

COLLEGE OF ARTS AND SCIENCES
STRATEGIC PLAN
2014-19



COLLEGE OF
ARTS AND SCIENCES

CASE WESTERN RESERVE
UNIVERSITY

EXECUTIVE SUMMARY

OUR MISSION: The College of Arts and Sciences is the vibrant and essential core of Case Western Reserve University. It is our mission to create and educate across the humanities, natural sciences and mathematics, performing arts, and social and behavioral sciences. We are dedicated to advancing knowledge through research and creative endeavors; to developing skilled and informed citizens, scholars, and researchers through undergraduate and graduate education; and to serving the University and local and global communities.

WHO WE ARE: The College's disciplinary breadth and the scope of responsibilities include: 7 humanities departments; 6 departments in the natural sciences and mathematics; 3 performing arts departments; 5 departments in the social and behavioral sciences; and 38 interdisciplinary programs, centers, and alliances. More than 500 faculty and staff members call the College of Arts and Sciences home. The College prepares over 500 graduate students annually and provides all of the roughly 4500 undergraduate students of Case Western Reserve with foundational and disciplinary training. Over 40% of undergraduates with declared majors are pursuing their academic careers in the College. We award an average of 500 undergraduate degrees and 130 graduate degrees each year.

OUR PROCESS: In conjunction with the University, the College conducted an extensive strategic planning process to articulate a new vision for the College and define priorities and strategic goals. Our vision is based on our ambitions for the College over the next ten years (by 2024). Our strategic plan is focused on the key priorities and achievement of goals by 2019. We will rely upon the service and leadership our faculty, staff, students, and alumni, as well as University and external partners, to implement our plan and achieve our goals.

OUR VISION: By 2024, we will have harnessed the creativity and energy of our faculty and staff, the depth and breadth of our disciplines, and the unique assets of our physical, intellectual, cultural, and social environment to be the dynamic center of a 21st century university. We will be a disciplinary home in which faculty and students ask and answer new questions that are informed but not constrained by traditional boundaries; by means of which all undergraduate students in the University are fundamentally shaped in the course of their general education; and from which 700 undergraduate students annually graduate. The College will be recognized internationally as a prime mover in the progress both of our wider world and of our local community, and we will remain a source of groundbreaking discovery, innovation, and creativity. Above all, we will provide an intellectual home for generations of students, scholars, researchers, and staff—a place that all those who build their work upon its foundations will honor throughout the world and to which those who learn and teach here will want to return.

OUR PRIORITIES: In the next five years, the College of Arts and Sciences will:

- Develop, grow, sustain, and evaluate new and ongoing strategic initiatives that serve College and University missions and advance the College's vision.
- Teach, create, conduct research, and serve the College and University in spaces that support and enhance exemplary work and multidisciplinary community.
- Provide the best preparation, the greatest intellectual challenge, the most intellectually satisfying opportunities, and the highest quality experience, to an increasing number of undergraduate students.
- Re-envision our research enterprise and the future of graduate education so as to provide infrastructure, support, and resources that advance our vision to be a national and international prime mover of discovery, innovation, and creativity.
- Foster the kind of community that attracts the attention of scholars, teachers, researchers, and staff from across the globe and that supports our current members as they develop, thrive, and work to achieve College and University missions.

I. OUR MISSION AND VISION

College Mission Statement

The College of Arts and Sciences is the vibrant and essential core of Case Western Reserve University. We create and educate across the humanities, natural sciences and mathematics, performing arts, and social and behavioral sciences. The College is dedicated to advancing knowledge through research and creative endeavors; to developing skilled and informed citizens, scholars, and researchers through undergraduate and graduate education; and to serving the University and local and global communities.

The College offers a unique educational experience: we combine the world-class research and scholarship of a major research university with the intimacy, connection, and attention of a small liberal arts college. We are able to boast nationally respected departments, as well as exceptional interdisciplinary initiatives. We strive for excellence across all aspects of our mission, and we aim to attract an inclusive community of the best students, faculty, and staff, where each will be a valued contributor in an environment that upholds academic freedom and recognizes the indispensability of pure inquiry to the creation of new knowledge.

We believe the health and vitality of the College are essential to the continued health and vitality of the University. The College is unique among the schools of the University in the breadth of its mission, the diversity of its disciplines, and the variety of its approaches to human knowledge. It is not only the heart of the University, but also the foundation of its profile and competitiveness.

The disciplinary breadth and the scope of responsibilities that mark the College of Arts and Sciences include: seven humanities departments; six departments in the natural sciences and mathematics; three performing arts departments; five departments in the social and behavioral sciences; and 38 interdisciplinary programs, centers, and alliances. More than 275 faculty members, nearly 130 special faculty members and 20 postdoctoral scholars and fellows, and over 140 staff members call the College of Arts and Sciences home. The College prepares over 500 graduate students annually and provides all of the roughly 4,500 undergraduate students of Case Western Reserve with foundational and disciplinary training. Over 40% of undergraduates with declared majors are pursuing their academic careers in the College. We award an average of 500 undergraduate degrees and 130 graduate degrees each year.

Core Beliefs and Values

The College of Arts and Sciences is committed to a set of core beliefs and values:

- **Excellence:** We encourage and pursue the highest standards in education, teaching, research, creative activities, service, and outreach.
- **Discovery and Innovation:** We work together to pursue discovery of, and innovation in, all aspects of the world and our universe: from personal behavior and aesthetic experience to how people live together; from physical to organic; from abstract mathematics and fundamental physics to applied sciences. We are dedicated to advancing knowledge through scholarship, creative endeavors, basic science, and applied research and to sharing our discoveries for the worth of deeper understanding and in pursuit of developments that benefit society.
- **Liberal Education:** We believe that a broad liberal education is the foundation that prepares graduates to be active global citizens who learn from the past, meet the demands of the present, and imagine new futures. We prioritize the development of excellence in written and verbal communication, reflective and analytic mastery, and problem solving to impart the broad intellectual understanding required to participate fully in professions, communities, and our greater democracy.
- **Integrity:** We commit to the highest ethical behavior, regular self-evaluation of our practices, and continuous quality improvement to ensure that our operations and actions support our mission.
- **Community:** We believe our students, faculty, staff, and alumni are our greatest assets, and we value the contributions of each member of the College. We pursue our mission in close partnership with colleagues, students, organizations, and others inside and outside the College and University.
- **Diversity:** We value the diversity of our community and respect differences of gender, race, class, ethnicity, national origin, religion, sexual orientation, and ability. We value diversity of disciplines, fields, and methodologies. The exchange of ideas and experiences, the development of cross-cultural understanding, and the appreciation of the worth of every individual are fundamental to our work.

