

**COLLEGE of LIBERAL ARTS
WASHINGTON STATE UNIVERSITY
STRATEGIC PLAN 2007-2012 – UPDATED: Jan. 29, 2007**

I. CONTEXT

Locally to globally, change is now so rapid that each generation will likely confront more new information in one week than our ancestors encountered in their lifetimes. The common threads that enhance and connect our lives, our educational endeavors, and our society are found in traditional fields of study and enterprise, combinations and integrations of these, and new fields. To effectively respond to change we must continually connect these fields to examination of three fundamental elements of people and society: who we are, how we interact, and what we create.

II. MISSION STATEMENT

The College of Liberal Arts attracts world-renowned faculty. We foster an open and diverse environment where faculty and students engage in wide-ranging research, artistic creativity, humanistic inquiry, global learning and community involvement. We open the door for students to have life-changing experiences and to become life-long learners who think creatively and critically about the future and contribute to making a better world.

III. VISION

Our college contributes significantly to WSU's aspiration to become a more AAU-like institution. The AAU's comprehensive approach offers concreteness to the central role of the liberal arts in effecting positive societal change. While technology and economic development are vehicles, people drive them, ethically and innovatively defining and using these vehicles to create enhanced cultures and societies. The College of Liberal Arts is uniquely positioned to develop the human, social, and cultural resources vital to the future competitiveness and economic vitality of our graduates and the State of Washington. Our excellence in communication, creativity, cultural fluency, environmental sustainability, equity and diversity, instructional delivery, and public policy extend our impact well beyond the state. The teaching, scholarship and creativity, and outreach of our faculty and students play a central role in the University's foundational mission to prepare future leaders and to generate new knowledge and creative achievements to improve the human condition.

IV. GOALS

Over the next several years, the College will focus on 5 major goals, prioritizing and integrating efforts within and across the goals to produce societal advancement. Goals 1, 2, and 3 focus on impact through research, creative activity, and outreach. Goal 4 emphasizes graduate education, and Goal 5 emphasizes undergraduate education. The goals apply to Liberal Arts activity on all campuses and the CDPE.

1. Enhance the societal impact of the work of scholars in the social sciences and humanities.

The College will work to increase the external funding, recognition, and effectiveness of CLA scholars through a Public Academy Institute designed to augment our ability to foster positive change, locally to globally. Prioritized issues will be equity, diversity, and social justice; civic engagement; and internationalization and cultural fluency. Additionally, through coordination among CLA units, CEREO, CIB, Extension, and other interdisciplinary centers, the CLA's Public Academy Institute will facilitate College leadership in the study

and implementation of public policy, environmental sustainability, and human health initiatives. Our strength in social, psychological, and cultural factors of human health will contribute prominently to the University's Health Science initiatives.

2. Sustain and augment the CLA's excellence in communication.

The College will support the pre-eminence of its programs in communication by emphasizing the Murrow Legacy of socially responsible research and public communication. Prioritized initiatives will enhance societal engagement, healthy decision making, informed public policy making, ethical media performance, and entrepreneurial communication practice. These efforts will position the Murrow School as a recognized leader in effective communication across cultures and media. In addition, collaborations will disseminate the efforts of the arts, humanities, and social sciences within communication, within the college, and in disciplines outside the College.

3. Integrate the arts and creativity across the campuses.

The College will develop a Center for the Integrated Creative Arts to focus the College's excellent contributions in the arts and humanities. We will prioritize efforts that increase understanding of world cultures; foster human creativity as essential to thriving human, social, and cultural capital; externalize arts productivity to confirm the quality of WSU student and faculty work; and develop personal identity and expression, social and spiritual values, and skill in effective public presentation in high visibility settings. Through increased support for and coordinated promotion of artistic presentations, creative activities, and humanities scholarship, the Center will integrate curricular, co-curricular, and extramural initiatives in the arts and humanities to increase the impact and recognition of CLA's excellence in these fields.

