

## **Revised Strategic Plan**

# **University of Colorado Boulder College of Arts & Sciences Revised Strategic Plan**

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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. With faculty, staff, and students as equal partners in decision-making, we will develop a transparent and stable campus-wide funding strategy.

- *Teaching and Learning.* The College will teach to inspire curiosity, compassion, and the courage to act. We will emphasize transformative learning experiences that reward exploration and inquiry. We propose initiatives that transcend disciplinary boundaries, encourage teaching through research and 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 research, especially high-risk and high-impact projects, and we will bring faculty and graduate student compensation in line with national standards and the cost of living in Boulder. We will expand access to opportunities for research for our students and recognize the important role of staff in research.

## **Key Definitions**

*Faculty* - Unless otherwise specified, “faculty” refers to faculty of all ranks, including lecturers, instructors, senior instructors, research faculty, and tenure-track faculty.

*Researcher(s)* - Unless otherwise specified, “researcher(s)” refers to students (undergraduate and graduate), staff, and faculty who conduct research.

*Staff* - Unless otherwise specified, “staff” refers to all university and classified staff in A&S, including those who work in student services, those who work in partnership with faculty and academic departments, A&S College staff, advisors, financial services, human resources, lab technicians, research staff, grant administrators, etc.

*Students* - Unless otherwise specified, “students” refers to undergraduate, graduate, BA/MA, and wherever applicable, non-degree seeking students.

## **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 and critical reflection on our history, that embraces diverse perspectives and inspires us to think courageously to address significant questions. 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.

### **Strategic Imperative 1.1. Create a culture that welcomes all**

**Goal:** Identify programs and resources needed to attract and retain excellent, diverse students, staff, faculty, and visiting scholars who are committed to and passionate about contributing to our shared mission, and devoted to intentionally advancing a more democratic society.

#### **Action Items:**

- 1.1.1. Recruit, matriculate, and retain a broad spectrum of excellent and diverse students.
- 1.1.2. Recruit, hire, and retain innovative scholars and teachers from diverse backgrounds who embrace the vision and future of A&S.
- 1.1.3. Recruit, hire, and retain a broad spectrum of excellent, innovative, and diverse staff who embrace the vision and future of A&S.
- 1.1.4. Improve campus climate, measured by longitudinal broad climate surveys by collecting, analyzing, and acting upon both quantitative and qualitative data.
- 1.1.5. Establish clear leadership, guidelines, and metrics for measuring and increasing diversity.
- 1.1.6. Establish meaningful support structures and resources to fill gaps for members of underserved and underrepresented groups in order to help them be successful at CU.

### **Strategic Imperative 1.2. Create a culture that inspires community**

**Goal:** Create opportunities for constructive interactions among all members of the College community, and particularly between units, to inspire a sense of community by promoting transparency, accountability, inclusion, collaboration, and a shared identity.

#### **Action Items:**

1.2.1. **Transparency:** Exhibit transparency in College and Campus budgeting to enable frank discussion of resources, and collaborate to solve budget problems.

1.2.1.1 Charge campus and College administrations with publishing annual reports that elucidate funding generation and allocation across campus and within the College.

1.2.1.2 Charge campus and College administrations with articulating key criteria that determine flows of resources to individual colleges, schools, departments, and other individual units.

1.2.2. **Accountability:** Create accountability and incentives for the College, divisions, and units to prove that they are making progress towards meeting the goals of this strategic plan.

1.2.2.1. Provide budget for staffing to support the assessment and accountability work required to ensure progress on the goals of this strategic plan.

1.2.3. **Inclusion:** Create a mutually respectful, collaborative, inclusive environment, where everyone is valued for their unique and important roles.

1.2.3.1. Recognize faculty of all ranks, staff, and students as equal partners in the College.

1.2.3.2. Proactively include representation from all stakeholders at all stages of College and unit decision-making processes.

1.2.3.3. Develop meaningful and effective methods for collecting feedback from all affected stakeholder constituencies to proactively incorporate into decision-making processes.

1.2.3.4. Disseminate best practices for inclusive communication and decision-making across the College.

1.2.4. **Collaboration:** Create conditions for greater collaboration across ranks and units.

1.2.4.1. Develop new student programs that foster community.

1.2.4.2. Invest in strong peer support networks for students, staff, and faculty.

1.2.4.3. Create a connective platform and programming to facilitate sharing and collaboration between faculty and staff in units.

