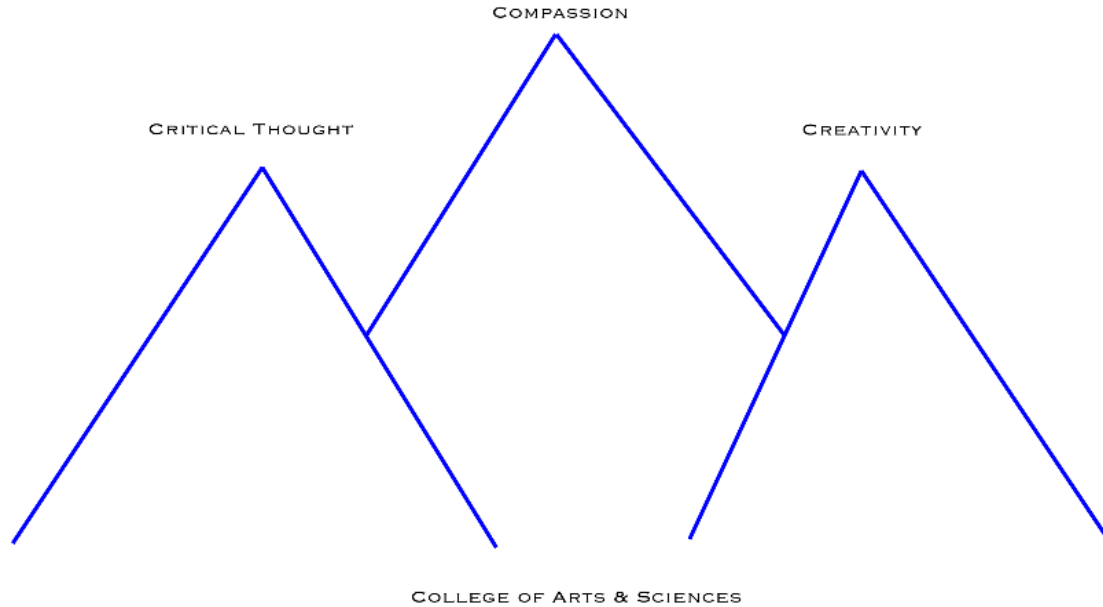


University of Colorado Boulder
College of Arts & Sciences
Strategic Plan



Vision

The College of Arts & Sciences cultivates critical, creative, and compassionate thinkers.

Submitted by the College of Arts & Sciences Strategic Planning Committee (SPC):

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Executive Summary. The purpose of this document is to articulate the College of Arts & Science’s vision and to offer a detailed plan for implementation through three strategic imperatives. To achieve this vision, conceptual planning and action should focus on the following areas:

- *Culture.* The College will be a community welcoming all, and will engage local, state, and world partners. Specifically, we will develop the physical space and intellectual climate for bold, inventive collaboration in order to build a strong academic community and a collective identity for students, alumni, faculty, and staff in the Arts & Sciences.
- *Teaching and Learning.* The College will teach to inspire curiosity, compassion, and the courage to act. We will emphasize hands-on learning that rewards exploration and inquiry. We propose initiatives that transcend disciplinary boundaries, encourage teaching through research/creative work, and engage the world.
- *Research.* The College will attract, develop, and retain the world’s best scholars—the engine that drives a research university. We will support high-risk/high-impact projects and bring salary increases at promotion in line with national standards. We will develop a transparent and stable campus-wide funding strategy to equip cutting-edge research by our diverse community of scholars.

Strategic Imperatives

Strategic Imperative 1: *Create a culture that welcomes all, inspires community, develops the individual, and engages the world.*

We aspire to an A&S culture, based on shared values, that reflects our rich history, embraces diverse perspectives, and inspires us to think courageously to address regional and global issues. We seek to create opportunities for constructive interactions that reinforce community by promoting shared identity, collaboration, and responsibility to achieve our shared mission. The A&S culture that we envision will honor and facilitate the leadership, contributions and achievements of its students, faculty, staff and alums by promoting the well-being of the individual, while deepening and broadening our connections to the local community, the state, and the world.

1. Identify programs and required resources that will attract and retain students, faculty, staff, and visiting scholars who are committed, passionate and contribute to our shared mission.