4. Improve opportunities for graduate study in CLA.

To enable our graduate programs to achieve full potential as the source of world-class leaders and scholars, the College will work to provide increased permanent funding for graduate teaching and research assistants. Prioritized foci will be to expand interdisciplinary training opportunities, systematic training in pedagogy, and faculty mentoring. In addition, the College will contribute – in areas associated with human, social, and cultural capital – to University efforts to improve the competitiveness of all WSU graduate students.

5. Encourage and lead re-conceptualization and revitalization of general education.

The College will work to promote the integration of communication skills, creative activity, cultural fluency, civic engagement, and global perspectives throughout the general education curriculum, and of general education as a complement to the major, to better prepare leaders for the diverse and interdependent global workforce of tomorrow. Through increased faculty outreach and student engagement with research and creative activity supported by appropriate funding for instructional delivery, the College will continue to enhance and expand the University's societal impact through the broad preparedness of each undergraduate student.

V. IMPLEMENTATION

Achieving the College's five goals will require several steps: establishing benchmarks, measuring progress toward the benchmarks, aligning administratively to efficiently and effectively support our efforts, marshalling resources, and collaborating within and outside the College. Each step below may assist in achieving a single goal or more than one. We have related the steps to the goals, but the integrative nature of the steps, and of the goals themselves, led us to organize these steps differently from the linear enumeration of the goals. Further, because the College wishes to assist the University in achieving AAU status, we will approach all the steps with the comprehensive and integrative nature of AAU criteria in mind.

1. Steps for research, creative activity, and societal impact: **total new PBL resources requested = \$2.6 Million**

NEW a. Employ the "Center model" to increase external funding, outreach, and impact

PBL Establish the Public Academy Institute and the Center for Integrated Creative Arts; administer the Murrow School as both a center and an academic unit; provide each of the three entities with a PBL investment of \$300,000 for a leadership position and supporting resources. Emphasize, as basic to the "Center model, inter- and cross-disciplinary work.

b. Double funded research expenditures (benchmark, AAU criterion)

Through the centers, the dean's office, and current academic units, double the CLA's five-year average of externally funded research expenditures of the College from the current \$1.7 Million (FY2001 to 2005) to \$3.5 Million (FY2006 to 2010). Expected success: 2006 = \$4,454,232; 02-06 average = \$2,310,000.

Increase number of research proposals: Expected Success: current level = [FY2003 @ 43 proposals and \$1.6M], [FY04 @ 44 proposals and \$2.0M], [FY05 @ 49 proposals and \$1.0M], [FY06 @ 53 proposals and \$4.4M]; target was 15% increase in proposals and funding in 5 years – targets met in 1 year.

Increase number of fellowships/honors, especially those with AAU recognition, awarded to College individuals: Expected Success: 25-30 per year; current level = *[need to find and enter the current number of CLA faculty receiving such awards]*

c. Achieve the College goal in the Capital Campaign (AAU criterion)

The total College Campaign Goal of \$60,000,000 will be achieved by 2013 with Annual Plan goals achieved. Expected success: 100% by 2013; current level = goal of \$2,250,000 for FY06 exceeded with actual \$3,630,353; FY2007 target = \$2,750,000

NEW d. Add faculty: research, graduate student mentoring, undergraduate engagement

PBL Fund 20 new permanent faculty positions – average \$60,000 each, total \$1.2 Million – dedicated to the priorities of the centers, housed in existing CLA units, and assigned to integrate graduate students and undergraduates in their work. The number of positions represents an approximate 7-to-8 % increase, a figure roughly half the percentage identified in the CLA Instructional Capacity Study as the extent to which CLA delivers its productivity above appropriate capacity at high quality. (see new TA/RA funding and increased undergraduate student engagement below)

NEW e. Support faculty start-up and meet College equipment and MCI needs
PBL Establish a College resource to meet lab, travel, studio, equipment, presentation, publication, course release, and other faculty research support needs. Provide PBL of \$500,000 and sustain or increase central allocations in start-up, MCI, and Omnibus Equipment.

