

Strategic Planning Update for the College of Liberal Arts July 31, 2005

For this particular report, we have chosen to draw mainly on the accomplishments highlighted in our April Budget Hearings, staying within the guideline of one to two pages, rather than expanding the report to include numerous departmental accomplishments in all categories. This approach resulted in our combining the four elements of the University Strategic Plan (SP) with the five elements of the Academic Plan (AP).

I Offer the Best Undergraduate Experience in a Research University (SP) Improved Quality of Undergraduate and Graduate Experiences (AP)

Liberal Arts collaborated to identify budget trends related to instructional resources and began extended conversations on an Instructional Delivery Plan that have already produced very positive effects in the College's planning. The effects include: involvement in Freshman Focus, improved balancing of temporary and permanent faculty and teaching assistant funding, approval of Clinical Faculty status for long-term temporary faculty, and increases in internship opportunities across the College. In our Budget Hearing, we reported a 25% increase in headcount and credits in internships, with resulting impact on faculty however that increased faculty load in such individualized instruction by 25% per faculty member. In graduate experiences, we sustained graduate enrollment and numbers of graduate students receiving support in TAs/RAs and began to track data for graduate student publication, research funding, research presentation, public performance and exhibition, and competitive successes. In both undergraduate and graduate arenas, the goal is to ensure that benchmark achievements combine quantitative advances with qualitative advances.

II Nurture a World Class Environment for Research, Scholarship, the Arts, Graduate Education, and Engagement (SP) Scholarship and Research (AP) and Societal Impact (AP)

In addition to the graduate program achievements above, Liberal Arts increased funded research awards from \$1.6 to \$2 million between 2003 and 2004; however, the number of proposals did not increase. This is a goal for coming achievements – a 5% annual increase is the target. Related to Research is Outreach and availability of Research to our constituencies. Here, the departmental list of examples from our Benchmark Achievement reporting is worth repeating. AMST: Center to Bridge the Digital Divide; ANTH: Anthropology Museum; COM: television, radio, and Black Studies Journal; CES: "Who Speaks for America Series"; ENGL: Summer Writing Workshop for Native American Women; FA: curation for Marquesas exhibit at New York Metropolitan Museum; FLC: Spanish for Health and Law Enforcement professionals; GENST: coordination and advancement of DDP programs; HIST: Sakag(j)awea and Lewis and Clark Expedition Series; MUS: Piano Pedagogy Lab School and Recording Studio, Choral and Jazz festivals and clinics in schools; PHIL: Inland Northwest Philosophy Conference and Potter Lecture (Noam Chomsky); POLS: numerous DGSS and Foley Institute projects (ICU in particular) plus work with law enforcement professionals through Extension; PSYCH: Psychology Clinic; SOC: Colloquium Series, ENSCOG environmental work including new relationship with USGS; SHS: SHS Clinic; THEAT: WSU Theatre (Wole Soyinka); WST: leadership of GRACe.

III Develop a Shared Commitment to Quality in All of Our Activities (SP) Equity and Diversity (AP)

Efforts to balance the College's budget and to communicate effectively about our efforts to deliver high quality instruction in large classes, engagement-driven classes, and increased individualized instruction and collaborative research are the two primary foci of our work together. The identified names for the two main efforts are: for instruction staffing the INSTRUCTIONAL DELIVERY PLAN and for visible programming the CLA SEASON. Both saw forward motion in 2004-05 and both have received attention during summer 2005 in preparation for further accomplishment in 2005-06.

The College chose, as in other Academic Plan areas, to match quantitative data on numbers of students, faculty, and staff of color with qualitative data on the accomplishments of these individuals in such areas as students' results on the Writing Portfolio. This benchmarking data is still in preparation for use in determining what targets we will set.

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

The chief effort in this category during 2004-05 was a broadly consultative review of the structure, content, administrative arrangement, and synergistic effectiveness of the College. The Dean's Advisory Committee on Resource Allocation agreed in early summer 2005 to significantly increase its meeting schedule during the coming year to address issues of reshaping the College as suggested in the reviews conducted last year. DACRA's input will be of importance as a complement to planning in the CLA Leadership group of chairs, directors, research unit leaders and College administration.