Case Western Reserve University's College of Arts and Sciences provides the bedrock to support the research, teaching, and service missions of a premier destination university. The College values and invests in a broad array of strong core disciplines, while simultaneously working to establish preeminence in a substantial number of areas distributed across diverse fields. We pursue wisdom through understanding our disciplines and how to go beyond them; service through engagement with each other and our communities; and leadership by advancing the frontiers of knowledge and action.

College Vision Statement

By 2024, we will have harnessed the creativity and energy of our faculty and staff, the depth and breadth of our disciplines, and the unique assets of our physical, intellectual, cultural, and social environment to be the dynamic center of a 21st century university. We will be a disciplinary home in which faculty and students ask and answer new questions that are informed but not constrained by traditional boundaries; by means of which all undergraduate students in the University are fundamentally shaped in the course of their general education; and from which 700 undergraduate students annually graduate. The College will be recognized internationally as a prime mover in the progress both of our wider world and of our local community, and we will remain a source of groundbreaking discovery, innovation, and creativity. Above all, we will provide an intellectual home for generations of students, scholars, researchers, and staff – a place that all those who build their work upon its foundations will honor throughout the world and to which those who learn and teach here will want to return.

This vision shapes the priorities and goals we set forth in the rest of this document.

II. OUR PROGRESS

In 2008, the College adopted a strategic plan with ambitious goals. We did so knowing we would not accomplish all of them. However, we understood the value in identifying the improvements we sought and affirming to ourselves and to others the importance of our goals. We set ambitious goals also knowing that achievement was not entirely in our hands – that we would encounter unpredictable events and depend on collaboration with our fellow schools, the University, and external partners.

The economic crisis of 2008 has profoundly affected the College and University, especially as it posed a threat to all major sources of income: tuition, philanthropy, and research funding. Despite these challenges, the College and University have continued to move forward: building our capacity to compete for the very best students and provide them a superb experience; producing leading research and creative work, and improving community both across campus and across the globe.

We believe that determinations about the size and composition of the undergraduate student body are among the most consequential strategic decisions the University can make because they deeply influence our revenues, our human resource and physical infrastructure needs, and the type of community we can offer. The College must also routinely consider the size of the undergraduate student body and the requisite faculty, staff, and other capacities to provide a superior experience. From Fall 2004 to Fall 2007, the University experienced a 20% increase in undergraduate enrollment, from about 3500 to 4200 students.

In 2008, our planning assumed the need to accommodate this increase in the student body with a target of 1050 first-year students per year and an eventual steady state of at least 4200 undergraduates. Since that time, University leadership has committed to further expansion, with the goal of welcoming 1250 new undergraduates each year with a steady state of about 5000 students. The College has contributed

to this vital expansion of the University's reach and significance. We are committed to making the current expansion successful, and we endorse further growth. Our priorities and strategies have developed and adapted to our changing environment. We wish to highlight the following priorities on which we have made gratifying progress and priorities we have emphasized and that are now part of the University Strategic Plan:

- The College took a leading role in development of five interdisciplinary Alliances: Institute for Culture, Creativity, and Design; Institute for the Science of Origins; Social Justice Institute; Institute for Advanced Materials; and the Sustainability Alliance. We continue to embrace the importance and value of all interdisciplinary endeavors.
- We implemented a careful process to review proposals for new interdisciplinary and curricular initiatives; it has allowed for better informed decisions about the resources necessary for success.
- Our previous plan called for hiring to support the expansion of the student body. The plan set a target of adding 35-63 new faculty members to our base by 2013; the faculty was in fact expanded by 35 new hires between 2008 and 2013.
- We further emphasized the importance of partnerships with other local institutions, including our Department of Music and the Cleveland Institute of Music. Our Department of Art History and Art and the Cleveland Museum of Art are re-envisioning graduate education and jointly planning for the development of the Keithley Institute for Art History.

We are proud of our progress since 2008 and grateful to the members of the College and partners who have made it possible. The challenging background of the past six years reminds us of the need for flexibility in our planning, but it does not limit our vision as we chart a course forward in our thinking about what is possible. Our progress and accomplishments towards our previous vision have set the stage for the College's new vision, priorities, and strategic goals.

III. OUR PROCESS

In December 2013, the College of Arts and Sciences' Executive Committee adopted a framework for strategic planning with recommendations from the College Strategic Planning Steering Committee (CSPSC) and the Office of the Dean. This framework was developed to align our efforts with the University's strategic planning and Think Beyond the Possible: Our Strategic Plan for Case Western Reserve University, 2013-2018.

The College organized nine strategic planning task forces along the following themes:

- Undergraduate Education
- Graduate Programs
- Teaching and Learning
- Research
- Faculty
- Staff
- Infrastructure
- Strategic Opportunities
- Central Administration

Task forces included more than 70 College faculty and staff members. Each task force included representatives of all four major disciplinary areas of the College (humanities, natural sciences and mathematics, performing arts, social and behavioral sciences), and from both large and small departments, and from across levels and appointments. (See Appendix A for full list of committee and task force members.)

Each task force was led by a designated chair and supported by a CSPSC member who served as a liaison between the task force and the CSPSC. The College's Assistant Dean for Strategic Initiatives facilitated the process and served as a liaison among groups. To ensure input from undergraduate and graduate students, white papers addressing major student issues were requested and received from the College of Arts and Sciences Caucus of the Undergraduate Student Government and from the Graduate Student Senate. Students also participated on the Graduate Programs and Teaching and Learning task forces.

Task forces were asked to identify priority issues and needs relative to their theme and also develop five- and ten-year visions. As part of this process, each task force also conducted a SWOT analysis (Strength, Weaknesses, Opportunities, and Threats). To initiate discussion, the CSPSC and Executive Committee posed theme-specific questions and considerations to each task force. Task forces then created strategic goals, outlining the means to achieve their visions.

The College designed the process to be as inclusive as possible and provided a number of opportunities for broader discussion and feedback outside of the task forces, including:

- **All-College Locker:** A password-protected locker/website was used to collect all strategic planning related information and provide the broadest possible access to all faculty and staff of the College.
- **Invitation for Ideas:** The Strategic Opportunities task force invited faculty members to submit ideas for efforts that might have significant strategic impact to the College and University. Over 50 ideas were received and have since created the foundation for the College's first electronic "Idea Bank."
- **All-College Survey:** This survey was created with suggested questions from each task force and garnered a 40% response rate from staff and 60% from faculty.
- **All-Staff Survey:** The Staff task force created this survey in an effort to address issues of importance that are specific to staff members. It garnered a 66% response rate from staff.
- **All-College Meeting:** The purpose of this meeting was to update all members of the College on strategic planning efforts and provide an opportunity for discussion.
- **All-Staff Meeting:** The purpose of this meeting was to provide an opportunity for discussion of topics specific to staff members.
- **College Faculty Meeting:** A strategic planning update was provided at the College's Spring Faculty Meeting.
- **Individual and Group Contributions:** Throughout the process, comments and suggestions were welcomed and received from individual members and groups of the College.