1.2.4.4. Create a connective platform and programming to facilitate sharing and collaboration between graduate students across disciplines.

1.2.4.5. Create incentives for faculty and staff who facilitate the development of collaborative networks and programming.

1.2.5. **Shared identity:** Intentionally develop a sense of shared identity among members of the College.

### **Strategic Imperative 1.3. Create a culture that develops the individual**

**Goal:** 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.

#### **Action Items:**

1.3.1. Provide an outstanding, respectful, and responsive living, learning, teaching, and working environment.

1.3.2. Compensate all members of the College equitably.

1.3.2.1. Provide a living wage to graduate student teaching and research assistants so that they can afford to effectively pursue their studies in Boulder.

1.3.2.2. Correct issues of A&S staff wage disparity and compression within the college and in comparison to other colleges.

1.3.2.3. Prioritize longer-term contracts in faculty hiring (tenure-track over instructor, instructor over lecturer) to provide financial and employment stability for faculty.

1.3.2.4. Correct issues of A&S faculty wage disparity and compression within the college and in comparison to other colleges.

1.3.3. Enhance programs that recognize outstanding contributions of College members.

1.3.4. Enhance communications to highlight a greater variety of individual achievements.

1.3.5. Recognize risk-taking as one path towards excellence.

1.3.5.1. Reward and incentivize faculty who take risks in research and teaching before receiving tenure.

1.3.5.2. Reward innovation and creative disruption that promotes our goals.

1.3.6. Invest in individual excellence.

1.3.6.1. Provide opportunities for all college members to improve skills or diversify knowledge.

1.3.6.2. Fund professional development and advancement opportunities for

faculty, students, and staff.

1.3.6.3. Enhance training, support network, and mentorship programs for new employees, as well as for existing employees assuming leadership or administrative roles.

1.3.6.4. Create a comprehensive training program for common positions in the College (e.g., Office Managers, Program Assistants, Administrative Assistants).

1.3.6.5. Increase ratio of College staff to faculty and students to align with ratios in other colleges on campus and at peer institutions.

#### **Strategic Imperative 1.4. Create a culture that engages the world**

**Goal:** Partner with local, national, and international entities to understand, innovate, and engage in important global issues in order to deepen and broaden our connections to the local community, the state, and the world.

##### **Action Items:**

1.4.1. Substantially improve alumni support network for undergraduates and graduates.

1.4.2. Use alumni expertise and alliances to connect students and faculty to work on global or community problems.

1.4.3. Strengthen the innovation arm that can spin-off breakthrough ideas for CU Boulder. Set up alumni matching for this program.

1.4.4. Increase the network of study, social, and community groups.

1.4.5. Build upon our diversity to increase a global perspective.

1.4.6. Create College teams to investigate persistent social problems and innovative solutions.

1.4.7. Increase funding for international travel, service, study, and professional collaborations.

1.4.8. Offer more in-house College cultural celebration events (dinners, arts events, etc.) that are specific to the College and not lost in the campus.

**Strategic Imperative 2:** *Teach to inspire intellectual dexterity, rigorous exploration, and encourage students, faculty, and staff to deepen their connections with others.*

The College of Arts and Sciences affirms the value of a liberal arts education, which, through both deep and broad intellectual exposure and exploration, enlivens our minds and enriches our humanity. A liberal arts education cultivates our capacities for imagination, critical thinking, problem solving, and skillful communication.

The College of Arts and Sciences is a learning community in which students, faculty of all ranks, and staff recognize that through active engagement we can both teach and learn from one another. Our areas of interest and expertise form a complex and interdependent mosaic. The College should provide encouragement and support to teaching faculty as they employ traditional and innovative pedagogical approaches, the goals of which are always to inspire intellectual dexterity, engage in rigorous exploration, and deepen our connections with others, so that we may meet the challenges of our changing world.

### **Strategic Imperative 2.1. Teach to inspire intellectual dexterity**

**Goal:** Provide transformative learning experiences for all students that develop their ability to undertake intellectual work in a careful, thoughtful, and inclusive manner.

#### **Action Items:**

2.1.1. Support faculty as they explore innovative pedagogical approaches that will lead to transformative learning experiences.

2.1.1.1. Increase funding to support faculty development (pedagogical training, course development, etc.), particularly where such development does not already fall under the purview of ASSETT.

2.1.1.2. Provide funding to support faculty who wish to develop alternate forms of assessment of student learning or of their own effectiveness in teaching.