- 1.1. Encourage and provide access for all qualified students within the University's capacity, and successfully recruit a broad spectrum of potential scholars who embrace the vision and future of A&S.
 - 1.1.1. New student programs that foster community, establish meaningful support structures to promote curiosity and success (see Steinberg white paper for specifics). Measurement - student surveys, student retention data.
 - 1.1.2. Improved alumni support network for undergraduates. Measurement - information about occurrences of alumni contacts/meetings from Development office.
 - 1.1.3. Improved campus climate, measured by longitudinal broad climate survey.
 - 1.1.4. Increased diversity in student, faculty, and staff populations.
- 1.2. Search out and support innovative scholars from diverse fields and backgrounds.
 - 1.2.1. Concrete action plan and increased resources for numerous intentional, proactive, broad hires, such as cluster hires. Measurement: EEO data and hiring data from College.
 - 1.2.2. Unambiguous leadership, guidelines, and metrics for increasing diversity.
 - 1.2.3. Enhanced network of support for new faculty to ensure success and community. Measurement: reduction of faculty leaving A&S, fewer retention offers.

- 1.3. Create a non-hierarchical environment where everyone—faculty, staff, students—are valued and have important roles.
 - 1.3.1. Increased engagement, as measured by longitudinal engagement survey.
- 2. Build a web of interactions among ALL members of the College community, and particularly between units, to promote affinity, collaboration and responsibility to achieve our shared mission**
 - 2.1. Identify required elements and goals of a new physical central hub for College members and external groups to gather intentionally for exchanging ideas, working together, and socializing.
 - 2.1.1. Greater resources and temporary dedicated space for Leadership Institute Faculty SPACE initiative pilot project.
 - 2.1.2. Establish dedicated and permanent A&S space for this purpose. (*Consider Carlson gym among other locations as options*).
 - 2.1.3. Goals of the central hub are assessed (use statistics, number of collaborative projects established).
 - 2.2. Use a messaging system (an elaborated version of the *Be Boulder* campaign) to embed our shared intellectual and cultural values within our physical space, in order to build appreciation of our rich history, honor the diverse perspectives we offer and illuminate the ways in which we think courageously to address regional and global issues.
 - 2.2.1. New and numerous signs, banners and other physical objects that celebrate A&S history and accomplishments visible throughout the campus.
Measurement: Survey of admission tour groups and leaders regarding impact for recruiting for A&S. Staff surveys.
 - 2.2.2. Marquees and signs that ask ‘Why?’ or big questions of community or global importance.
 - 2.2.3. New A&S logo that embodies our mission and inspires identification with the college. (*e.g., “Minds to Match our Mountains” – perhaps a Flatirons logo to increase sense of our affinity.*)
 - 2.3. Engage in thoughtful, transparent decision making with agency spread out through multiple levels on campus.
 - 2.3.1. Transparent and distributed decision-making authority.
 - 2.3.2. Disclosure of detailed budget (for Boulder campus and the College) to enable frank discussion of resources and engage all in finding ways to solve budget problems.
- 3. Provide opportunities for each individual member of our College community to engage boldly in rich academic, research and professional work that deepens understanding of and compassion for themselves and others.**

- 3.1. Provide an outstanding, respectful, and responsive living, learning, teaching and working environment.
 - 3.1.1. Enhanced campus facilities and support systems for our variegated student cohorts, including students who work, have children, commute.
 - 3.1.2. Strong peer support network for students, staff and faculty.
 - 3.1.3. Enhanced program of recognition of outstanding contributions of College members.
- 3.2. Maintain a commitment to excellence.
 - 3.2.1. Opportunities for all College members to improve skills or diversify knowledge.
- 3.3. Promote risk taking as a path toward excellence.
 - 3.3.1. Enhanced communications highlighting a greater variety of individual achievements.
 - 3.3.2. Rewards for creative disruption that promotes our goals.
- 4. Partner with local, national and international entities to understand, innovate and engage in important global issues.**
 - 4.1. Use alumni expertise and connections to connect students and faculty to work on global or community problems.
 - 4.1.1. Increased network of study/social/community groups. (Highly open network: Berk white paper. Create “LinkedIn” for campus to connect internal and external relations).
 - 4.1.2. More programs featuring alumni talks and partnerships.
 - 4.1.3. Innovation arm that can spin-off breakthrough ideas for CU Boulder. Set up alumni matching for this program.
 - 4.2. Build upon our diversity to increase a Global perspective.
 - 4.2.1. Create college teams to investigate issues.
 - 4.2.2. Increased funding for travel or service.
 - 4.2.3. Offer more “in house” College cultural celebration events (dinners, arts events, etc.).

Strategic Imperative 2: *Teach to inspire the intellectual dexterity, rigorous exploration, and compassion required to engage with our changing world.*

Learning by doing is a pedagogical approach that gives students real world skills, develops intellectual curiosity, and builds community. We propose that all students, each year, be given opportunities to enroll in classes that focus on hands-on exploration and inquiry.

These courses will offer a high-level of faculty contact in and out of the classroom, emphasizing one or more of the following areas: 1) connections between diverse disciplines 2) different points of view, 3) fearless innovation, 4) compassion, 5) participation in research and creative work, 6) connection with communities via internship or applied learning that integrates scholarly analysis. We hope that these experiences will enhance connections between students, developing a shared identity as students of the College of Arts & Sciences who are curious, resourceful, and action-oriented.