We are grateful for the vision and guidance of our faculty, staff, and students as we not only plan for the College's future, but imagine the future of education at Case Western Reserve University.

Together, we have created this plan to:

- Affirm our mission, core beliefs, and values
- Review our previous priorities and accomplishments
- Articulate a vision for the College over the next ten years
- Develop strategic goals to advance opportunities and address obstacles
- Define an action agenda to achieve our strategic goals over the next five years
- Communicate our new vision and priorities to the College, University, and wider communities
- Identify College participants and University partners for plan implementation
- Provide direction to the departments and faculty in preparation for departmental strategic planning
- Set fundraising priorities and guide resource allocation

The Dean of the College of Arts and Sciences, with support from the Executive Committee and its relevant subcommittees, will oversee the implementation of the overall plan. We will rely upon the service and leadership our faculty, staff, students, and alumni, as well as University and external partners, to implement our plan and achieve our goals. The Executive Committee will provide regular reports to all members of the College and to the University on the status of plan implementation and progress towards our collective vision.

Our vision is based on our ambitions for the College over the next ten years (by 2024). Our strategic plan is focused on the key priorities and achievement of goals over the next five years (by 2019). Our plan implementation will begin with the 2014-15 academic year and conclude by the end of the 2018-19 academic year. We consider this plan to be only a starting point and anticipate that our strategies will also evolve and change.

The resources necessary to achieve our strategic goals and ultimately our vision will come from a number of sources. These include the development of new resources from internal cost-saving measures; the reallocation of existing College resources for targeted investment into existing or new initiatives; the investment of new University resources and enhanced central services; the pursuit of private- and public-sponsored grants and contracts; and philanthropic contributions from individuals, organizations, and foundations.

We can achieve our vision only with the support and service of College faculty, staff, and alumni groups, in partnership with the schools of applied social sciences, dental medicine, engineering, law, management, medicine, and nursing, as well as the University as a whole.

Together, onward and upward, we go.

IV. OUR PRIORITIES AND GOALS (SUMMARY)

PRIORITY: We will develop, grow, sustain, and evaluate new and ongoing strategic initiatives that serve College and University missions and advance the College's vision.

- Goal 1: We will develop thoughtful and effective mechanisms for growing, sustaining, and evaluating ongoing strategic initiatives and identify and support other initiatives that will emerge from the College's innovative research, creative, curricular, and administrative work.
- Goal 2: We will foster a College-wide awareness of relevant ideas, processes, and assistance available in planning for strategic opportunities.
- Goal 3: We will create and manage a portfolio of strategic initiatives that work continuously to advance the College's mission and vision.

PRIORITY: We will teach, create, conduct research, and serve the College and University in spaces that support and enhance exemplary work and multidisciplinary community.

- Goal 1: We will develop a plan to replace, renovate, and initiate new physical infrastructure so as to have superior facilities at the heart of the campus as we enter our third century.
- Goal 2: We will call for a refocusing of the current University priorities toward the regular and ongoing maintenance of buildings, classrooms, offices, and research spaces.
- Goal 3: We will work closely with University leadership to demonstrate needs, propose solutions, and develop support for the bold and transformative capital investment required to add key buildings that support the College's core functions.

PRIORITY: We will provide the best preparation, the greatest intellectual challenge, the most intellectually satisfying opportunities, and the highest quality experience, to an increasing number of undergraduate students.

- Goal 1: We will reassess the College's general education requirement structures and curricula to ensure they provide appropriate learning opportunities for future generations.
- Goal 2: We will create a College task force charged with a ground-up review of SAGES that will work in coordination with the Faculty Senate Committee on Undergraduate Education (FSCUE) and the other Undergraduate Program Faculty (UPF) schools.

- Goal 3: We will demonstrate movement toward a student body balanced across disciplines (at matriculation and at graduation).
- Goal 4: We will continue to lead and support innovative curricular partnerships across the University; create distinctive and outstanding new undergraduate programs; and revise existing programs where appropriate to make them more effective, engaging, and attractive to a national and global pool of prospective students.

PRIORITY: We will re-envision our research enterprise and the future of graduate education so as to provide infrastructure, support, and resources that advance our vision to be a national and international prime mover of discovery, innovation, and creativity.

- Goal 1: On an individual department and disciplinary basis, we will examine the structures of our research enterprise and adapt our business models to the current environment with new approaches and expanded resources.
- Goal 2: We will demonstrate increased and improved College and University support for graduate education that includes greater opportunity for interdisciplinary collaboration and fewer administrative obstacles.
- Goal 3: On an individual department and disciplinary basis, we will examine the ways in which we prepare and mentor graduate students and correspondingly develop curricular and extracurricular support for students who seek careers within or outside of higher education.

PRIORITY: We will foster the kind of community that attracts the attention of scholars, teachers, researchers, and staff from across the globe and that supports our current members as they develop, thrive, and work to achieve College and University missions.

- Goal 1: We will provide greater support to individual members of the College and provide the resources and tools necessary to showcase research, scholarship, and creative endeavors.
- Goal 2: We will enhance communication within the College to improve operations and better support faculty and staff objectives.
- Goal 3: We will closely collaborate with the University to increase efficiency and performance of central services, especially the library and resources that shape provision of teaching and learning.

V. OUR PLAN

PRIORITY: We will develop, grow, sustain, and evaluate new and ongoing strategic initiatives that serve College and University missions and advance the College's vision.

In order to move the College toward its vision, we must articulate and build upon our strengths. A key part of this success will be investing in strategic initiatives that respond to the constantly changing local, national, and global landscape while fostering the College's goals. Strategic initiatives that both solve problems and advance the future of the College will be especially important over the next ten years. To these ends, it is imperative that faculty understand the resources, processes, and procedures that govern the entire life-cycle of an initiative.

We will work to create an environment where faculty are able to see the existing and recent landscape for strategic initiatives and are thus better able to identify synergies and potential collaborations. We will continue to promote the development of collaborative interdisciplinary initiatives that enhance undergraduate and graduate student systems-based learning and those with broad reach and substantive intellectual and community impact.

Goal 1: We will develop thoughtful and effective mechanisms for growing, sustaining, and evaluating ongoing strategic initiatives and identify and support other initiatives that will emerge from the College's innovative research, creative, curricular, and administrative work.

In support of this goal we will:

- Determine the range of resources, values, and other criteria that may define the life cycle of initiatives and their developmental success.
- Establish illustrative guidelines for developing strategic initiatives.
- Develop procedures to facilitate timely and appropriately transparent consideration of initiatives.