2.1.1.3. Promote inclusive pedagogy, including but not limited to the development of courses that satisfy the diversity portion of the core curriculum.

2.1.1.4. Create new, team-taught, transformative learning experiences that implement discipline-transcending innovations from research and creative work.

2.1.1.5. Re-engage A&S Administration on issue of credits following faculty members so they are able to participate in more teaching experiences beyond their primary units.

2.1.1.6. Hire additional faculty so as to allow all students and all faculty to participate in transformative learning experiences.

2.1.2. Assess avenues for achieving this goal that are already in place in the College.

2.1.2.1. Complete a master list of existing programs and courses in A&S that already offer transformative learning experiences, including honors research, individual research projects, internships, critical thinking courses, first year

seminars, global intensives, applied learning, service learning, and “learning by doing” (which develops skills and intellectual curiosity through hands-on exploration and inquiry).

2.1.2.2. Report number of A&S students who participated in one or more of these experiences by graduation.

2.1.2.3. Assess distribution of graduating A&S students in each of these experiences to identify any demographic disparities that exist between who participates in these programs and who does not. Track connections to the different cohorts of support (MASP, RAPs, Honors, UROP, CU Engage, Faculty labs).

2.1.2.4. Report on how these different programs are funded.

2.1.2.5. Re-engage A&S Administration on the issue of credits following faculty members so they are able to participate in more teaching experiences beyond their primary units.

2.1.2.6. Investigate barriers to participation in transformative learning experiences by Instructors, Lecturers, and Research Faculty rostered outside of traditional A&S Departments.

2.1.3. 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.

2.1.3.1. Establish a point of contact within A&S to communicate with Career Services about qualities relevant to employers (e.g. communication skills, critical thinking skills, research skills), to ensure that our students understand how to explain the value of a liberal arts education to potential employers, and to ensure that we are preparing our students with the intellectual dexterity to navigate the contemporary working world.

2.1.3.2. For masters-level degree programs, identify which Departments offer both Graduate research (thesis) and Professional Master’s (non-thesis) degree programs. These may be a possible template for some workforce-bound undergraduate majors.

2.1.3.3. Encourage all levels of faculty to work with students in the creation of vanguard certificates and minors.

## **Strategic Imperative 2.2. Teach to foster rigorous exploration**

**Goal:** Increase the opportunities available to a broad and inclusive spectrum of students for collaborative, rigorous, risk-taking, discipline-transcending, and certificate- and project-based study.



## Action Items:

2.2.1. Empower students to explore their areas of study with rigor by ensuring opportunities for initiative, ingenuity, risk-taking perseverance, project ownership, collaboration, and communication.

2.2.1.1. Study implications of minors as a pathway to diversify areas of study.

2.2.1.2. Create a catalogue of campus spaces that do or could function as “co-laboratories” supporting discipline-transcending innovation.

2.2.1.3. Create new physical spaces for flexible collaboration that serve certificates, applied learning projects and other trans-disciplinary efforts.

2.2.1.4. Reward students with revised scholarship criteria, based on engagement in rigorous projects rather than on GPA.

2.2.1.5. Examine ways to assess rigorous exploration as an element of course-based instruction.

2.2.1.6. Create opportunities for students to learn from lifelong learners by funding faculty and staff to take a class as part of their regular workload every sixth semester. Reduce barriers in the employee tuition program to facilitate lifelong learning.

2.2.2. Serve a broader, inclusive spectrum of students with transformative learning experiences.

2.2.2.1. Assess which students are and are not served by existing transformative learning experiences.

2.2.2.2. Assess for specific underserved groups.

2.2.2.3. Create a student-accessible, searchable database of all faculty research and creative work interests in order to connect a broader set of students to mentors.

2.2.3. Support a more cohesive certificate culture on campus by creating a coordinating staff position.

2.2.3.1. Create an administrative position for A&S undergraduate and graduate certificate programs.

2.2.3.2. Create a comprehensive web catalogue of certificates and overlapping classes shared between certificates.

2.2.3.3. Generate a database that illuminates the breakdown of certificates, including the number of students in each certificate program, the majors of certificate students, and analysis of overlap between minors and certificates.

### **Strategic Imperative 2.3. Teach to encourage students, faculty, and staff to deepen their connections with others**

**Goal:** Cultivate compassion and community-building among all members of the College through teaching and research, trainings and workshops, and residential and Education Abroad programs.

