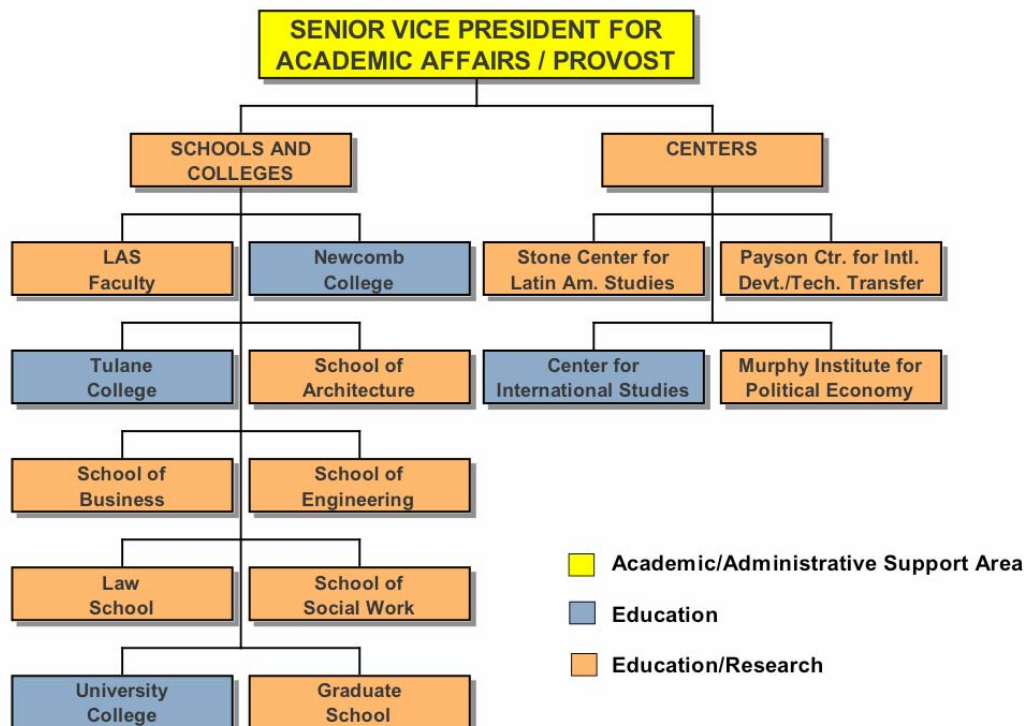
The **Mathematics and Computational Science Division** will house two departments or programs offering three majors and minors: Mathematics, and Mathematical Economics.

The following eight departments or programs will be phased out by June, 2007: Civil Engineering, Environmental Engineering, Computer Engineering, Computer Science, Electrical Engineering, Engineer Science, Mechanical Engineering, and Robotics and Intelligent Systems.

With these changes, the School of Science and Engineering will have a solid foundation on which to strategically grow in the future.

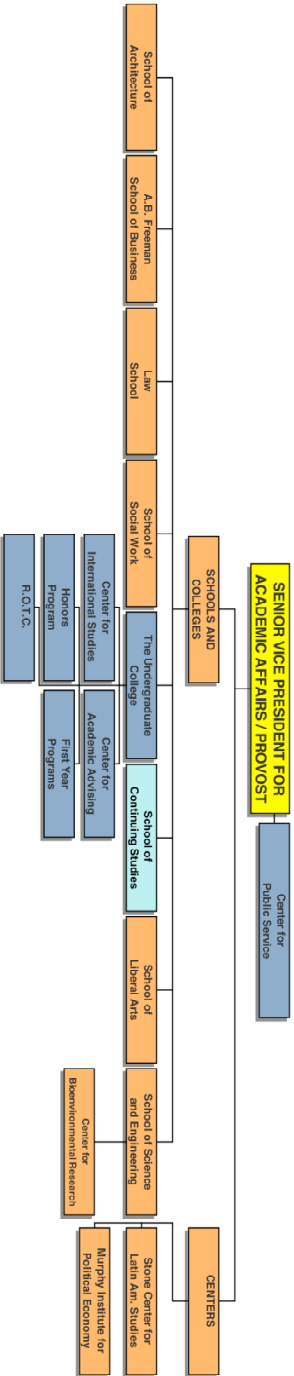
The following charts and tables show the organization of the schools and individual majors and minors that will be offered in the School of Liberal Arts and the School of Science and Engineering.