- Establish structures and cultivate financial, administrative, and human resources to enable initiatives to define their missions and realize their visions.
- Develop opportunities, such as regular workshops, panel discussion, or other formats, for leaders of initiatives (past and present) to share their experiences and best practices for successful initiatives.
- Establish guidance for how strategic initiatives are evaluated in the College.
- Monitor the effectiveness of initiatives with an eye toward continuous improvement, and when appropriate, plan for discontinuation.

Goal 2: We will foster a College-wide awareness of relevant ideas, processes, and assistance available in planning for strategic opportunities.

In support of this goal we will:

- Develop an interactive, searchable, password-protected website that lists strategic initiative ideas and provides information for assisting in idea development, potential overlaps, synergies, and conflict of aims.
- Maintain and add to the newly established "Idea Bank" and distribute an annual survey.

Goal 3: We will create and manage a portfolio of strategic initiatives that work continuously to advance the College's mission and vision.

In support of this goal, we will:

- Respond strategically and nimbly to changes in local, national, and global conditions by implementing rapid-development procedures for initiatives and with appropriate investment.



PRIORITY: We will teach, create, conduct research, and serve the College and University in spaces that support and enhance exemplary work and multidisciplinary community.

We support the University's affirmation that our ability to make distinctive our academic excellence depends first on the quality of scholars within subjects. However, our ability to draw on their diverse strengths depends upon the quality of our physical infrastructure and central resources and services. Our strategic planning process has highlighted the depth of concerns about the adequacy of infrastructure and related issues that impede in major ways our ability to accomplish our research and educational missions.

We must acknowledge the deep maintenance and basic care challenges affecting facilities on the Mather Quad and the science facilities and laboratories on the Case Quad. The continual deterioration of facilities caused by perpetually deferred maintenance further compounds the significant inadequacies and shortages of space for research. In many cases, space needs to be replaced, not upgraded.

We also recognize great developments on campus and in the greater Cleveland community and key opportunities for the future. The continued development of University Circle, especially the Uptown area, is creating more vital space and attracting individuals and organizations to our area. The advancement of the City of Cleveland's Opportunity Corridor might encourage economic spinoffs of University research to locate in the area west of campus, not only advancing our mission, but potentially generating more space.

Goal 1: We will develop a plan to replace, renovate, and initiate new physical infrastructure so as to have superior facilities at the heart of the campus as we enter our third century.

The combination of our current capital campaign and the creation of new space may provide the opportunity to address College and University infrastructure in a substantial way. The College commits to the creation of a transformational plan to renew our campus for its third century. Our planning will involve a series of steps, each opening up new space and allowing for further developments.

Key space coming available, such as Thwing Ballroom, the new University Center, and the Hillel building, offers not only the chance to create new learning space, but can also serve as critical swing space to accommodate renovations and future construction plan.

In support of this goal, we will:

- Survey departments, faculty, staff, and students to determine current and projected space needs (quantity, configuration).
- Identify synergies among functions and among departments that could benefit from co-location and closer proximity.
- Identify and secure existing or soon to be existing space for lectures and teaching labs.
- Identify a list of options (such as specific buildings) and sequence of steps for rehabilitating buildings (including swing space).
- Prioritize the development of funds for construction of new spaces and funds/ endowment for building operating expenses.

Goal 2: We will call for a refocusing of the current University priorities toward the regular and ongoing maintenance of buildings, classrooms, offices, and research spaces.

As vital new space comes available on campus, it is equally vital that the University and College coordinate resources for maintenance and operations of our existing infrastructure. Given the historic age of many of our facilities, operating expenses are proportionately higher because of energy inefficiencies, the need for frequent repairs, and the costs of lab renovations for new faculty. Current levels of maintenance resources are insufficient; maintenance staff and contractors are continually diverted to repair emergencies. Regular maintenance necessary to prevent disasters is deferred, resulting in predictable emergencies.

In support of this goal, we will:

- Identify facility needs and shortcomings of current infrastructure.
- Identify space with the most severe problems (e.g. accessibility, energy consumption, structural issues) that could require replacement and those that could be addressed with repair.
- Address unavoidable immediate structural issues.
- Upgrade facilities as new space becomes available, allowing departments to temporarily vacate old space.
- Raise funds for funds/endowment for building operating expenses.

Goal 3: We will work closely with University leadership to demonstrate needs, propose solutions, and develop support for the bold and transformative capital investment required to add key buildings that support the College's core functions.

It is imperative to note that, despite our obstacles, we also have opportunities. There are key initiatives in progress, such as the performing arts center, the recent acquisition of the Cleveland Institute of Art property on East Boulevard for an arts and humanities building, and plans to create a new science and engineering building on the Case Quad, that can open space to make possible a true revitalization of our campus and enable the best research, creativity, teaching, and study. The College commits to working closely with University leadership to demonstrate needs, propose solutions, and develop support for

the bold and transformative capital investment that is required. It is paramount that we ensure adequate College faculty, staff, student, alumni input as part of the development of these key initiatives, as well as other common University space that could potentially affect the College.

In support of this goal, we will:

- Closely collaborate with the University and partners to ensure that the Maltz Performing Arts Center is designed, constructed, and outfitted to meet the needs of our students and faculty and can serve as a performance space and academic home for departments.
- Collaborate with the Cleveland Museum of Art on development of the Keithley Institute for Art History on the East Boulevard site of the Cleveland Institute of Art, including the consolidation of our art and art history libraries and accommodation of the Baker Nord Center for the Humanities.
- Collaborate with the Case School of Engineering and the University to ensure that the science and engineering building meets our respective academic needs.
- Collaborate with the University to optimize usage of the Tinkham Veale University Center, the future home of the health sciences campus, and other University construction projects.
- Identify opportunities to collaborate and align with others (public, private, nonprofit, educational and regional, national, international).

PRIORITY: We will provide the best preparation, the greatest intellectual challenge, the most intellectually satisfying opportunities, and the highest quality experience, to an increasing number of undergraduate students.

We contend that the health of the College and University is based not only on our academic excellence and the quality and productivity of our research enterprise, but also on our ability to prepare graduates with skills to adapt to the unforeseen challenges of their lives after graduation. We seek to prepare students for life and correspondingly develop curricular and extracurricular supports for both graduates who choose to continue in higher education and for those who seek immediate career placement.

As part of our preparation for the College's 2015 Higher Learning Commission accreditation process, each department has articulated the learning outcomes expected for graduates of each of our degree programs. Departments will begin strategic planning in the 2014-15 academic year and consider how we prepare students for life after graduation, including the most relevant preparation for graduates to be employable in a variety

of careers. We recognize that each department will have a unique response to this question and offer approaches and strategies relative to its discipline or other related interdisciplinary fields of study.

