

Strategic Planning Update for the College of Liberal Arts July 30, 2004

All achievements listed below relate to goals and objectives that are listed in the college's Fall 2003 Area Plan (highlighted in bold below).

I Offer the Best Undergraduate Experience in a Research University

All Liberal Arts units completed assessment plans for learning outcomes in undergraduate and graduate programs, an effort which included college-wide participation in the National Survey of Student Engagement (NSSE). Also, college-wide efforts proceeded to develop an academic culture that promotes and rewards one-on-one faculty-to-student and student-to-student interactions and to increase faculty involvement in academic student organizations. The college enjoyed significant recognition for its efforts to improve program quality: seven units received Teaching and Learning awards from the Provost's Office for 2004–05, Mary Bloodsworth-Lugo was awarded a WSU Teaching Academy Fellowship, and Roger Schlesinger received the 2004 Sahlin Award for Excellence in Teaching.

Redeveloped undergraduate programs to respond to interest and need. The following curricular changes were completed during this reporting period:

- **English** redesigned and reduced the number of major options in the undergraduate degree program.
- **General Studies** revised degree plans in General Humanities and Social Science options to increase coherence and integration.
- **Communication** introduced a new course on communication technologies.
- **Comparative Ethnic Studies** revised, restructured, and streamlined CES curriculum to increase and to include global studies perspectives.
- **Philosophy** implemented **Minor in Ethics**.
- **Psychology** developed the course work necessary for the new B.A. degree and certificates in Abnormal Child Psychology and Helping Skills.
- **Sociology** worked with the Spokane campus to help develop the B.A. degree in Professional Development.

Encouraged undergraduate inquiry programs across the Liberal Arts curriculum. Several new and redeveloped opportunities for students to engage in undergraduate research and internships were completed during the review period:

- **Comparative Ethnic Studies, Communication, General Studies, and Sociology** improved and increased internship opportunities for students.
- **English** launched the Creative Writing field course at the Port Townsend Centrum Center for Arts Education (in cooperation with DDP).
- **History 477 (Modern Japan)** students held a videoconference with students of International Christian University (Tokyo, Japan).
- **Fine Arts** increased the number of visiting artists, including an international visiting artist for 2004.
- **Philosophy** established the new annual Bissinger Philosophical Essay Contest.
- **Psychology** awarded five new undergraduate research grants for 2004–05.

- **Women's Studies** introduced a new course to provide academic preparation for the internship experience.

Increased sponsorship of top undergraduate students. Students in our jazz program received high honors at the Lionel Hampton Jazz Festival and a theatre student captured a major acting award in the Kennedy Center's Irene Ryan acting competition.

II Nurture a World Class Environment for Research, Scholarship, Graduate Education, and Engagement

Established initial funding for the Plateau Center for American Indian Studies. In two interrelated developments, the college received approval of a cluster hire proposal to increase the number of faculty who will bring knowledge of Native American culture to our students and approval to conduct a search for the first director of the Plateau Center. A committee will begin work this fall to define the goals of the center and the job description for the director. In addition, the college will sponsor the first Plateau studies conference this fall, "Honoring the Heritage of the Plateau People," September 29–30, 2004.

Supported recruitment and retention of diverse, high-quality faculty and graduate students. College efforts that directly support recruitment and retention of excellent faculty and graduate students include:

- **Communication** occupied the School of Communication Addition, a facility with high-tech faculty and student research labs, and admitted its first class of doctoral students.
- **Psychology** trained a staff member to provide enhanced grant preparation support.
- **Sociology** created a permanent budget to support faculty travel, software acquisition, and other costs associated with scholarship and research through earmarking a portion of Summer School.
- **American Studies** worked with Yunnan University to implement the first stages of a new internationalized graduate curriculum.
- **Anthropology** established an evolutionary anthropology stream in its graduate program and a master's international program, which includes Peace Corps service.
- **Philosophy** admitted its initial cohort of M.A. students and continues to cooperate with the Center for Integrated Biotechnology to make permanent a graduate course on bioethics.

III Develop a Shared Commitment to Quality in All of Our Activities

Increased and maintained efforts that encourage cooperation across university units. Several college units completed projects and proposals that feature multi-unit involvement. In addition to submitting two cross-college cluster hire proposals, college units accomplished the following collaborative efforts:

- **Fine Arts** developed articulation agreements for student transfers with Spokane Falls Community College.
- **Theatre, VPLAC, and English** engaged the famous playwright Wole Soyinka for an appearance in conjunction with WSU Theatre's production of his play *Death and the King's Horseman*, to be produced next spring.

- **Psychology** hired two people in health psychology who will collaborate with medical professionals in Spokane.

Celebrated faculty and student excellence. In addition to successfully nominating Frances McSweeney for the Eminent Faculty and Regents Professor awards, the college continued its tradition of honoring faculty authors and artists and faculty and student achievement (Authors' Recognition Ceremony, Outstanding Senior Brunch, College Recognition Ceremony).

IV Create an Environment of Trust and Respect in All We Do

Continued to sponsor effective training programs for college and departmental faculty and administrative leadership. The College of Liberal Arts provided numerous opportunities for unit administrators to expand their understanding of university and college initiatives and the relationship of these goals to individual unit initiatives, resulting in these innovations:

- **Comparative Ethnic Studies** established bimonthly faculty meetings.
- **Communication** initiated a climate analysis of faculty, staff, and students.
- **General Studies** and Intercollegiate Athletics improved advising coordination to meet new NCAA degree progress requirements.
- **General Studies** led an all-university advising workshop, focusing on effective advising and redirection for students qualified to complete a degree but restricted from their initial choices.

Made trust and respect a focal point. Steven G. Olswang, J.D., Ph.D., Vice Provost and Professor, University of Washington, did workshops for the CLA chairs and directors on the topic "Academic Freedom." His workshops provided specific guidelines on monitoring and encouraging academic freedom while maintaining trust and respect.

Created the position of Employee Relations Manager. The College of Liberal Arts helped the Department of Foreign Languages and Cultures retain a staff member through sponsoring a retraining leave and offering this professional a joint position. Within the first six months, this staff member updated the College EEO Committee description and request for hire/search process and has conducted staff and personnel audits for Speech and Hearing Sciences, English, and Comparative Ethnic Studies.

Continued to improve faculty participation in decision making for resource allocation. The nine-member Dean's Advisory Committee on Resource Allocation (DACRA) expanded its annual review of unit plans to include development strategies in addition to updated five-year plans and annual productivity assessments. DACRA provides input for setting college-wide development priorities by ranking the units into three groups: those meriting resource enhancement, those meriting maintained resources, and those whose plans suggest funding revision.