#### **Action Items:**

- 2.3.1. Cultivate compassion and understanding through HR trainings of staff, faculty, and administrators in relevant techniques.
- 2.3.2. Cultivate compassion and understanding through encouraging pedagogical approaches that ask students to explore their perspectives around themselves and others.
- 2.3.3. Implement workshops and classes that aim to develop compassion and mindfulness.
- 2.3.4. Identify and disseminate best practices for community building.
  - 2.3.4.1. Study the impact of RAPs, FIGs and other academically-focused residential programs with a community-building component.
  - 2.3.4.2. Study the impact of unit-level community building strategies.
  - 2.3.4.3. Study the impact of student, staff, and faculty-focused community building strategies.
  - 2.3.4.4. Develop a template of best practices.
- 2.3.5. Identify and reward student-faculty research collaborations and projects that develop connection and community building.
- 2.3.6. Examine numbers of students participating in Education Abroad and look to increase, based on 2030 goals.

### **Strategic Imperative 3: *Prioritize our research enterprise by increasing investments in research and researchers, optimizing processes, & recognizing and rewarding the intersection of research with teaching and service.***

We aim to fundamentally stretch the boundaries of knowledge and develop groundbreaking ideas that help solve long-standing and emergent problems, create entirely new ways of thinking, or define novel areas for inquiry. At both unit 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 increased internal funding, new research facilities, expanded and democratized access to research leaves, administrative support, and a reduced burden from bureaucratic processes. A top priority is recruiting and retaining skilled and dedicated researchers from a range of backgrounds.

### **Strategic Imperative 3.1. Prioritize our research enterprise by increasing investments in research**

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

#### **Action Items:**

- 3.1.1. Offer on-campus sabbatical opportunities to individual researchers and collaborative groups through a newly created A&S Academy of Discovery.
- 3.1.2. Increase internal funding for research and creative work and especially for high-risk, high-impact projects.
- 3.1.3. Expand and democratize access to support for research and creative work, including resources for the arts, research with teaching benefits, and research with community outreach.
- 3.1.4. Expand and democratize access to information regarding support for research for undergraduate and graduate students.
- 3.1.5. Disseminate information about all research opportunities widely in accordance with inclusive practices.
- 3.1.6. Increase funding for undergraduate and graduate research projects.
- 3.1.7. Increase funding for undergraduate and graduate research assistantships.

### **Strategic Imperative 3.2. Prioritize our research enterprise by investing in the faculty, staff, and students who conduct research**

**Goal:** Recruit and retain excellent and diverse researchers, and recognize the distinctive role of staff in research.

#### **Action Items:**

- 3.2.1. Review current faculty salaries in A&S, with the aim of bringing average salaries in line with our peer institutions at every rank and in every field.
- 3.2.2. Recognize the value of researchers by offering wages commensurate with our peer institutions.

3.2.3. Dedicate funding to attract outstanding scholars and students, and offer long-term research support and assistantships to retain those researchers.

3.2.4. Lead the campus in providing graduate students with the compensation and benefits that enable them to afford to live in Boulder while focusing on their education and research. Consider including paid parental leave, dependent healthcare coverage, dependent care support, and bus passes in standard graduate student support.

3.2.5. Ensure adequate staffing to support the research mission

3.2.6. Recognize staff as vital partners with faculty in achieving research goals.

### **Strategic Imperative 3.3. Prioritize our research enterprise by optimizing processes to encourage excellence in research**

**Goal:** Increase efficiency in operations and budgeting processes to encourage excellence in and allow maximum time for research.

#### **Action Items:**

3.3.1. Provide staff support necessary to enhance research and creative work.

3.3.2. Dedicate proper space, equipment, and other materials for researchers and staff to work effectively, efficiently, and innovatively.

3.3.3. Limit bureaucratic processes that consume intellectual capital and time.

### **Strategic Imperative 3.4 Prioritize our research enterprise by recognizing the intersection of research and scholarship with teaching and service**

**Goal:** Develop formal mechanisms for recognizing and rewarding researchers whose research and scholarship intersect with teaching and service.

#### **Action Items:**

3.4.1. Encourage researchers to actively mentor and engage students, community members, and others across the research lifecycle.

3.4.2. Recognize the intersection of research and scholarship with teaching and service in tenure and promotion processes at both the unit and College levels.

## **CU Boulder College of Arts & Sciences Strategic Plan Implementation Process**

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 TFSPi recommends the following steps.

