

**College of Liberal Arts
Strategic Plan
December, 1999**

Mission Statement

The College of Liberal Arts is a community of faculty, students, and staff sharing a commitment to provide students an education that integrates pre-professional and general curricula and fosters a reflective understanding of our world. The College is also devoted to improving our comprehension of the human condition through time and worldwide by means of social science research, artistic creativity, and humanistic inquiry.

Central to the mission of the College is providing students with abundant opportunities for general education as well as for specialization in a major. These roles complement and reinforce one another and are integrally connected to the work of the College's disciplines. Through both formal and informal teaching and by example, faculty help students appreciate the best of past efforts to understand humanity and its place in the world, and to think creatively about the future. Faculty guide students in developing the intellectual curiosity, critical thinking skills, and communication proficiencies that they will need for lifelong learning; for making productive contributions to society; for meaningful and responsible investment in work, play, and citizenship; and for developing mature perspectives on their own roles in a complex multicultural society and the world beyond.

Equally central and complementary are graduate education and scholarship by faculty and students. Graduate education provides intensive specialized training for future practitioners of the liberal arts disciplines, and scholarship contributes new knowledge and perspectives to society at a level of national and international prominence.

The College's primary missions of teaching, scholarship, and service are implemented in diverse ways and include supporting faculty and student research and instruction, as well as enriching the cultural environment of the university, its host communities, and the state through museum and gallery exhibits, theatrical and musical performances, readings, lectures and symposia, and other cultural events. The College's activities also provide high quality health, environmental, and social services to the communities surrounding our multiple campuses.

The College of Liberal Arts is dedicated to advancing the frontiers of human knowledge through a commitment to learning, curricular diversity, scholarship, sharing of expertise, and service. The liberal arts experience focuses on how to learn as well as what to learn and thus prepares our students for a future in which the only constant is change.

I. Re-defining and Reinvigorating Liberal Arts Education for the 21st Century

In the face of such changing realities as increasingly trans-national economies, the creation of global cultures, greater cultural/racial diversity in the U.S., rapidly developing technologies, and growing environmental degradation, the College of Liberal Arts must reorient itself in order to prepare students to respond effectively to these challenges. The College's emphasis on culture, communication, historical knowledge, public policy and social roles gives all students the necessary skills and contexts they will need to understand our changing societies as citizens and as workers. The following goals and strategies name areas in which CLA can contribute essential scholarship and prepare students to meet the challenges of change.

Goals and Strategies

1. Define and demonstrate the continuing relevance of the liberal arts to all WSU undergraduates and increase the visibility, stature, and centrality of the College of Liberal Arts.
 - a) Prepare students to become lifelong learners and critical thinkers.
 - b) Acknowledge and capitalize on synergistic relationships and resources available through better integrating liberal arts efforts in teaching and research on all four campuses.
 - c) Eliminate curricular duplication within CLA and between CLA and other colleges.
 - d) Foster an interactive environment among the various colleges of WSU and support the interdisciplinary activities that result from such an environment.
 - e) Cultivate and publicize (within WSU, the state, and nationally) innovative efforts in research, teaching, and service.
2. Define and continuously review CLA curricular priorities to help students understand and respond to changing global, technological, cultural, economic, and social realities.
 - a) Promote and develop General Education core courses as strategic places to engage students in the issues and scholarship of cross-cultural interactions.
 - b) Strengthen and continue to build interdisciplinary programs and partnerships that focus on American and global diversity and change.
 - c) Promote and develop educational partnerships with diverse ethnic communities within the Northwest.
 - d) Provide regular opportunities for students to participate in the research and

service activities of the College and become creative and responsive contributors to their communities after graduation.

- e) Provide access to programs and courses through advanced information technologies and prepare students to manage and evaluate information delivered through these technologies.

II. Improving Recruitment and Retention of Undergraduate Students

The College of Liberal Arts is committed to attracting and serving the needs of a diverse student population by providing access to its programs for all qualified students, regardless of their economic or physical, mental, or sensory disability status, gender, national or ethnic origin, race, sexual orientation, age, marital status, or religious background.