## PRE-KATRINA ACADEMIC ORGANIZATION



(12/6/2005)

POST-KATRINA ACADEMIC REORGANIZATION



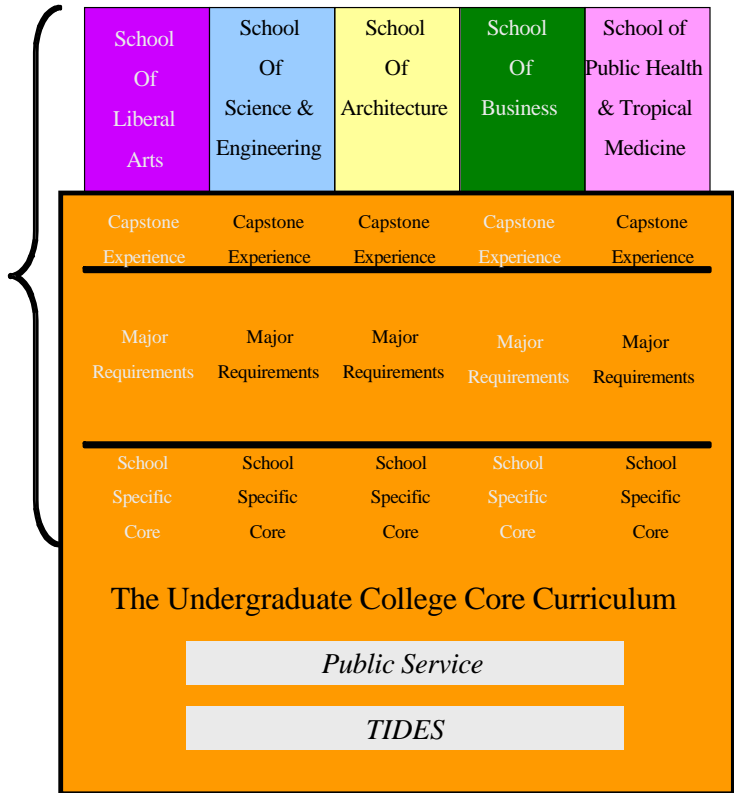
- Academic/Administrative Support Area
- Education
- Education/Research
- Part-Time Education

(12/8/2005)



**The Schools**

- Home of Academic Departments
- Recruits, employs & promotes faculty
- Defines requirements for school specific core & majors
- Defines nature of capstone experience
- Certifies completion of major, school core, and capstone experience for degree
- Provides graduate & professional education & programs



<b>SCHOOL OF LIBERAL ARTS</b>	<b>Major</b>	<b>Minor</b>	<b>Coord Major</b>
<b>Division of the Humanities</b>			
<i>African and African Diaspora Stud.</i>	y	y	
<i>American Studies</i>	y	y	
<i>Asian Studies</i>			y
<i>Brazilian Studies</i>		y	
Classical Studies	y	y	
<i>Cognitive Studies*</i>			y
Communication	y		
<i>Cultural Studies</i>		y	
English	y	y	
<i>Film Studies</i>		y	
French	y	y	
Italian	y	y	
Italian Studies	y		
German Language and Literature	y		
German Cultural Studies		y	
Russian	y	y	
<i>Jewish Studies</i>	y	y	
<i>Literature</i>	y		
<i>Medieval and Early Modern Stud.</i>	y	y	
Philosophy	y	y	
<i>Religious Studies</i>	y	y	
<i>Russian Studies</i>	y		
Spanish	y	y	
Portuguese	y	y	
<b>Division of the Arts</b>			
Art History	y	y	
Studio Art	y	y	
<i>Digital Media Production</i>			y
Music	y	y	
Musical Composition	y		
Musical Performance	y		
Musical Theatre	y		
<i>Jazz Studies</i>	y		
<i>Music, Science, and Technology</i>	y	y	
Theater	y	y	
Dance	y	y	
<b>Division of the Social Sciences</b>			
Anthropology	y		
Economics	y	y	
History	y	y	
<i>International Development</i>			y
<i>Latin American Studies</i>	y	y	
<i>Linguistics</i>	y		
<i>Political Economy</i>	y		
Political Science	y	y	
Psychology	y	y	
Psychology and Early Childhood Ed	y		
Sociology	y	y	
Urban Sociology		y	
<i>Women's Studies</i>	y	y	

Majors and Minors offered by Departments are flush.