f. Increase internships 2% per year, 10% total over 5 years (benchmark)
Headcount/tenure-track faculty, total internship credits, total internship headcount
Expected Success: increased headcount per tenure-track faculty, increased credit hours, increased headcount; current and past levels = [FY2004 1.29:1, 747, 246], [FY2005 1.63:1, 931, 306], [FY2006 - need to collect and enter this data]

g. Increase quality and quantity of graduate student productivity (benchmark)
Number of student successes 2% per year for 5 years to total 10%; [create an index of the things we put in our spring 2005 budget hearing materials and track to current year]

h. Increase societal impact (benchmark)
Number of collaborations with communities, professional organizations, and agencies: Expected Success: at least one major effort in each academic and research unit of the college; current level = first reported in spring 2005 budget hearing material; need to update

i. Implement significant events series
Establish, focus, and/or strengthen the “CLA Season,” “Who Speaks for America” series, Murrow Symposium, Festival of Contemporary Arts Music, other guest presenter series, conferences, and workshops.

j. Collaborate for increased societal impact and visibility
Partners to CLA academic and research units include: CEREO, CIB, OED, Extension, Ruckelshaus Center, CDPE, other colleges and campuses

2. Steps for the graduate student experience **total new PBL resources requested = \$1.0 Million**

a. Increase and improve faculty mentoring of graduate students (benchmark, AAU criterion)
Include graduate student mentoring in permanent faculty evaluation employing AAU and Carnegie standards as guidelines for faculty average involvement. (see added faculty above)

b. Increase the number of funded TA and RA positions (benchmark)
Numbers of PBL, Development, and Research funded TAs: Expected Success: current level = [FY2005: PBL 257, Development 0, Research 9], [FY2006:];

NEW Increase PBL funded lines – 75 to 80 RA and TA lines = \$1.0 Million – to
PBL support integrated delivery of research and instruction. This represents an approximate 30% increase in funded graduate positions, a percentage roughly double the percentage at which the college delivers instruction above capacity at quality.

The intent is to increase support for research as well and to integrate research and instruction through effective faculty mentoring. Note that the requested percentage increase in faculty positions is half the capacity percentage, confirming a higher priority to increase graduate education opportunities.

NEW c. Increase DDP AAFTE Rate and improve DDP delivery

RATE Increase the per-credit allocation from the College to departments for DDP from \$35 to \$45 to support increased participation of graduate students in DDP with faculty mentoring. This requires either a 30% increase in the AAFTE rate paid to the College or a PBL allocation to allow the College to use its current DDP income for DDP rather than to balance its budget. The strategy reduces instances of DDP delivery as overload for faculty and provides TAs with better mentoring.

d. Improve pedagogy and instructional delivery by TAs.

Strengthen support of graduate students' teaching: determine and implement optimal section sizes and pedagogy for courses taught by TAs and in which TAs support faculty (include DDP in this process as above).

e. Complete program assessment of graduate degrees

Ensure that all graduate programs establish goals for students and assess achievement by graduate students of those goals. Revise degrees as suggested by assessment results.

f. Update graduate degrees

Revise and/or establish requirements, courses, and curricula to increase flexibility and responsiveness to societal need. Explore the need to increase inclusion of creativity, entrepreneurship, and cultural fluency in selected graduate programs across the University.

3. Steps for the undergraduate experience

a. Encourage and lead a revision of general education.

Incorporate creativity through integration of art-making with socio-cultural study; incorporate cultural fluency through integration of professional and cross-cultural communication skills with study of diversity, equity, social justice, local-to-global perspectives, and study abroad. Primary revisions include foreign language study; integrated arts study; integrated World Civilizations, American Diversity, Intercultural studies. Integrate these changes with study in the major, including revisions of majors as appropriate.

b. Increase student engagement.

Revise and/or establish requirements, courses, and curricula to increase student engagement with research and creativity that results in societal impact; employ assessment to measure results. (see internships in research implementation)

c. Establish and practice a commitment to assessment. (benchmark)

Every degree, major, minor, and certificate will state learning goals, evaluate students' performance based on these learning goals, and implement program changes based on student achievement of the learning goals, completing a cycle of

assessment by Fall 2009. By Fall 2009, every General Education course will identify which of the *WSU Six* Learning Goals it addresses and will incorporate assignment and course revisions to allow effective assessment of the course within the General Education Program.

