

# **Report and Recommendations of the College of Arts and Sciences**

## **Task Force on Strategic Plan Implementation**

Submitted to

James White, Interim Dean, College of Arts and Sciences  
Stephen Mojzsis, Chair of the Arts and Sciences Council

April 15, 2019

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# Executive Summary

## The Charge and Work of the Task Force

In July 2018, the College of Arts & Sciences (A&S) Strategic Planning Committee (SPC) submitted a Strategic Plan (SP) to Interim Dean White and Arts & Sciences Council (ASC) Chair Stephen Mojzsis. At the September 18, 2018, meeting of the ASC, Chair of the SPC and Associate Dean David Brown turned over the SP to the ASC to consider adoption. The ASC voted unanimously to release the document to the Chairs and Directors of the College for a formal period of feedback from them and their constituent faculties. Few departments and faculty responded to the call for feedback. The Staff Advisory Committee (SAC) produced a set of recommended changes and a detailed survey of staff feedback on the SP. No formal feedback at that time was solicited from or produced by students.

In response to the dearth of feedback from faculty and students and the significantly critical feedback from SAC and from some faculty and units, ASC first passed a motion at its November 2018 meeting to form a Task Force to advise the Council about priorities for implementation, and at its December meeting suspended that motion in favor of a motion to form a Task Force including faculty, staff, and students that would recommend revisions to the SP in response to feedback, prior to discussion by the ASC of prioritization and implementation.

In January and February 2019, ASC Chair Stephen Mojzsis worked together with SAC Chair Alicia Turchette to form the A&S Task Force on Strategic Plan Implementation. Its charge is to (1) suggest changes and amendments to the SP to enhance its inclusiveness, and thus efficacy; and (2) to recommend the prioritization of a set of activities that will address the implementation of the SP. The Task Force was further charged with reporting its recommendations at the March 19, 2019, meeting of the ASC for feedback, with the intention of having the ASC vote on final recommendations at its April 2019 meeting. While it is beyond our formal charge, we plan also to seek approval of our recommendations from the SAC and the CU Student Government (CUSG).

The Task Force was intentionally designed as a partnership between faculty, staff, and students, with two co-chairs, one faculty and one staff. The Task Force consisted of thirteen members, drawn from two of the three A&S divisions: two tenured Professors, three Senior Instructors, five Staff, and three Undergraduates. We sought roughly equal membership of faculty, staff, and students, but were unable to recruit any graduate students to join the Task Force in time to complete its work. Indeed, the Task Force was not broadly representative in other ways as well (we lacked representation from the Natural Sciences, members of certain underrepresented groups, staff from non-academic units within the College, etc.). The co-chairs began meeting on February 8; the first meeting of the entire Task Force was on February 15, 2019.

Given the short time frame for the Task Force, we relied primarily on extant resources to inform our recommendations, including: the SP and supporting documents from the SPC, the written feedback on the SP from staff and faculty produced in Fall 2018, relevant Academic Futures White Papers, campus climate surveys, & minutes and websites of various governing bodies (especially UGGS). The co-chairs also met with Associate Dean of Inclusive Practice Hillary Potter, and requested clarifications from and provided updates to ASC Chair Mojzsis and SPC

Chair Associate Dean Brown as necessary. We reported on our progress at the February 2019 meeting of the ASC.

## **Core Commitments that have Guided our Work**

Five key commitments guided the Task Force's work. Our recommendations all proceed from these commitments:

- *Inclusion.* The Task Force aimed to make decisions that were both procedurally and substantively inclusive of faculty, staff, and student voices. We sought to model in our own practice as a Task Force the mutually respectful, collaborative, inclusive culture that we call for the College to cultivate.
- *Responsiveness.* We aimed to be responsive to the feedback on the SP generated in Fall 2018, to the feedback on the SP generated by the members of the Task Force in our conversations, and to other persistent concerns about the College raised by constituencies without descriptive representation on the Task Force.
- *A Unified College of Arts & Sciences.* We were tasked to embark upon long-term planning for the College at a time when the future of the College is itself unclear. Even as rumors circulated that the Provost might not accept the recommendations of his Committee on Academic Reorganization, we chose to operate as if the College of Arts & Sciences would continue as a unified College into the future. We conducted our work with a commitment to working together as a unified College in which the voices of students, staff, and faculty should significantly shape the future of that College, and in which decision-making should be shared equitably by all stakeholders, rather than proceeding from the top down.
- *Deference to the SPC.* The SP and the extensive work that the SPC put into it provided the foundation upon which our task force was asked to build. While we were tasked with recommending changes to the SP, we took our role to be not the writing of a new SP, but instead the more modest role of making the SP more inclusive and response through our recommended revisions. Where we lacked specific feedback to guide us in our deliberations, we deferred to the work of the SPC, which had much more time than our Task Force to consider the wording and substance of the SP.
- *Timeliness.* We recognize that the SP was originally completed some eight months ago, and that it is important for the College to have a strategic plan to guide its operations. Therefore, we have aimed to complete our work on schedule, which has required that we make some sacrifices of inclusivity for the sake of timeliness.