*Majors and minors offered by interdisciplinary programs are indented and italicized*

\*Interdisciplinary program (coordinate major only) with Computer Science that will have to be redesigned

<b>New Interdisciplinary Programs w/ Social Work and Architecture</b>			
Social Policy and Practice**	y	y	
Urban Studies**	y	y	
** To be developed			

	Major	Minor	Coord. Major
<b>SCHOOL OF SCIENCE AND ENGINEERING</b>			
<b>Programs in Biological Sciences and Engineering</b>			
Biomedical Engineering	y	y	
Biological Chemistry	y		
Cell and Molecular Biology	y	y	
Ecology and Evolutionary Biology	y	y	
Environmental Biology	y		
Neuroscience	y		
<b>Programs in Chemical Sciences and Engineering</b>			
Chemistry	y	y	
Chemical Engineering	y	y	
<b>Programs in Physical and Material Sciences</b>			
Physics	y	y	
<b>Programs in Earth and Environmental Sciences</b>			
Geology	y	y	
Environmental Geoscience	y	y	
Earth Sciences	y	y	
Environmental Studies			y
<b>Programs in Mathematics and Computational Science</b>			
Mathematics	y	y	
Mathematical Economics	y		
<b>Programs Eliminated</b>			
Civil Engineering	y	y	
Environmental Engineering	y	y	
Computer Engineering	y	y	
Computer Science	y	y	
Electrical Engineering	y	y	
Engineer Science		y	
Mechanical Engineering	y	y	
Robotics and Intelligent Systems		y	

## **THE PARTNERSHIP FOR THE TRANSFORMATION OF URBAN COMMUNITIES**

Following Hurricane Katrina, Tulane entered into a unique partnership with Dillard and Xavier universities, and neighboring Loyola University, to provide classroom and administrative space in spring 2006 while the heavily damaged campuses of the two Historically Black Colleges/Universities (HBCUs) were being repaired.

Looking forward, Tulane, Dillard and Xavier will transform that partnership into a model of academic collaboration between a major research university and two strong HBCUs. This model should strengthen the institutions individually and collectively, accelerate Tulane's ongoing diversity efforts and provide a model for others interested in closing the racial divide.

A new interdisciplinary organization, the Partnership for the Transformation of Urban Communities, will offer Tulane significant opportunities to enhance its reputation as an institution devoted to studying and improving human life as well as to enhance its commitment to New Orleans and the Gulf South Region. The partnership will be focused on building healthy and sustainable communities locally, regionally and throughout the world as our planet faces an increasingly urban future. It will sponsor educational programs, generate research initiatives and produce activities of national and international relevance, many of which will emanate from the Hurricane Katrina experience.

The new entity will draw upon the expertise of the university's entire faculty, especially those in Social Work, Architecture, the Murphy Institute and the Social Sciences Division of the School of Liberal Arts. It will also collaborate with the new Center for Public Service (see above). The partnership will also eventually develop two new national institutes: the Institute for the Study of Race and Poverty and the Institute for the Transformation of Pre-K-12 Education.

Tulane has already begun to encourage and seek partnerships with national agencies, granting agencies and foundations. Other partnerships and collaborations will emerge from our consortium with Dillard, Xavier and Loyola universities. Still others may emerge with other universities and institutions that seek greater understanding of the consequences of Katrina and the associated social problems it has highlighted.

An interim director will be appointed by the provost to coordinate a faculty task force that will begin work in January 2006 to develop a plan to realize the vision of this partnership.