We also recognize the expectations directly expressed by our undergraduate students, including:

- Offering broader training and research opportunities through courses, especially science teaching labs and opportunities for non-science majors.
- Offering enhanced advising and mentoring.
- Identifying mechanisms to connect and network students with alumni leaders.
- Highlighting achievements of arts/humanities graduates in the workforce.
- Making improvements to department websites, grading policies, and the SAGES program.
- Attracting a more diverse employer and internship pool to career fairs.

Goal 1: We will reassess the College's general education requirement structures and curricula to ensure they provide appropriate learning opportunities for future generations.

We will assess the benefits, structure, and preparatory value of the College's general education requirements (GER). Our review will include the College's breadth requirements (BR) and a careful review of the SAGES undergraduate curriculum in partnership with the schools of engineering, management, and nursing. A decade ago, the Seminar Approach to General Education and Scholarship (SAGES) boldly established a shared undergraduate curriculum, emphasizing the centrality of written and oral communication, reflective and analytic mastery, and seminar-based learning reinforced over four years of study. This core pedagogy ensures that our graduates are able to think and communicate at a high level when they leave the university.

As we look to the next decade of undergraduate education, we must affirm the values we know are essential to our graduates' abilities to meet the demands of an increasingly global and multicultural world. We believe that our general education requirements and undergraduate curriculum must continually evolve to be relevant and responsive to the needs of our students and the needs of the world.

In support of our common goals, we will:

- Ask departments to assess their undergraduate programs as part of departmental strategic planning during the 2014-2015 academic year, including:
 - A review of the number of majors over the past 5 years, the number of courses taught and the overall enrollment statistics for these courses, and the size of their faculty.
 - The ideal number of majors they should have, given their current faculty size.
 - A description of special challenges faced in providing an exceptional experience to students, including challenges associated with SAGES, the college's BR, and large service courses.

- Create a College of Arts and Sciences Undergraduate Focus Committee and ask that it consider:
 - A survey of College faculty: what do we want our BR's to accomplish; is the current set of BR's serving our students well; should College BA and BS degree programs have the same requirements; and what is the appropriate relationship between the BA and BS?
 - The effectiveness of our GER in fostering the core cognitive skills of a liberal education.
 - The role of admissions criteria, recruiting strategies, and scholarship eligibility/retention in the distribution of enrollment.
 - National trends in general education curricula and a comparison of our GER to the GERs of peer institutions.
 - The appropriate balance between "regular" (instructors and tenure-track) and "special" (lecturers) faculty; potential distortions in balance caused by SAGES; adequacy of enrollment and staffing in each department; and options to convert appropriate non-tenure track faculty to full-time status.
 - After a self-study, an external review to validate recommendations with reference to national benchmarking and standards and/or to recommend alternative strategies/models.
- Assess the desirability and viability of a foreign language course requirement.
 - Conduct an internal audit of the number of faculty/staff required to implement a foreign language requirement.
 - Conduct an external audit (including number of semesters and/or level of language achievement that counts for "proficiency") of peer institutions' practices.
 - Assess the opportunity cost of adding additional requirements, whether students favor this requirement, and whether it might have an effect on admissions.
- Consider allowing Advanced Placement (AP) courses to count only toward total number of credits needed for graduation, not as fulfilling College GER distribution requirements.
 - Examine effects of AP credit awarded at matriculation on enrollments in 100 and 200 level courses.
 - Conduct internal audit of AP/International Baccalaureate (IB) credit distributions (including how often AP/IB credit is used to fulfill general education requirements).
 - Conduct external audit of peer institutions' practices related to AP/IB credit.
 - Study the effect on students whose majors are in other schools and who may have a second major in the College or switch completely to a major in the College.

Our strategic planning task forces have suggested several potential reforms of the College's breadth requirements, including efforts to:

- Assess the emphasis on and development of undergraduate writing and communication skills
 - Build on current writing portfolio assessments to establish a review of students' oral and written communication skills (especially beyond first- and second-year).
 - Assess the need for more uniform writing requirements and/or support for writing instruction beyond First and University Seminar courses.
 - Expand definitions of "writing" to include online/multimedia writing and other public-facing genres.
 - Improve facilities and support for the Writing Resource Center.
- Assess the value and possibility of a "Historical Analysis" GER along the lines of the existing "Quantitative Reasoning."
 - Identify national models for this sort of requirement, including administration/certification process for courses to "count" toward it.

Goal 2: We will create a College task force charged with a ground-up review of SAGES that will work in coordination with the Faculty Senate Committee on Undergraduate Education (FSCUE) and the other Undergraduate Program Faculty (UPF) schools.

The University's Strategic Plan describes SAGES as "ripe for reassessment and reinvigoration." Reform of SAGES was also a recurring theme during the College's strategic planning process; concerns and suggestions for changes arose in almost every task force, not just those charged specifically with considering undergraduate education. SAGES has a significant effect on faculty and student morale and departments' abilities to offer appropriate courses for their majors and graduate students, with some departments finding their courses and faculty competing against similar offerings in SAGES. The small class size for SAGES seminars, while clearly a desirable feature, aggravates the shortage of classrooms and, in its current form, requires the hiring of non-tenure-track faculty to teach both SAGES courses and departmental major courses, which departments cannot staff otherwise because of the demands of SAGES. Our challenge is to preserve many desirable features of SAGES, while alleviating some of its drawbacks.

The College of Arts and Sciences volunteers to lead and commits to our rigorous participation in the forthcoming University-wide re-assessment of SAGES. As the originator and historic leader of this initiative, we have key faculty who bring critical perspective to assessment and reinvigoration efforts. SAGES originated as an innovative pilot GER for the College and was later adopted by the other UPF schools and required of all CWRU undergraduate students. The faculty of the College is responsible for most First and University Seminars within SAGES and therefore ideally suited to play a leading role in the University's review. We recognize that any changes to SAGES must be handled judiciously and in conjunction with the FSCUE and the other UPF schools.

We expect the SAGES review process will engage the entire university community, including regular and special faculty, students, and staff, in a discussion of the strengths and weaknesses of SAGES, with a goal of identifying substantive issues and potential improvements. We expect that participants will examine methods used by peer and aspirational educational

institutions to see if there are other models we should consider or ideas we could adapt to SAGES.

Our strategic planning task forces have proposed a variety of potential strategies and considerations related to the review of SAGES (Appendix B) and have posed the following questions:

- Is SAGES satisfying its pedagogical purposes (is it effective in teaching communication skills, including writing, speaking, and respectful discussion with peers) and other goals (improved advising and mentoring of first-year students, providing a sense of community, and attracting students to CWRU)?
- How important is the SAGES-style seminar experience to the program? How critical is the 17-student enrollment limit, which is already larger than proposed in the original SAGES pilot?
- Can/should SAGES First and/or University Seminars be more closely integrated with departmental courses and staffing? Can/should we make it easier for SAGES University seminars to also serve as regular department courses?
- Should the division of SAGES First and University Seminars into social, symbolic, and natural world categories be retained?
- Can the College make more effective use of the capstone efforts of our graduating seniors?
- What can be done to address uneven student experiences in SAGES First and University Seminars while affording faculty the freedom they expect in the design and delivery of their courses?