1. Inspire intellectual dexterity

1.1. Provide transformative learning experiences for all students that apply discipline-transcending innovations to real world problems.

1.1.1. Assess avenues for achieving this goal that are already in place in Arts and Sciences.

1.1.1.1. Report number of A&S students who participated in one of these programs (*includes any added newly programs*) by graduation.

1.1.1.2. Assess distribution of graduating A&S students in each of the programs, including number of students gaining this experience through honors research/individual projects/ internships and how many gaining through classes.

1.1.1.3. Report number of graduating A&S students who did not gain applied learning/service learning experience. (Apparently, there are existing statistics, which show that A&S is not reaching a disconcertingly large fraction of students. Existing statistics can be used for comparison but need updating).

1.1.1.4. Identify any demographic disparities that exist between who takes advantage of these programs and who does not.

1.1.1.5. Report on how are these different programs are funded (there are probably myriad sources).

1.1.1.6. Re-engage A&S Administration on issue of credits following faculty members so they are able to participate in more cross-disciplinary teaching experiences.

1.1.2. Create a student accessible, searchable data base of all faculty research/creative work interests in order to connect students to mentors. (e.g., Discovery Learning Apprenticeship, (DLA in School of Engineering)

1.2. Serve the majority of A&S students who have non-academic career goals while maintaining our strong commitment to creating research opportunities for graduate

school-bound students. This includes providing new opportunities for those wanting to move directly into the work force.

- 1.2.1. Complete a master list of existing programs in A&S that entail a component of applied learning that either meets the imperative or could with a little effort.
- 1.2.2. Create new, team-taught, transformed learning experiences that apply/implement discipline-transcending innovations from research and creative work to diverse communities. These learning experiences are integrated with practices of project planning; group dynamics; perseverance and transdisciplinary literacy through written and oral presentation.
- 1.2.3. By expanding the definition of scholarship, we will improve strategies/proposals to increase the allocation of resources and personnel. This will allow all students and all faculty to participate in transformed applied learning experiences integrated with practice of academic literacy.
- 1.2.4. Establish a point of contact within A&S that communicates with Career Services to ensure student relevance and ingenuity in the working world.
- 1.2.5. For graduate (masters level) programs, identify which Departments offer both Graduate research (thesis) and Professional Master's (non-thesis) degree programs. (ex. Master of the Environment Professional degree program). This may be a possible template for workforce-bound undergraduate majors.
- 1.2.6. Encourage all levels of faculty to work with students in the creation of vanguard certificates and minors.

2. Foster Rigorous Exploration

- 2.1. Empower students to be confident risk-takers by ensuring opportunities for initiative, ingenuity, perseverance, project ownership, collaboration, and communication.
 - 2.1.1. Report on number and majors for those working on honors/Independent /applied learning projects and track connections to the different cohorts of support (MASP, RAPs, Honors, UROP, CU Engage, Faculty labs)
 - 2.1.2. Study implications of minors as a pathway to diversify areas of study.
 - 2.1.3. Create a catalogue of spaces used/could be used as “co-laboratories” on campus that support discipline-transcending innovation.

- 2.1.4. Create new physical spaces for flexible collaboration that serve certificates, applied learning projects and other trans-disciplinary efforts.
- 2.1.5. Reward students with revised scholarship criterion, non-GPA based, but project/risk-taking based.
- 2.1.6. Examine Outcomes Assessments/FCQs and consider revising to include risk-taking as a part of class assessment.
- 2.1.7. Create opportunities for students to learn from all faculty who are life-long learners by funding a program that enables all faculty to take a class as part of their load every sixth semester.
- 2.2. Serve a broader inclusive spectrum of students (~10% served through honors or MASP).
 - 2.2.1. Assess gaps: what needs to be added for the proposed transformation?
 - 2.2.2. Assess for specific underserved groups.
 - 2.2.3. Investigate barriers to participation in trans-disciplinary, transformed applied learning courses by Instructors, Lecturers and Research Faculty rostered outside of Traditional A&S Departments, including on-going funding for applied learning courses.
- 2.3. Support a more cohesive certificate culture on campus by creating a coordinating staff position.
 - 2.3.1. Create Administrative Position for A&S Undergrad and Graduate Certificate Programs.
 - 2.3.2. Create comprehensive web catalogue of certificates and over-lapping classes shared between certificates.
 - 2.3.3. Generate a database that illuminates the breakdown of certificates, drilling into the number of students in each certificate program, the majors of certificate students, analysis of minor/certificates overlap, etc.