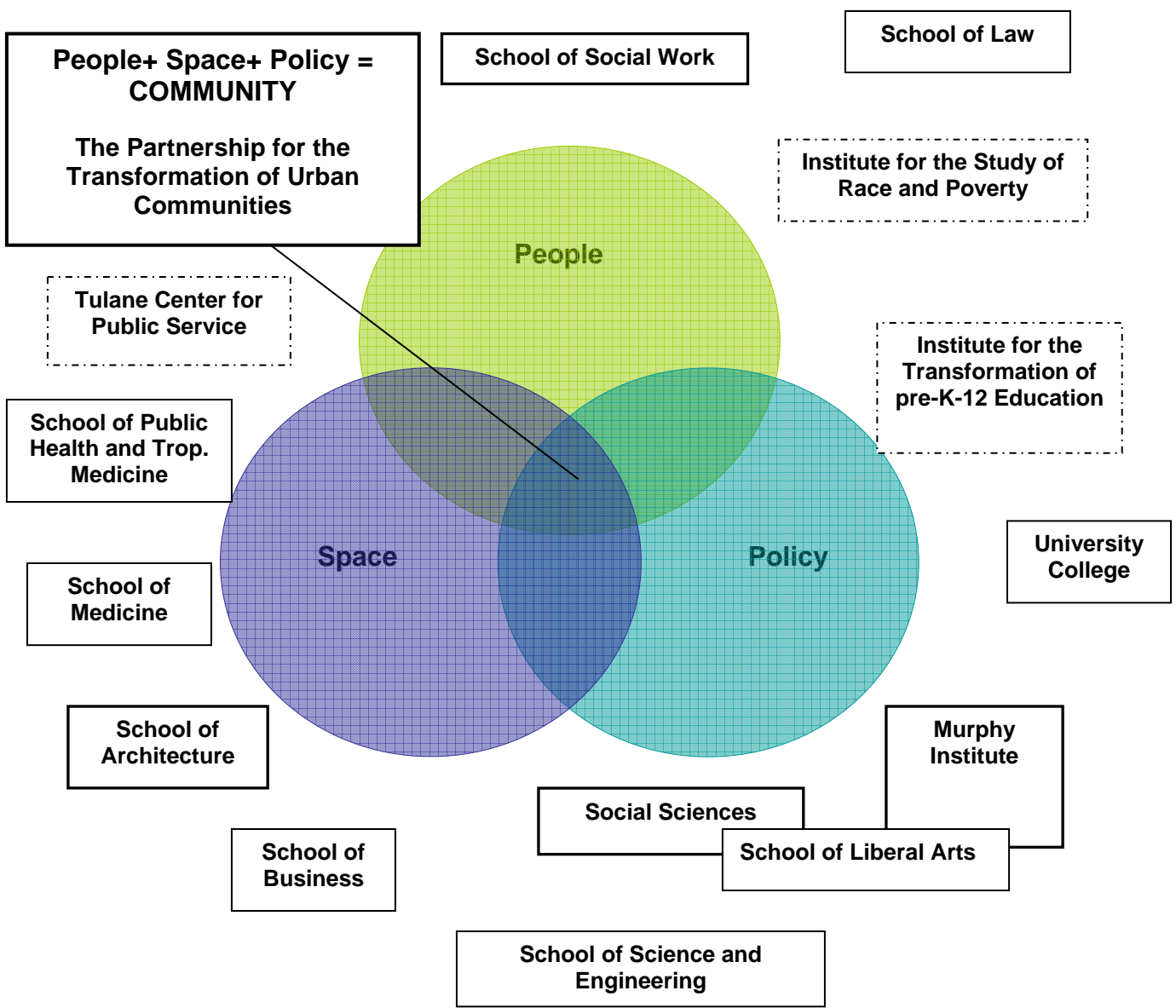
The partnership will provide many opportunities, including: initiating programs to help rebuild the New Orleans community; producing expanded research, outreach and policy recommendations throughout the university; expanding programs in areas such as social justice, environmental issues, emergency preparedness and disaster response and recovery; facilitating new interdisciplinary collaborations that might include areas such as Leadership in Nonprofit and Non-Governmental Organizations that brings together researchers in business, social work, architecture and the social sciences.

The new **Institute for the Study of Race and Poverty** will be charged with an agenda that spans research, education, policy and advocacy. Its main focus will be creating greater understanding of race-based poverty and changing policies and practices that negatively impact people of color and the disadvantaged. The center will provide educational programs in conjunction with all of Tulane's schools and will help to create places for people to live that promote access to opportunity and maintain regional stability. It will work closely with the members of the Tulane/Loyola/Xavier/Dillard consortium and will collaborate with advocacy groups and community organizations,

national, state and local government officials, and faith-based, philanthropic, and business leaders.