4. Steps for administrative efficiency and effectiveness

a. Establish instructional delivery capacity with quality and allocate funding based on the balance of quality and capacity.

Strengthen support of teaching and mentoring: determine and implement optimal section sizes and pedagogy for GERs, courses in majors; DDP instruction, and graduate supervision and mentoring. Demonstrate quality through student successes. Implement an incentive funding model for exceeding capacity (bases in DDP, Summer, F&A practices).

b. Implement the College of Liberal Arts Season.

Annually select 4-5 public events emphasizing important societal issues related to CLA areas of research and creative excellence; annually promote a selected group of conferences, workshops, and other events that generate broad public recognition through attendance by scholars and professionals.

c. Implement an organizational structure based on effectiveness and priorities.

Continue revisions of dean's office staffing to increase effectiveness. Create centers as planned to increase effectiveness. Retain the range of disciplines in the CLA but increase interdisciplinary connections.

d. Improve facilities through Major and Minor Capital funding.

Secure approval of the Major and Minor Capital plan for the CLA. Connect the College's social science, humanities, communication, and arts and creativity objectives to the Capital projects to support the Public Academy, Murrow Legacy, and Integrated Arts Initiative.

VI. STRUCTURE OF THE COLLEGE

Our College's disciplines in the arts, communication, humanities, and social sciences, as well as interdisciplinary studies that both combine these and other fields and exist as distinct fields of their own, span the elements of people and society. The College's disciplines respect the traditional components of a complete education and combine them with individual and collective aspirations for the future of an improving world. Our College serves people and society and prepares students, through general education for students in all disciplines and through specializations focused on one or more of the disciplines.

Units of the College

The College and its departments, schools, and research and other units facilitate delivery of teaching and learning, research and creative activity, and public and professional service that impact society. Structure is necessary for operation and reflects who we are and how we interact to produce results. People holding administrative roles at the College or unit level

provide coordination and leadership that advances the goals of respective units as well those units' contributions to efforts at the College and/or University level.

Current Units of the College of Liberal Arts:

American Studies (program)
Anthropology (department)
Asia Program (program)
Communication (Edward R. Murrow school)
Comparative Ethnic Studies (department)
Criminal Justice (program, administered in Political Science)
Digital Technology and Culture (program, administered in English)
Division of Governmental Studies and Services (research unit, administered in Political Science)
English (department)
Film Studies (program, administered in Foreign Languages and Cultures)
Fine Arts (department)
Foley Institute for Public Policy and Public Service (research unit, administered in Political Science)
Foreign Languages and Cultures (department)
General Studies (program, administered in the Dean's Office)
History (department)
Music (school)
Philosophy (department)
Plateau Center for American Indian Studies (research unit)
Political Science (department)
Psychology (department)
Sociology (department)
Speech and Hearing Sciences (department)
Theatre (program)
Women's Studies (department)

Current Intra-college and Inter-college Units

Center for Environmental Research, Education, and Outreach
Center for Social and Environmental Justice
Cognitive Sciences Work Group
Environmental Studies Colloquium Group (ENSCOG)
Ethics Interest Group
Gendering Research Across the Campuses (GRACe)
Global Justice and Security Work Group
Institute for the Study of Inter-communal Conflict
Interdisciplinary Arts Work Group
Media and Individual Decision-making Work Group
Program in Environmental Science and Regional Planning
Social Capital Research Work Group
Teacher Preparation

Service Centers, Public Facilities, Ancillary and Self-Sustaining Operations

Anthropology Museum (Anthropology)
Bryan Hall Theatre Service Center (Music)

Channel 8 Television, KUGR Radio (Murrow Communication School)
Foreign Language Translation/Examination Services (Foreign Languages)
Gallery II and III (Fine Arts)
Piano Pedagogy Lab School and Recording Studio (Music)
Psychology Clinic (Psychology)
Speech and Hearing Sciences Clinic (Speech and Hearing Sciences)
WSU Theatre and Daggy Hall Theatre Service Center (Theatre)