3. Cultivate Compassion

- 3.1. Develop a perspective broader than one's own.
- 3.2. Research and implement workshops and classes on growth mindset, compassion and mindfulness. (e.g., CU School of Education, Anschutz Medical Campus, Stanford Compassion Course, Yale "Happiness" class)
- 3.3. Assess what elements of compassion training can be applied to current A&S pedagogy (i.e. diversity core requirement).

4. Open the Cultural Aperture: Encourage students, faculty, and staff to deepen their connections with others

- 4.1. Study impact of RAPs, FIGs and other academically focused residential programs with a community-building component. Likewise, study impact of Departmental student/faculty/staff community building strategies. Develop a template of best practices.
- 4.2. Identify and reward student/faculty research and implementation projects that developed connection and community building. A possible template is Sustainable CU.
- 4.3. Assess Outreach & Engagement opportunities as means to compassion cultivation (with ODECE).
- 4.4. Examine numbers of students participating in study abroad and look to increase, based on 2030 goals.

Strategic Imperative 3: *Prioritize our research enterprise to define the frontiers of knowledge and solve important problems.*

We aim to stretch the boundaries of knowledge and to develop groundbreaking ideas that help solve long-standing and emergent problems while also defining new areas for inquiry. At both department and College levels, research and scholarship intersect with teaching and service and should be recognized as such in tenure and promotion processes. Research invigorates our teaching, facilitates opportunities for student training and mentoring, and feeds back into university and community interaction in the form of outreach and engagement. Our research and creative enterprises on campus will benefit from internal funding, new research facilities, expanded and democratized access to research leaves, and administrative support as well as from a reduced burden from bureaucratic processes. A top priority is recruiting and retaining skilled and dedicated researchers from a range of backgrounds.

1. Create opportunities for faculty, professional researchers, postdoctoral scholars, graduate and undergraduate students to excel in research and creative work.

- 1.1. Offer on-campus sabbatical opportunities to individual researchers and collaborative groups through a newly created A&S Academy of Discovery.
- 1.2. Increase internal funding for research and creative work and especially for high-risk, high-impact projects.
- 1.3. Expand and democratize access to support for research and creative work, including resources for the arts, for research with teaching benefits and research with community outreach.

2. Recruit and retain excellent researchers.

- 2.1. Guarantee a raise at time of promotion commensurate with our peer institutions.
 - 2.2. Dedicate funding to attract outstanding scholars and students, and offer long-term research support and assistantships to retain those researchers.
3. **Optimize processes to allow maximum time for research that leads to breakthroughs in the arts and sciences.**
 - 3.1. Provide staff support necessary to enhance research and creative work.
 - 3.2. Dedicate proper space, equipment, and other materials for researchers to work effectively, efficiently, and innovatively.
 - 3.3. Limit bureaucratic processes that consume intellectual capital and time.
 4. **Recognize the intersection of research and scholarship with teaching and service.**
 - 4.1. Encourage researchers to actively mentor and engage students, community members, and others across the research lifecycle.
 5. **Encourage and incentivize excellence in research and teaching through transparent budget remodeling.**
 - 5.1. Campus and College administrations will publish annual reports that elucidate funding generation and allocation across campus and within the College.
 - 5.2. Campus and College administrations will articulate key criteria that determine flows of resources to individual colleges, schools, departments, and other individual units.

Implementation of the Plan:

The best plans for action fail if there is no action. For strategic plans to be effective, they require adoption, constant care, evaluation, and when milestones are met - celebration. Unless made part of an institution's genetic makeup, they are rejected, left on the shelf, never seeing the light of day. In such instances, not only do current goals and aspirations flounder, subsequent attempts to accomplish important goals are met with ridicule, cynicism, and contempt. To avoid this outcome, the SPC recommends the following steps.

1. Success requires support from the Dean of Arts & Sciences and the Chair of the ASC. After submission, the strategic plan will be shared with the members of the ASC for adoption along with the Divisional Deans to map out how the plan's principles and initiatives can help guide College policy.
2. The Dean of Arts & Sciences is tasked with assigning each individual imperative to one of the Divisional Deans for implementation. Collaboration between the Divisional Deans will not only help accomplish the goals of the plan, but will help foster additional cooperation both within and between the divisions.
3. The ASC Planning committee is charged with overseeing progress in the implementation of the strategic plan. The committee will conduct yearly evaluations of progress on the plan.

4. The Divisional Deans must establish concrete goals and metrics that will help provide an evidence-based assessment of both priorities and accomplishments toward each imperative.
5. The Divisional Deans are required to report on progress to the College at the end of academic year.
6. College resources should help incentivize departments to implement the plan. Only with all units working in concert will any of the aspirational goals articulated herein be accomplished.