The new **Institute for the Transformation of Pre-K-12 Education** will combine research on educational practices and policy with grassroots advocacy at the community level to foster positive change in urban public school systems. Its main focus will be creating greater understanding of the role of public education in a democracy and of the need for more effective and equitable public school opportunities for all children. The Center will pay particular attention to the social, economic and legal policies that impinge upon education in American cities and will offer practical advice to policymakers and citizens on how to make municipalities, school systems, administrators, and students accountable for success or failure. The center will work with all of Tulane's schools and with the members of the Tulane/Loyola/Xavier/Dillard consortium to develop programs that assess and contribute to the transformation of public school practices in New Orleans, Louisiana, and the U.S. as a whole.

The following chart illustrates the synergistic interactions between different Tulane divisions that will form the Partnership for the Transformation of Urban Communities.



## **PROFESSIONAL STUDENT EXPERIENCE TO BE ENHANCED**

Even as Tulane works to enhance its undergraduate experience, it will enhance the value of the collegiate experience for its professional students by expanding student opportunities for public service and other extracurricular activities, and revising, as needed, the curriculum.

The **School of Architecture**'s expertise is urgently needed in rebuilding New Orleans and setting examples for urban planning worldwide. The school will add programs to address the challenges of creating healthy, sustainable cities. This new emphasis on urban design will complement existing strengths in building design and historic preservation. A new Tulane City Center will be established, located in downtown New Orleans, to provide a home for community-based design and urban development. Architecture will work with the School of Liberal Arts to develop the new interdisciplinary undergraduate degree in Urban Studies.

The **School of Social Work** will expand its pre-Katrina mission to assume a central place in the Partnership for the Transformation of Urban Communities (see section below). It will continue to offer the Masters of Social Work degree (MSW), but it will also offer a specialized certificate program in disaster mental health and complex emergencies. It also will contribute to the rebuilding of New Orleans via a new academic Center for Community Development to advance and understand the economic and social capacities of individuals, families and communities in New Orleans and beyond in a way commensurate with the ideals of diversity, democracy, human rights and economic justice. With the School of Liberal Arts, the School of Social Work will also develop a new interdisciplinary undergraduate degree in Social Policy and Practice.

The **A.B. Freeman School of Business** will be reorganized into three areas: Behavioral Science; Economic Science; and Legal and Business Studies. The current areas of Strategy and Organizational Behavior will be merged into the Behavioral Science area, and the Accounting and Finance areas will be merged into the Economic Science area. The areas of Marketing (with the exception of emphasis on Consumer Behavior) and Operations Management will be eliminated.

The Freeman School will continue its strategic focus on a global MBA and experiential learning. Freeman's global partnerships with schools and programs in Latin America and Asia will be expanded to build a truly global MBA program. A new MBA curriculum will be introduced in spring 2006 that emphasizes the global nature of business. Experiential learning will continue to be focused through such programs as Burkenroad Reports, the Darwin Fenner Investment class, and new practice classes, which will involve projects associated with the rebuilding of New Orleans. A list of Freeman programs can be found on page 17.

The **Tulane Law School** will retrofit the existing community service program to aid the city's recovery effort, and is considering an increase in mandatory community service hours from 20 to 40, although still on a non-credit basis. The school will also provide opportunities for undergraduate students to interact with its faculty in a number of ways. The school will develop new curricular offerings that target issues surrounding urban relief, disaster recovery and other rebuilding concerns. Some clinical programs, which have always provided a valuable community service to the city's indigent populations, will focus more directly on the recovery effort. A list of Law School programs can be found on page 18.

The **School of Public Health and Tropical Medicine** will expand its public health practice activities in New Orleans in order to continue to reinforce its global

research program. This effort will include expanding research and practice activities in New Orleans with special emphasis on community health, environmental health, vector-borne diseases and health services research. The school will also expand the global health research grants portfolio across the school with special emphasis on existing strengths in cardiovascular diseases, infectious diseases and reproductive health, and will expand its programs in complex emergencies and disasters. A list of Public Health and Tropical Medicine programs can be found on page 19.

For information on plans for the **School of Medicine**, see the section on page 26.