Goal 3: We will demonstrate movement toward a student body balanced across disciplines (at matriculation and at graduation).

The College and the University have experienced the broad national trends of increasing science, engineering, pre-health sciences majors and decreasing enrollments in the humanities, and to some extent, social and behavioral sciences. Our historic technical and scientific roots, as well as the prestigious caliber of our professional schools, traditionally attract students, faculty, and staff who are focused on scientific research. These factors affect our ability to maintain the diverse balance of majors among undergraduates that we believe is imperative for the complementary relationships among

humanities, performing arts, social and behavioral sciences, and traditional science, technology, engineering, and math (STEM) disciplines. Together, they strengthen the learning environment across campus for all students.

We seek to attract and support an intellectually curious group of students who can learn from each other because of their diversity of origins, identities, and interests. To achieve such a student body, the College and its faculty must understand our current status, articulate our goals, and improve collaborations with the Offices of Undergraduate Admissions, International Affairs, and Marketing and Communications.

In support of this goal, we will:

- Collaborate with the Office of Undergraduate Admissions on the development of recruitment strategies and recommendations on how to:
 - Promote the value of a liberal education and the unique experience of liberal arts studies at a research university like CWRU.
 - Describe all of our existing disciplines and interdisciplinary initiatives with equal enthusiasm.
 - Use national publications and benchmarking measures that affirm the value of a liberal education.
- Collaborate with the Office of International Affairs (OIA) on the development of initiatives.
 - Make better use of the expertise of college faculty in support of study abroad opportunities for undergraduates and to attract more international students to College programs.
 - Increase international research opportunities for CWRU students, beginning with CWRU faculty projects and expertise, and ensure students are appropriately mentored by faculty who study areas in which students hope to work.
 - Enhance cooperative arrangements with a range of international partners and ensure broad faculty input on priority regions identified by the OIA, perhaps by constituting an advisory board of faculty from across the University with relevant expertise.
- Address the disparity in University marketing and communications between technical and scientific innovations and humanities and social and behavioral science achievements.
 - Advocate for the diversification of University communications, including the promotion of College alumni achievements, to reflect the College's diversity and strengths in disciplinary and interdisciplinary research and scholarship.
 - Actively promote awareness of the value of humanities and social and behavioral science research to our internal and external constituents.
- Explore initiatives to raise the visibility of the research, scholarship, and creative contributions of humanities, performing arts, and social and behavioral sciences departments.

Goal 4: We will continue to lead and support innovative curricular partnerships across the University; create distinctive and outstanding new undergraduate programs; and revise existing programs where appropriate to make them more effective, engaging, and attractive to a national and global pool of prospective students.

The College is committed to playing a core role not only in the provision of interdisciplinary general education for our undergraduates, but also in developing interdisciplinary curricular initiatives that are effective, engaging, and attractive to a national and global pool of prospective students – for example, initiatives that emerge from Institutes and Alliances and represent collaborations across units of our University, such as the new Social Justice minor degree program. We are eager to pursue curricular partnerships across the University and across the globe that align with our historic strengths and that open new strategic opportunities for our students.

We see the University's plans to "provide coordinated education programs for undergraduates considering health careers" as a particularly promising opportunity for curricular innovation and partnership. CWRU is an attractive destination for students interested in pre-health studies. Our location among and affiliations with University Hospitals and the Cleveland Clinic, professional schools of applied social sciences, dental

medicine, nursing, and medicine, and a highly ranked Department of Biomedical Engineering in the Case School of Engineering set us apart from many of our peers.

The College's disciplinary and interdisciplinary strengths position us to make key contributions to health sciences study. We commit to the continued excellence of our natural sciences and mathematic disciplines and the essential role they play not only in the development of discovery in research, but as leaders in one of the finest pre-medicine programs available. Several Departments in the College, including Biology, Chemistry, and Physics, already serve a large population of pre-medicine students, as does our Department of Psychological Sciences, which houses two nationally, accredited clinical programs in psychology and speech-language pathology. Our faculty contributes to basic and applied interdisciplinary research important for the understanding of human health and the practice of communication and behavioral healthcare. We also commit to active partnership with the health science professional schools and engagement in meaningful forms of inter-professional education and team-based learning.

While our undergraduate student body remains tilted towards pre-medicine interests, we seek not only to meet expectations for traditional pre-medicine

courses, but also to offer robust multidisciplinary preparation (e.g., biophysics, medical humanities and social medicine, social health, health policy, bioethics, health economics, etc.), that can both meet medical schools' growing interest in well-rounded students and introduce students to other career paths or interdisciplinary areas of study.

We will consider strategies to:

- Foster and support curricular collaboration and other cross-unit partnerships and with external partners, as in initiatives emerging from existing Alliances and Institutes, as well as new initiatives.
- Provide additional resources to departments that struggle to handle the number of majors they attract and courses they must teach to sustain such partnerships.
- Provide a wider range of life science and health-related options to students who enter CWRU intending to go to medical school, including broader preparation for medical studies and preparation for non-medical careers.
- Better market existing alternatives and identify additional tracks, majors, or programs that may enhance pre-medicine and health sciences-interested students' education.
- Determine whether there is a STEM retention problem and assess undergraduate intended-major versus actual-major as related to STEM disciplines, especially for women and minorities.

PRIORITY: We will re-envision our research enterprise and the future of graduate education so as to provide infrastructure, support, and resources that advance our vision to be a national and international prime mover of discovery, innovation, and creativity.

Research and graduate education are intricately entwined aspects of higher education. The two cannot be separated because so many research, scholarly, and creative achievements of College faculty members are accomplished in partnership with graduate students, and graduate students often make their own unique contributions. The precise intersection and symbiotic relationship between faculty research and graduate education varies greatly by discipline and across departments. Decreased opportunities and increased competition for external investments require us to consider how we both organize our research operations and how we structure graduate education.

Goal 1: On an individual department and disciplinary basis, we will examine the structures of our research enterprise and adapt our business models to the current environment with new approaches and expanded resources.

Departments will consider new models and approaches for the research enterprise as part of their strategic planning. The College will further investigate new ideas, both generated by departments and identified independently, including in collaboration with other schools of the University. We recognize that the contributions of College faculty and staff, as well as University and external partners, will be crucial to this process. We again recognize that each department will have a unique response to this question and offer approaches and strategies relative to its discipline or other related interdisciplinary fields of study.