Goals and Strategies

1. Increase the number of well-qualified students choosing to major or minor in a field within the College.
 - a) Increase knowledge about the liberal arts curriculum and what it has to offer (including marketable skills) among existing WSU students, potential students, and individuals in a position to influence students' choices of program of study.
 - b) Establish programs to identify and recruit potential CLA majors among students who are considering WSU, as well as students already at WSU who have not yet chosen a major or minor.
2. Promote the successful completion of degree programs by students who have chosen to study in a department, program, or school in the College.
 - a) Upgrade and coordinate academic advising within the College to increase retention of undergraduate students.
 - b) Improve articulation between College advising and retention programs and those elsewhere in the University.
 - c) Provide students with appropriate information about career opportunities for which their Liberal Arts education prepares them.
 - d) Provide students with appropriate information about sources of personal, academic, or financial assistance, including part-time and summer employment.
 - e) Assure that students can complete degrees in a timely manner through effective course scheduling and increased opportunities to complete degree requirements through such means as summer courses, EDP, and WHETS offerings.

III. Strengthening Faculty Scholarship and Graduate Education

The College of Liberal Arts envisions scholarship as an essential component of the faculty's roles and responsibilities in the context of a land-grant and Research One level institution. Scholarship is defined as qualitative or quantitative research, performance of the arts, and artistic creation. Each discipline has established goals and methods appropriate to its field and each department has established requirements regarding the appropriate role of scholarship in faculty responsibilities. Participation in graduate education ordinarily complements and reinforces faculty scholarship, but is not essential to it; hence, faculty in programs that do not offer graduate degrees are still expected to produce scholarly work. All programs in the College must be accorded legitimacy and dignity for their particular contributions to the College's mission, whether or not those contributions include graduate education.

Graduate education ensures the continuing renewal of the disciplines through the training of their practitioners; its hallmarks are intensive specialized training and the requirement that students make original contributions to scholarship. Graduate students usually contribute to the College's teaching mission as part of their training. The education that graduate students receive must be up-to-date, and both broad and deep; it must provide an appropriate balance between theory and practice, and must equip them to compete effectively for productive employment in their chosen field or a closely related one.

Goals and Strategies

1. Support and enhance faculty and graduate student scholarship, teaching, and participation in externally funded research.
 - a) Advocate for university support to upgrade and maintain teaching and research facilities for liberal arts faculty and students, such as the library and computer laboratories.
 - b) Establish consistent funding within the College's own resources for the maintenance of faculty and student equipment for teaching and research.
 - c) Increase financial assistance for faculty and graduate student research and creative activity, including funding from alumni, corporations, and foundations.
 - d) Increase technical assistance for preparing externally funded research proposals.
 - e) Improve departmental and CLA mentoring programs for untenured faculty and graduate students.
2. Improve the performance and public/professional reputation of CLA faculty and graduate programs.
 - a) Bring faculty salaries and graduate student support to levels competitive with peer institutions and increase funding for endowed professorships, graduate

assistantships and fellowships to assure that the best faculty and graduate students are attracted to our college.

- b) Increase recruitment of qualified faculty and graduate program applicants.
- c) Promote scholarship and graduate training through partnerships with public and private sector organizations.
- d) Increase recruitment and retention of high-quality faculty and graduate student of diverse backgrounds.
- e) Develop incentives for excellent performance in scholarship and graduate teaching.

IV. Improving Resource Acquisition and Allocation

The College of Liberal Arts administers and serves as a steward for programs that are the heart of this or any university. These programs explore and provide insights into a variety of dimensions of the human experiences. In serving as a steward for these programs, the College has a responsibility to articulate to the University community the unique contribution of the liberal arts disciplines.

Goals and Strategies

1. The College of Liberal Arts must acquire additional resources to meet the goals set forth in its Mission Statement.
 - a) The College shall encourage a review of University support for the College's efforts, including but not limited to, the method of calculating support for undergraduate instruction across the University.
 - b) The College must encourage and provide tangible support for faculty and departmental efforts to secure extramural funding.
 - c) The College must identify and energize the many alumni and other stakeholders who are willing and able to support the College.
2. The College of Liberal Arts shall continue to make efficient use of its resources.
 - a) The College shall adopt administrative procedures that facilitate the flow of information about and participation in the allocation of resources.
 - b) Each academic unit shall be responsible for identifying its contribution to College missions. Toward these ends, an annual assessment process has been established as delineated in Appendix A.