1. Success requires support from the Dean of A&S, the Chair of the ASC, the Membership of SAC, and A&S representatives in student government. After submission, the revised strategic plan will be shared with the members of the ASC, SAC, and student government 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 A&S is charged with assigning one Divisional Dean to form a Strategic Plan Implementation Committee whose task it is to ensure that the key provisions in the plan are enacted. In keeping with the recommendations of the Revised Strategic Plan, this committee should be composed of equal numbers of students (4), faculty (4), and staff (4), representing various stakeholders in the College of Arts & Sciences, including but not limited to:

- Faculty from the three divisions (Arts & Humanities, Natural Sciences, Social Sciences), including at least one tenure-stream faculty, one instructor, and one lecturer.
- Staff, who work specifically for the College of Arts & Sciences, as well as at least two staff who work within departments. Ideally, the staff representation would include a diversity of positions within the college.
- Students from the three divisions, of which two are undergraduates and two are graduate students.

3. This committee should reflect the diverse nature of our College population, strive to emulate the campus efforts at promoting inclusion and equity, and be co-chaired by one faculty member and one staff member.

4. Each year, this committee will tackle at least one to two implementation strategies for furthering each of the Strategic Plan's three imperatives: Culture, Teaching & Learning, and Research. This committee must establish concrete goals and metrics that will help provide an evidence-based assessment of both priorities and accomplishments toward each imperative.

4. Throughout this process, the responsible Divisional Dean and the Committee must rely on stakeholder engagement to guide implementation efforts through holding town halls, surveying the College community, and meeting with a range of stakeholders. Understanding that student, staff, and faculty input can be challenging to collect, this committee will hold open forums within departments to discuss the proposed initiatives and will constantly evaluate and improve its stakeholder engagement efforts.

5) The responsible Dean will provide an update on the committee's activities and post it to the College of Arts and Sciences webpage at the end of each fiscal 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.

## Condensed Version of Revised Strategic Plan

**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 and critical reflection on our history, that embraces diverse perspectives and inspires us to think courageously to address significant questions. 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.

### **Strategic Imperative 1.1. Create a culture that welcomes all**

**Goal:** Identify programs and resources needed to attract and retain excellent, diverse students, staff, faculty, and visiting scholars who are committed and passionate about contributing to our shared mission, and devoted to intentionally advancing a more democratic society.

### **Strategic Imperative 1.2. Create a culture that inspires community**

**Goal:** Create opportunities for constructive interactions among all members of the College community, and particularly between units, to inspire a sense of community by promoting transparency, accountability, inclusion, collaboration, and a shared identity.

### **Strategic Imperative 1.3. Create a culture that develops the individual**

**Goal:** 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.

### **Strategic Imperative 1.4. Create a culture that engages the world**

**Goal:** Partner with local, national, and international entities to understand, innovate, and engage in important global issues in order to deepen and broaden our connections to the local community, the state, and the world.

**Strategic Imperative 2:** *Teach to inspire intellectual dexterity, rigorous exploration, and encourage students, faculty, and staff to deepen their connections with others.*

The College of Arts and Sciences affirms the value of a liberal arts education, which, through both deep and broad intellectual exposure and exploration, enlivens our minds and enriches our

humanity. A liberal arts education cultivates our capacities for imagination, critical thinking, problem solving, and skillful communication.

The College of Arts and Sciences is a learning community in which students, faculty of all ranks, and staff recognize that through active engagement we can both teach and learn from one another. Our areas of interest and expertise form a complex and interdependent mosaic. The College should provide encouragement and support to teaching faculty as they employ traditional and innovative pedagogical approaches, the goals of which are always to inspire intellectual dexterity, engage in rigorous exploration, and deepen our connections with others, so that we may meet the challenges of our changing world.

### **Strategic Imperative 2.1. Teach to inspire intellectual dexterity**

**Goal:** Provide transformative learning experiences for all students that develop their ability to undertake intellectual work in a careful, thoughtful, and inclusive manner.

### **Strategic Imperative 2.2. Teach to foster rigorous exploration**

**Goal:** Increase the opportunities available to a broad and inclusive spectrum of students for collaborative, rigorous, risk-taking, discipline-transcending, and certificate- and project-based study.

### **Strategic Imperative 2.3. Teach to encourage students, faculty, and staff to deepen their connections with others**

**Goal:** Cultivate compassion and community-building among all members of the College through teaching and research, trainings and workshops, and residential and Education Abroad programs.