We ask that departments consider:

- Additional and new kinds of support (grant, contract, administration) needed.
 - Determine whether templates can be created for information routinely required by funding agencies.
 - Conduct discussions with administrative personnel involved in the grant submission process to determine ways to shorten the lead time required for submission of complete proposals.

- Investigate feasibility of adding personnel for proposal writing and budget preparation.
- Explore peer review, writing collaboratives, and mentoring support, especially for junior faculty.
- Investigate feasibility of adding more professional/technical staff (e.g. for repair of scientific or musical instruments).
- Opportunities to partner and align with others (public, private, nonprofit, educational and regional, national, international).
- Exploring centralization of common research facilities.
 - Identify common research and infrastructure needs.
 - Survey faculty about potential benefits and drawbacks of the consolidation of common instrumentation in a centralized College location.
 - Identify opportunities to work with partners to fundraise or buy into shared instruments.

In an effort to increase faculty productivity and competitiveness at the senior ranks and especially to encourage transition from associate professor to professor, we will:

- Expand faculty research resources, such as pilot and bridge funding and teaching release.
 - Survey associate professors and recently promoted professors to understand concerns.
 - Explore the options for periodic course releases between full sabbaticals.
 - Explore creation of a College program to administer and coordinate teaching releases.
 - Prioritize the development of an endowment fund for senior faculty basic research and competitive funding for post-promotion associate professors.
 - Explore incentives for successful grant submissions.

Goal 2: We will demonstrate increased and improved College and University support for graduate education that includes greater opportunity for interdisciplinary collaboration with fewer administrative obstacles.

We support the University's plans to ensure that graduate and professional students receive commensurate financial support and plans to provide graduate students with a professional development center that offers training in interviewing, networking, writing, and presentation skills. We believe that the development of a common space will encourage interaction between College disciplines and those of other schools. We also believe that improvements can be made to graduate education through revision of administrative practices and policies that can inadvertently impede degree completion and interdisciplinary collaborations.

We also recognize the expectations directly expressed by our graduate students, including:

- Financial support for graduate research and dissertation expenses, especially travel.
- Compilation of information on research funding opportunities at the graduate level.
- Broader professional development activities, including grant writing, interviewing, and presenting.
- Enhanced opportunities for advising and mentoring.
- Increased opportunity for diverse and interdisciplinary collaborations.

In support of our common goals, we will:

- Prioritize the development of funds to increase graduate stipend support.
- Encourage the University Center for Innovation in Teaching and Education (UCITE) to develop teaching workshops for graduate students and postdoctoral fellows.
- Clarify the College's relationship to Educational Services for Students and other TA training initiatives.
- Advocate for the revision of administrative regulations and remove obstacles to graduate study.
 - Consider a tuition system that allows greater planning and freedom for students and remove impediments to interdisciplinary study.

- Discuss how to provide departments with greater flexibility with graduate rules and use of resources in the recruitment and retention of students.
- Discuss the advantages and disadvantages of a separate School of Graduate Studies.
- Encourage the creation of a central University graduate advisor able to provide information about general policies, campus-wide resources, and research funding opportunities.

Goal 3: On an individual department and disciplinary basis, we will examine the ways in which we prepare and mentor graduate students and correspondingly develop curricular and extracurricular support for students who seek careers within or outside of higher education.

Departments will begin strategic planning in the 2014-15 academic year and consider what graduate education should look like over the next few decades, including the most relevant preparation for graduates to be competitive in the academic job market and also versatile enough for other kinds of careers. We again recognize that each department will have a unique response to this question and offer approaches and strategies relative to their discipline and other related interdisciplinary fields of study.

We ask that departments assess existing graduate and professional programs and consider:

- Providing support, incentives, and rewards for excellent department-level mentoring, including professional development and proposal- and grant-writing workshops.
- Assessing and expanding discipline-specific pedagogical training, mentoring, and support for graduate teaching assistants.
- Reviewing graduate education model and its alignment with disciplinary goals and objectives.
- Reviewing strategies to increase size of graduate applicant pool and quality of matriculating students.
- Requiring written evaluations of and feedback to all graduate students at least once a year.
- The ethics of offering graduate education in disciplines that face persistent employment constraints.
- Making targeted hires to raise strength and visibility of research programs.

PRIORITY: We will foster the kind of community that attracts the attention of scholars, teachers, researchers, and staff from across the globe and that supports our current members as they develop, thrive, and work to achieve College and University missions.

We want our faculty and staff to feel supported by the College and the University, and thus be better able to commit fully to its programs and students. We want our faculty to teach full classrooms of students whom they are able to mentor and prepare within their chosen majors. We want our students to be taught, advised, and mentored by faculty who have strong national and international profiles because their research, scholarship, and other activities are in the public eye. We want our staff to feel valued and respected for their critical role in the operations and administration of nearly all aspects of the College.

Goal 1: We will provide greater support to individual members of the College and provide the resources and tools necessary to showcase research, scholarship, and creative endeavors.

We believe that a top-level university must have the breadth and depth of faculty, staff, and programmatic resources to meet student expectations of personal interaction and instruction. In our 2008-13 strategic plan, we prioritized the growth of our faculty and staff to allow for the growth of a larger student body. Our ambitious hiring goals and the compounding economic environment have affected our level of compensation and support compared not only to our peer institutions, but also our own standards. We acknowledge the importance of faculty and staff retention and addressing issues of equity and salary compression and inversion, as well as merit.

Several years of faculty salary freezes and nominal staff salary increases along with decreasing discretionary funds has affected our ability to attract and retain members of the College. Without investment, we risk the loss of our greatest assets to other institutions and opportunities. Therefore the College will make the investment in and support of our current faculty and staff a higher priority than new hiring in this plan. In our hiring, we will continue to conduct searches that maximize the chance of recruiting underrepresented groups as part of our targeted efforts to expand our diversity and community.

In support of this goal, we will:

- Address substantial salary and benefit shortfalls.
 - Research faculty and staff salaries and benefits at peer and regional institutions and acquire comparative internal data on salaries.
 - Prioritize the development of funds to increase faculty and staff salary and benefit support.
 - Ensure that non-tenure track faculty members have sufficient hours for ACA health benefits, if not CWRU benefits.
 - Evaluate staff job descriptions and review evaluation procedures.
 - Support University initiatives for a child care center and other supplemental programs for dependents of faculty, staff, and students.
- Prioritize the development of funds to support startup packages that allow us to attract world-class faculty to the University.
- Create a committee to promote community within the College and allow for student, faculty, and staff interaction.
 - Explore options to improve collegiality among members of the College, within and among departments, and with the University.
 - Conduct All-College surveys annually.
 - Create programs to recognize faculty and staff service, such as Dean's Awards for Service.
- Increase professional development opportunities and other supportive measures for staff, including:
 - Survey staff to identify general and specific training interests.
 - Explore options for staff to receive professional development training through the College and externally.
 - Explore the feasibility of a College policy to support flexible work schedules for applicable positions and for staff who desire them.