- c) The College shall establish a broadly representative faculty committee to advise the Dean in decisions concerning resource acquisition and allocation. As charged by the Dean, the committee shall review unit accomplishments in relation to respective unit assessment criteria (Appendix A) and the College's strategic plan in an effort to prioritize needs associated with acquisition and allocation of resources. The committee will meet at least once a year after the College budget has been set to be briefed on issues facing the college. The faculty committee shall be composed of nine faculty members chosen by the Dean given the following provisions and procedures:
- committee members are nominated by Department Chairs and/or the Dean;
 - committee members shall serve a three year term with approximately 1/3 of the committee replaced each year;
 - committee members may be re-appointed for more than one term but not for consecutive terms;
 - the annual cycle of a committee member's term begins August 16 and ends August 15 of the following year;
 - committee members shall have the rank of Associate or Full Professor;
 - committee members shall not concurrently hold the position of Department Chair or Associate Dean;
 - the Arts, Humanities, and Social Sciences shall each have at least one committee member representative;
 - the committee shall elect its own chair each year.
- d) Chairs and directors will continue to present to the Dean on an annual basis a budget that reflects the unit's needs and that specifies these needs as they address the college and units' strategic plans. The Dean will continue to consult with the chairs and directors in their regular meetings on matters of resource allocation.
- e) The College and the units within it shall be held accountable for allocating resources to achieve their missions.

Appendix A

College of Liberal Arts Criteria for Annual Departmental Assessment

On an annual basis, each College department/program will provide to the Dean a brief description of unit accomplishments as they meet the College and University missions and strategic plans and correlate with departmental/program strategic planning. This description will provide an on-going record of departmental/program accomplishments and will aid the Dean in making decisions about each unit's annual budget requests; the budget request will be submitted simultaneously. The annual assessment will be presented in two parts: 1) a set of five productivity measures that addresses unit accomplishments that can be quantified; and 2) a productivity assessment narrative that explains the statistical data and describes other specific and significant contributions to the College and University mission and unit/college/university strategic plans.

The Productivity Measures listed in Part A below are to be evaluated as these accomplishments as a whole demonstrate a unit's contribution to the college and university mission. Measure 1, faculty productivity, is to be formulated and qualified and quantified by each unit. Measures 2-5 can be obtained from "Official University" counts and will be calculated from the Dean's office and provided to each unit for review and evaluation.

The Productivity Assessment Narrative should present the context within which the statistical measures should be evaluated; in short, the narrative should indicate how quantifiable productivity relates to departmental, college, and university strategic plans. The Assessment Narrative also should address other significant contributions to the unit, college, and university mission in the areas including but not limited to those shown in Part B below.

A. Productivity Measures

Definitions: Annual refers to a twelve-month period beginning on July 1 and ending on June 30. A rolling mean value refers to the mean of the past three years (annual cycles). "AA" refers to the annual average derived by taking the mean value of fall and spring semesters. "SCH" refers to credit hours. Full-time equivalent is identified by the letters "FTE." Expended FTE refers to the amount actually expended on state funds.

1. Faculty professional productivity. This measure provides a value of professional productivity defined by each unit based upon its own professional productivity scale, and as such, does not contain elements that might be comparable across units. For instance, some units might recognize a recital or performance as a high measure of professional productivity while other units have no such equivalent. In another instance, a unit might recognize a peer reviewed paper in a national journal as having more productivity value than a published monograph or book, while another unit might view the published monograph as having more professional productivity value than a peer reviewed paper. For these reasons it is important for each department to clarify its own measures of professional productivity in the narrative portion of the annual assessment. In doing so,

each department should develop a measure of its own faculty's scholarly productivity. This measure could be the same measure reported annually by each department in WSU Accountability Report, taking into account the number of tenured and tenure track faculty, the number of those faculty meeting productivity criteria as defined by the department, and the percentage of departmental faculty meeting those criteria.

Alternatively, departments may present another measure that they feel more accurately reflects the department wide professional productivity, such as number of publications or performances per faculty member. Unlike the other measures below, this measure is closely tied to the annual review of faculty. The current review period for faculty is the calendar year, so this measure should relate to the same time period.

2. Number of majors (Undergraduate, Post-Bacs, and Graduate) per Expended Faculty FTE (State Funded).
3. Number of student FTE (AA) per Expended Faculty and Graduate FTE (State Funded).
4. Number of SCH (AA) in individualized instruction (e.g. 499, 600, 700, 800, and other appropriate courses as justified by the Chair) per Expended Faculty FTE (State Funded).
5. Ratio of External Grant and Contract Funds to Departmental PBL.

B. Productivity Assessment Narrative

Each unit shall provide a 1-3 page narrative that explains the productivity measures above in the context of unit, college, and university strategic plans and discusses other significant contributions to the unit, college, and university mission. The narrative might include but is not limited to discussion of the following:

- a) quality of program(s) (national ranking, accreditation, etc.),
- b) student retention and/or success (e.g. WSU end-of-program assessment outcomes, national test scores, placement of graduates, employer satisfaction),
- c) re-engineered courses and distance learning alternatives,
- d) faculty teaching loads,
- e) contributions to diversity initiatives,
- f) contributions to General Education and the University Writing Program, and
- g) participation in graduate education.