<b>A.B. Freeman School of Business Existing Programs</b>	<b>Retained Programs</b>
<b>BSM Program Majors</b>	<b>BSM Program Majors: Retained/Amended</b>
Accounting Business Marketing Finance Information and Operations Management Legal Studies in Business Management	Accounting  Consumer Behavior - Marketing Finance Information Systems Legal Studies in Business Management
<b>Master of Finance</b>	<b>Master of Finance</b>
<b>Master of Accounting</b>	<b>Master of Accounting</b>
<b>MBA Program Concentrations</b>	<b>MBA Program Concentrations</b>
Marketing Finance Management Information and Operations Management Organizational Behavior Accounting	Consumer Behavior - Marketing Finance Management Information Systems Organizational Behavior Accounting
<b>PMBA Program Concentrations</b>	<b>PMBA Program Concentrations</b>
Accounting Marketing Finance Organizational Behavior Strategy	Accounting Consumer Behavior - Marketing Finance Organizational Behavior Strategy
<b>EMBA Program's New Orleans, Houston Santiago, Asian Programs Concentrations</b>	<b>EMBA Program's New Orleans, Houston Santiago, Asian Programs Concentrations</b>
Finance Management	Finance Management
<b>Ph.D. Business Tracks</b>	<b>Ph.D. Business Tracks</b>
Finance Organizational Behavior	Finance Organizational Behavior
<b>Programs Eliminated</b>	
Business Major in BSM Program Operations Management concentration in BSM & MBA Programs Marketing Major in BSM and MBA Programs	

<b>Tulane Law School Programs</b>	<b>Retained Law Programs</b>
JD	JD
<b>LLM Programs</b>	
Maritime Law	Maritime Law
International & Comparative Law	International & Comparative Law
American Business Law	American Business Law
Environmental & Energy Law	Environmental & Energy Law
General	General
PhD	
SJD	SJD

**School of Public Health and Tropical Medicine  
Proposed Consolidation of Teaching Programs**

**Concentrations/Tracts**

	Current Program	Post-Katrina
<b><i>BSPH</i></b>	1	1
<b><i>MPH</i></b>		
BIOS	1	1
CHS	3	2
EPID	2	2
EHS	4	2
HSM	3	1
INHL	10	6
<b><i>MSPH</i></b>		
BIOS	1	1
EHS	8	3
TM	1	1
<b><i>MHA</i></b>		
HSM	1	1
<b><i>MMM</i></b>		
HSM	1	1
<b><i>MPH&amp;TM</i></b>		
TM	1	1
<b><i>DrPH</i></b>		
CHS	1	1
EPID	1	1
HSM	1	0
INHL	1	1
<b><i>ScD</i></b>		
BIOS	1	1
EHS	1	1
HSM	1	1

<b><i>MS/PHD</i></b>		
BIOS	1	0
EPID	1	0
INHL	1	0
TM	1	0
PUBLIC HEALTH	0	1
TOTAL	48	30

## **MORE FOCUSED GRADUATE PROGRAMS**

In order to maximize the use of resources, Tulane will focus on graduate and research programs in which it has demonstrated or emerging areas of expertise. This will allow the university to increase resources and enhance the competitiveness of remaining programs while eliminating those in which the university cannot be competitive without a significant investment. Administration and oversight of graduate programs will be moved into the individual departments, eliminating the Graduate School as an administrative unit.

In terms of **doctoral education**, Tulane will offer high-quality professional programs in Business, Law, Social Work, Architecture, Engineering, Medicine, and Public Health and Tropical Medicine along with a select number of complementary doctoral and master's programs.

Some of the existing doctoral programs will be combined into more coherent units to maximize interdisciplinary opportunities; admissions into others will be suspended. Overall, the number of doctoral programs offered will shrink by about a third, generating an array of retained and new programs that are stronger and more viable. This reorganization will allow us to reinvest in the retained programs and increase their potential for national visibility and recognition. The remaining doctoral programs will continue to be evaluated on a regular basis according to the same criteria. Admissions to the no longer supported programs will be suspended and current students allowed to continue to graduation.

PhD programs to which admissions are being suspended for the foreseeable future are:

- **Social Sciences:** Economics, International Development (combined into Public Health and Tropical Medicine), Political Science, Psychology (5 tracks eliminated, 2 tracks remain), and Sociology.

- **Humanities and Fine Arts:** English; French.