??? **AREAS OF STRENGTH** *(this section to be updated based on input from programs on faculty eminence charts)*

The University has elected to designate “areas of pre-eminence” and to develop its comprehensive strength toward the goal of becoming an AAU-like institution and achieving AAU status. Contributions from the College of Liberal Arts are essential to achieving this goal. Our College goals, stated above, are chosen with this University goal in mind. Our success will depend upon continued efforts in existing areas of strength in the College, on increased visibility of our efforts, on financial investments in our contributions, and on efficient and effective use of those investments and our existing resources. While our strengths are implied in our goals, identifying these strengths explicitly provides a clearer basis for investment.

We will sustain our excellence in Critical and Creative Thinking, Communication, Environmental Studies, Public Policy and Service, Socio-Cultural Studies, and Instructional Delivery. We will expand our societal impact in these areas and will improve our effectiveness through increased attention to Creativity; to Equity, Diversity, and Cultural Fluency; to professional and ethical Communication, and to balancing resources with high quality Instructional Delivery. We will contribute significantly to other University areas of excellence, including Human Health, Bio-science, and Bio-technology.

VII. STEPS IN DEVELOPING THE 2007-2012 LIBERAL ARTS PLAN

Pre-existing documents and processes to summer 2006

- 1) College-level Plan documents: 1999 CLA Strategic Plan, 2003 Area Plan, 2004 Outline of 2003 Plan with likely changes based on unit plans, One-page version of Outline
- 2) Spring 2005 Budget Hearing documents
- 3) Fall 2005 (completed spring 2006) Instructional Delivery Data
- 4) CLA Capital Campaign Planning Documents – developed from unit input beginning August 2004, latest version summer 2006
- 5) “A discussion of realignment of the College of Liberal Arts” Report of the Committee on Academic Structure and subgroup on alignment of the College of Liberal Arts spring 2005
- 6) CLA Major and Minor Capital Projects Submission – spring 2006
- 7) New CLA Mission Statement – committee formed, statement created and reviewed during 2005-06, approved spring 2006
- 8) Timetable for creating the CLA Plan – first created fall 2005, revised spring 2006
- 9) Initial Draft Report of the Implementation Team for Realignment of the College of Liberal Arts – March 30, 2006

- 10) Dean's Advisory Committee on Resource Allocation (DACRA) role revision, accepted summer 2005, meetings throughout 2005-06 on associate dean strategies, realignment, allocation of 9 new faculty positions
- 11) WSU Strategic Plan, Provost's Academic Plan, Regents Statement on Economic Development, Graduate Education Commission Report, Yardley Group Report, Schoenberg Report on Undergraduate Education, Faculty Senate Program Review of General Education Program
- 12) March 1, 2006, Revised and updated CLA Unit Plans

Summer 2006

- 1) Associate deans draft sections based on Public Academy, Murrow Legacy, Integrated Arts Initiative
- 2) Dean drafts CLA Plan, Dean's Administrative Staff (DAS) and Associate Dean/Dean (ADD) Review and input July 17, 2006
- 3) Re-drafting of CLA Plan based on August 1-2, 2006, Deans' Retreat and CLA Dean's Office Staff discussions
- 4) August 16, 2006, Draft CLA Plan presented to CLA Leadership

Fall 2006

- 1) Re-draft based on previous comments and present for discussion among CLA Leadership August 29, 2006.
- 2) Distribute September 26, 2006, version to all CLA staff and faculty for use in survey and forums.
- 3) Hold six open forums – three in Pullman, one each in Spokane, Tri-Cities, and Vancouver – and discuss the Plan regularly in CLA Leadership meetings.
- 4) Share the emerging Plan with Provost's Office, OUE, and others for comment.
- 5) Incorporate emerging University-level planning as available.

Spring 2007

- 1) Revise and re-draft during semester break.
- 2) Share with CLA Leadership at January 16, 2007, Retreat.
- 3) Continue editing and base March 1 Unit Reports changes on information needed to support final editing.
- 4) Conclude nearly final edits prior to Budget Hearings and integrate with University planning.