Goal 2: We will enhance communication within the College to improve operations and better support faculty and staff objectives.

Growth of the College and University has required change, sometimes rapidly, in policies, processes, and overall operations. These changes are not always clear or broadly understood, which affects the ability of students, faculty, and staff to be informed and effectively and efficiently navigate administrative structures.

In support of this goal, we will:

- Consider strategies that provide faculty and staff adequate and ample opportunities to be informed and influence College process and policy, such as:
 - Creation of a College policies and procedures manual.
 - Creation of a University and College database of resources and staff responsibilities.
 - Creation of a College-level orientation program for new staff.
 - Expansion of new faculty orientation to include instruction about administrative resources, policies, and the role of staff.
 - Development of current structures and new supports, such as ACES+ coaching or ombudsperson, to assist in department functionality.
 - Creation of an overarching procedure and structure for departments proposing cross-departmental collaboration with a goal of a model that supports rather than impedes promising initiatives.

Goal 3: We will closely collaborate with the University to increase efficiency and performance of central services, especially the library and resources that shape provision of teaching and learning.

Our strategic planning process has highlighted the depth of concerns about the inadequacy of library resources. Physical collections, electronic resources, and research spaces do not satisfy the research needs of the faculty in some areas, particularly in the humanities. Knowledge infrastructure, especially in our libraries, is crucial to a University's ability to sustain momentum. Library resources, including our holdings in Kelvin Smith Library's Special Collections

and the unique historical artifacts and resources of the Dittrick Medical History Center, are the raw material from which new discoveries will be made. Providing access to the most important information resources, the University library system fosters intellectual community, collaboration, and investigation.

We also believe that effective educators draw on their training and experience, the proven approaches of experienced peers, and the scholarly literature on teaching and writing to design curricula. The College encourages engagement with national conversations about pedagogy (within and beyond specific disciplines) especially in the context of a comprehensive research university.

In support of this goal, we will advocate for increased support for the libraries, including measures to:

- Provide library information materials, services, and resources that are adequate for our needs and commensurate with those of our peer institutions.
- Maintain and continue to expand access to electronic resources (journals, databases, books) through use of large-scale collaborative initiatives, especially membership with and access to OhioLink.
- Clarify the basis for assessing how best to allocate library resources in a balanced way.
- Expand existing physical library collections and identify key collection areas that are underrepresented and need expansion.
- Ensure that materials budgets for KSL includes separate funds for pedagogical and general-education teaching materials.
- Establish mechanisms to provide for responsiveness to faculty concerns; solicit advice on current and new resources from the faculty regularly; and define priorities for acquisitions.

We will advocate for increased resources that shape provision of teaching, learning, and mentoring, including measures to:

- Assess communication and integration among offices and tools, such as: ITS, the Baker-Nord Center's digital humanities initiatives, the Freedman Center, UCITE, KSL, MediaVision, and Blackboard.

- Assess resources and potential for online, hybrid, and/or distance learning across the College, especially for classes linked with international courses where technology is not always available.
- Request that UCITE (or similar bodies) review national pedagogical scholarship (active learning pedagogies such as “flipped” classrooms, instructional technologies and “hybrid” course offerings, etc.), and summarize findings for the campus.
- Assess (and remove) barriers to interdisciplinary collaborative teaching where appropriate.
- Utilize the 2015 Higher Learning Commission site visit as an opportunity to assess and improve teaching and students’ learning.
- Provide additional pedagogical support and mentoring for faculty whose primary responsibility is teaching and any faculty who seek to improve instruction.
- Prioritize the development of funding for faculty to attend teaching conferences.

APPENDIX A

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Religious Studies

Modern Languages and Literatures

Music

Sociology

Chemistry

History

Earth, Environmental, and Planetary Sciences

Physics

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*Liaison to the College Strategic Planning Steering Committee (CSPSC)

+Undergraduate and Graduate Students

APPENDIX B

Our strategic planning task forces have proposed a variety of potential strategies related to the review of SAGES, including:

- **Curricular Review:** sequence and number of courses; learning outcomes; assessment measures; writing emphasis and assessment; etc.
 - Survey departments within the College and each participating school on current function of SAGES program, especially USEMs.
 - Request FSCUE and Faculty Senate Finance Committee to begin review of SAGES.
 - Determine if the SAGES curriculum is aligned and serves the purpose it was intended for all BA and BS programs in the college. Rectify the conflict between the BS and BA General Education and SAGES Requirements.
 - Identify and communicate central pedagogical modes and learning outcomes inherent in the SAGES curriculum. (This may involve comparing current SAGES review processes to other CAS/GER review processes – e.g., the global/cultural diversity GER).
 - Assess whether current (or proposed) curricular review procedures restrict faculty academic freedom.
- **Administrative Review:** current seminar approval processes; current overlap between SAGES seminars and departmental courses; evaluation procedures (of courses, of teaching); etc.
 - The impact of SAGES and its administrative procedures should be assessed and, where possible, optimized.
 - Create transparent and consistent review procedures for courses developed within SAGES courses (and any other courses with specific “requirements”).
 - Identify and communicate current SAGES course proposal and review procedures.
 - Survey departments about cross-listing regular department courses as University Seminars.
 - Compare SAGES thematic course offerings with departmental offerings over the past 4-5 years.
 - Determine extent to which students go on to enroll in departmental courses after having taken SAGES courses with similar themes (or, perhaps, departmental faculty).
 - Report on the use of USEM courses to count toward department majors/minors.
 - Appoint committee to analyze and suggest changes for interface between departments and SAGES
 - Improve coordination between SAGES and departments to reduce duplication and unnecessary competition for students.
 - Research enrollments in undergraduate courses in humanities, social sciences, arts, math, and natural sciences during period without SAGES (1993-2003) and with SAGES (2003-2013), adjusting for the increase in overall enrollments in recent years.
- **Staffing/Faculty Review:** balance of “regular” and “special” faculty across seminars; use of “special” faculty to provide writing support; departmental homes for “special” faculty; fair and consistent review, retention, and promotion practices; balance of faculty providing SAGES seminars across departments (“SAGES Tax”); etc.
 - Reconsider SAGES (First Seminar and USEM) as courses created and located outside of CAS departments and not chiefly taught by regular faculty.
 - Survey First Seminar and USEM courses to determine how many use approaches and materials from departments and programs and are NOT taught by regular faculty in corresponding departments.
 - Survey faculty about their interest in teaching in SAGES and the impact of SAGES upon morale.