## **Strategic Imperative 3: *Prioritize our research enterprise by increasing investments in research and researchers, optimizing processes, & recognizing and rewarding the intersection of research with teaching and service.***

We aim to fundamentally stretch the boundaries of knowledge and develop groundbreaking ideas that help solve long-standing and emergent problems, create entirely new ways of thinking, or define novel areas for inquiry. At both unit 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 increased internal funding, new research facilities, expanded and democratized access to research leaves, administrative support, and a reduced burden from bureaucratic processes. A top priority is recruiting and retaining skilled and dedicated researchers from a range of backgrounds.

### **Strategic Imperative 3.1. Prioritize our research enterprise by increasing investments in research**

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

**Strategic Imperative 3.2. Prioritize our research enterprise by investing in the faculty, staff, and students who conduct research**

**Goal:** Recruit and retain excellent and diverse researchers, and recognize the distinctive role of staff in research.

**Strategic Imperative 3.3. Prioritize our research enterprise by optimizing processes to encourage excellence in research**

**Goal:** Increase efficiency in operations and budgeting processes to encourage excellence in and allow maximum time for research.

**Strategic Imperative 3.4 Prioritize our research enterprise by recognizing the intersection of research and scholarship with teaching and service**

**Goal:** Develop formal mechanisms for recognizing and rewarding researchers whose research and scholarship intersect with teaching and service.



## List of Specific Proposals for Implementation

We removed many details from the SP in order to have a more consistent document. We have reproduced those specific ideas for implementing the SP below, as they may help guide the College in carrying out the SP. We list both the section of the original SP and the corresponding section of the revised SP for easy reference.

In our discussions, members of the TFSPi came up with many additional specific ideas for implementation. We do not reproduce those here as this would substantially exceed our charge. We do recommend however that those bodies and individuals tasked with implementing the SP consider consulting with members of our Task Force, as we were genuinely excited by the creativity and ingenuity of one another's ideas.

Location in Original SP	Location in Revised SP	Specific Proposal for Implementation
1.1.1.	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.
1.2.1.	1.1.2.	Concrete action plan and increased resources for numerous intentional, proactive, broad hires, such as cluster hires. Measurement: EEO data and hiring data from College.
1.2.3.	1.1.2.	Enhanced network of support for new faculty to ensure success and community. Measurement: reduction of faculty leaving A&S, fewer retention offers.
1.3.1.	1.2.3.	Increased engagement, as measured by longitudinal engagement survey.
1.2.1.	1.2.	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.
1.2.1.1.	1.2.	Greater resources and temporary dedicated space for Leadership Institute Faculty SPACE initiative pilot project.
1.2.1.2.	1.2.	Establish dedicated and permanent A&S space for this purpose. ( <i>Consider Carlson gym among other locations as options</i> ).
1.2.2.	1.2.5.	Use a messaging system (an elaborated version of the <i>Be Boulder</i> 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.
1.2.2.1.	1.2.5.	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.
1.2.2.2.	1.2.5.	Marquees and signs that ask 'Why?' or big questions of community or global importance.
1.2.2.3.	1.2.5.	New A&S logo that embodies our mission and inspires identification with the college. (e.g., " <i>Minds to Match our Mountains</i> " – perhaps a <i>Flatirons</i> logo to increase sense of our affinity.)
1.3.1.1.	1.3.1.	Enhanced campus facilities and support systems for our variegated student cohorts, including students who work, have children, commute.
1.3.1.2.	1.3.1.	Strong peer support network for students, staff and faculty.
1.4.1.1.	1.4.4.	Highly open network: Berk white paper. Create "LinkedIn" for campus to connect internal and external relations.
1.4.1.2.	1.4.4.	More programs featuring alumni talks and partnerships.
1.4.1.3.	1.4.4.	Innovation arm that can spin-off breakthrough ideas for CU Boulder. Set up alumni matching for this program.
2.1.1.2.	2.2.2.3.	e.g., Discovery Learning Apprenticeship in School of Engineering
2.1.2.5.	2.1.3.2.	e.g., Master of the Environment Professional degree program.
2.2.1.1.	2.2.2.1.	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)
2.3.2.	2.3.3.	e.g., CU School of Education, Anschutz Medical Campus, Stanford Compassion Course, Yale "Happiness" class
2.3.5.	2.4.2.	A possible template is Sustainable CU.
2.4.3.	2.3.4.	Assess Outreach & Engagement opportunities as means to compassion cultivation (with ODECE).