- **Sciences:** Paleontology; Biochemistry, Human Genetics, Microbiology and Immunology, Molecular and Cellular Biology, Pharmacology, Physiology, and Structural and Cellular Biology (each is being combined into an Interdisciplinary Medical Sciences program); Biostatistics, Epidemiology, International Health and Development, and Parasitology (each is being combined into Public Health and Tropical Medicine); Cell and Molecular Biology, and Ecology and Evolutionary Biology (combined into Biology); and Chemistry and Chemical Engineering (combined into Chemical Science and Engineering).

**Engineering:** Civil Engineering, Computer Science, Electrical Engineering, Environmental Engineering, and Mechanical Engineering.

**Social Work:** Social Work.

**Law:** Law.

**Interdisciplinary Programs:** Water Resources Planning Management.

At Tulane, the **master's-level programs** currently administered through the Graduate School have been either been co-dependent on the PhD programs or revenue-generating 4+1 initiatives. No master's programs beyond those in departments that have been eliminated (in Engineering) will be eliminated at this time; all programs will be reviewed in the spring to make sure all retained programs are revenue neutral or positive and/or play a role in meeting teaching assistance needs. The School of Medicine and the School of Public Health and Tropical Medicine have decided to combine their master's programs into two broad interdisciplinary areas.

The following tables illustrate doctoral and master's programs in individual areas.

<b>Existing PhD Programs</b>	<b>Retained/Combined PhD Programs</b>
<b><i>Social Sciences</i></b>	
Anthropology	Anthropology
Economics	
History	History
International Development*	
Latin American Studies	Latin American Studies
Political Science	
Psychology: 7 tracks	Psychology: 2 tracks
Sociology	
<b><i>Humanities and Fine Arts</i></b>	
English	
French	
Philosophy	Philosophy
Spanish	Spanish
<b><i>Sciences</i></b>	
Biochemistry**	
Biostatistics*	
Cell and Molecular Biology ***	
Chemistry****	
Earth and Environmental Sciences	Earth Sciences
Ecology and Evolutionary Biology ***	
Epidemiology*	
Human Genetics**	
International Health & Development*	
Mathematics	Mathematics
Microbiology and Immunology**	
Molecular and Cellular Biology**	
Neuroscience	Neuroscience
Paleontology	
Parasitology*	
Pharmacology**	
Physics	Physics
Physiology**	
Structural and Cellular Biology**	
	Public Health and Tropical Medicine*
	Medical Sciences**
	Biology ***
	Chemical Science and Engineering****
<b><i>Engineering</i></b>	
Biomedical Engineering	Biomedical Engineering
Chemical Engineering****	
Civil Engineering	
Computer Science	
Electrical Engineering	
Environmental Engineering	
Mechanical Engineering	
<b><i>Social Work</i></b>	
Social Work	
<b><i>Business</i></b>	
Business Administration	Business Administration

<b>Law</b>	
Law	
<b>Interdisciplinary Programs</b>	
Historical Preservation	
Latin American Studies and Art History	Latin American Studies and Art History
Political Science and Latin American Studies	Political Science and Latin American Studies
Water Resources Planning Management	
	* Combined into Public Health and Tropical Medicine
	** Combined into an Interdisciplinary Medical Sciences program
	*** Combined into a Biology program
	**** Combined into Chemical Science and Engineering

<b>Existing MA/MS/MFA Programs</b>	<b>Retained MA/MS/MFA Prog</b>
<b>Social Sciences</b>	
Anthropology	Anthropology
Economics	Economics
History	History
International Development*	
Latin American Studies	Latin American Studies
Political Science	Political Science
Sociology	Sociology
Psychology	Psychology
<b>Humanities</b>	
Art	Art (MA/MFA)
Classical Studies	Classical Studies
English	English (MA)
French	French
Music	Music (MA/ MFA)
Philosophy	Philosophy
Spanish	Spanish
Theater and Dance	Theater and Dance (MA/MFA)
<b>Sciences</b>	
Biochemistry**	
Biostatistics*	
Cell and Molecular Biology***	
Chemistry ****	
Earth and Environmental Sciences	Earth and Environmental Sciences
Ecology and Evolutionary Biology***	
Environmental Statistics	Earth and Environmental Sciences
Epidemiology*	
Human Genetics**	
Mathematics	Mathematics
Microbiology and Immunology**	
Molecular and Cellular Biology**	
Neuroscience	Neuroscience
Parasitology*	
Pharmacology**	
Physics	Physics
Physiology**	
Statistics	Statistics
Structural and Cellular Biology**	
	Public Health & Tropical Medicine*
	Medical Sciences**
	Biology***
	Chemical Sciences and Engineering****
* Combined into new Public Health & Tropical Medicine program	
** Combined into new Medical Sciences program	
*** Combined into a new program in Biology	
**** Combined as Chemical Sciences and Engineering	
<b>Engineering</b>	
Biomedical Engineering	Biomedical Engineering



Chemical Engineering****	
Civil Engineering	
Computer Science	
Electrical Engineering	
Environmental Engineering	
Mechanical Engineering	

## **TULANE UNIVERSITY SCHOOL OF MEDICINE**

Tulane has rethought the School of Medicine's mission and strategy in light of the changing healthcare landscape in New Orleans and the impact these changes might have on the school's clinical enterprise and medical residency programs. The school will move back to New Orleans for the fall 2006 semester.

The School of Medicine will be restructured to focus on areas of strengths and interdisciplinary programs of world-class excellence, with the goal of achieving Top 50 status on the National Institutes of health research awards rankings and Top 25 in medical education. These programs will further integrate the School of Medicine with the School of Public Health and Tropical Medicine, the National Primate Research Center and the university's other clinical and regional partners, and will stress the missions of teaching, research and patient care.

In support of teaching and research, the basic sciences community will be restructured into a single Basic Science Faculty, and all PhD programs will be consolidated into a single PhD in medical sciences. Other potential department consolidations are being examined.

Faculty and resources will be integrated across organizational boundaries to capitalize on research and clinical strengths and focus on areas that have achieved or have the potential to achieve world-class excellence. Research focus will continue in the Center for Gene Therapy and Regenerative Medicine, the Center for Infectious Diseases and Biosafety, the Vascular and Cardiac Institute, the Tulane Cancer Center/Louisiana Cancer Research Consortium and the Center for Organ Transplantation.

In clinical care, the School of Medicine will reorient itself to the changing healthcare landscape of New Orleans by finding additional locations for delivery of clinical care and training and by supplementing its core clinical faculty with voluntary faculty who will also build ties between Tulane and the community.

## **INTERCOLLEGIATE ATHLETICS**

The NCAA president and staff have assured Tulane that the university will be able to secure the necessary waivers to exempt us from Division I-A membership requirements for a five-year period. This allows Tulane to continue as a Division I program while only competing in eight sports. Conference USA has agreed to a similar waiver and will allow Tulane to fully participate in the distribution of conference revenue.

This time period will allow us to continue to field Division I-A programs in eight sports—football, men's and women's basketball, baseball, women's volleyball, women's track and field, and women's cross-country. Eight other sports will be suspended. Tulane will honor athletic scholarships for all eligible student-athletes in suspended program and will assist those who wish to transfer.

The university will form a task force to develop a renewal strategy for intercollegiate athletics based on the recovery of New Orleans and the university.

## **NEXT STEPS**

This document provides a broad summary of the Renewal Plan's strategies, challenges and aspirations. There is still much work to be done to build upon this plan, in terms of defining its direction, refining its details and making its vision a reality. As our students and faculty return for the spring semester we will consult closely with them on the continued formulation and implementation of this blueprint for the renewal of Tulane.

## CONCLUSION

Our plan represents the most significant reinvention of an American university in more than a century. It required us to make difficult decisions about programs and people, which we attempted to do strategically and with sensitivity to those whose positions were eliminated. It is a plan borne out of a disaster but it reflects a university willing to change, to overcome adversity, to take control of its destiny and to face the future with determination and confidence. It reflects a university that loves New Orleans and understands its leadership role in rebuilding the city as its largest employer.

With every devastation visited by nature there is always a corresponding rebirth. Trees are toppled but in their place new growth emerges. This is an apt metaphor for our Renewal Plan. We were buffeted by Katrina's winds, flooded by her waters and changed forever by her displacement. Yet we have gathered once again and are now called to be the architects of and witnesses to the renewal of a great American university and a great American city.

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