## **Recommended Changes and Amendments**

We are recommending many changes to the formatting and substance of the Strategic Plan, which can be grouped into the following areas:

- **Clarifying the Structure:** To make the structure more consistent and readily evident, we organized the SP into Strategic Imperatives, Goals, and Action Items.

- **Removing Overspecificity:** We removed recommendations for actions that we found to be too specific, in order to make the document as a whole consistent in terms of its level of recommendations.
- **Readability:** We made sure the document is readable and consistent when it is presented only as a set of imperatives and goals, without the lower-level action items.
- **Inclusion:** We incorporated the spirit if not the precise language of the SAC recommendations, and sought wherever necessary to consider how to make the SP inclusive of the needs and concerns of undergraduates, graduate students, and staff, as well of faculty of all ranks.
- **Reorganization:** We revised existing Strategic Imperatives to better capture important ideas and allow for a more parallel structure, and moved some of the recommendations into different areas where they better belonged.
- **Broad Vision of Liberal Arts Education:** We made significant changes to the Teaching & Learning section of the SP: (1) we added a preamble endorsing the value of a liberal arts education broadly understood, and (2) we reframed parts of this section in order to indicate that “transformative learning experiences” includes an expansive range of pedagogical techniques and purposes.

## Recommended Priorities for Implementation

The Task Force recommends prioritization of 9 items in the Revised Strategic Plan. These are the items that we believe would make the most significant positive impacts on the College in the next ten years.

### 1. Priorities for Strategic Imperative 1: Culture

- a. **1.1.** 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.

**Priority: Highest**      Implementation: Immediate      Resources: High

- b. **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.

**Priority: Highest**      Implementation: Immediate      Resources: Low

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

**Priority: Highest**      Implementation: Immediate      Resources: Low

- d. **1.3.2.** Compensate all members of the College equitably.

**Priority: Highest**      Implementation: Near-term      Resources: High

**2. Priorities for Strategic Imperative 2: Teaching & Learning**

a. **2.1.** Provide transformative learning experiences for all students that develop their ability to undertake intellectual work in a careful, thoughtful, and inclusive manner.

**Priority: Highest**      Implementation: Near-term      Resources: High

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

**Priority: Highest**      Implementation: Near-term      Resources: Medium

c. **2.2.** 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.

**Priority: Highest**      Implementation: Near-term      Resources: Medium

**3. Priorities for Strategic Imperative 2: Research**

a. **3.1.** Create opportunities for faculty, professional researchers, postdoctoral scholars, graduate and undergraduate students to excel in research and creative work.

**Priority: Highest**      Implementation: Near-Term      Resources: High

b. **3.2.** Recruit and retain excellent and diverse researchers, and recognize the distinctive role of staff in research.

**Priority: Highest**      Implementation: Immediate      Resources: High

# Background and Task Force Charge

## Task Force Formation and Charge

In July 2018, the A&S SPC submitted a Strategic Plan (SP) to Interim Dean White and ASC Chair Mojzsis. In its plan for implementation, the SP specified that “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” (SP, 10).

At the September 18, 2018 meeting of ASC, Chair of the SPC and Associate Dean David Brown turned over the SP to the ASC to consider adoption. The ASC voted unanimously to release the document to the Chairs and Directors for a formal period of feedback.

Few Chairs and Directors or other faculty responded to the call for feedback. Notable exceptions include Physics (from which the TFSPI received many anonymized comments from individual faculty) and GSSL, which produced a statement at the December 11, 2018 meeting of the ASC, later endorsed by an additional 17 A&S faculty.

In response to the dearth of feedback from faculty and concern that staff felt left out of the discussion of the SP, the ASC unanimously passed the following motion at its November 13, 2018 meeting to form a Task Force:

***Motion: That ASC vote to endorse the vision and direction in the current version of the Strategic Plan, and to request that the ASC Chair form an advisory Task Force to recommend on the prioritization of a set of activities that will address the implementation of this Strategic Plan. The Task Force will present its findings to ASC members for discussion and possible revision, targeting a final vote on adoption by ASC no later than the final ASC All-Hands meeting on April 16, 2019.***

The Staff Advisory Committee (SAC) produced a memo recommending changes to the SP, and administered a survey of A&S staff November 16-29, the results of which were submitted to ASC on December 4, 2018. 55 staff in total responded to this survey.

At the all-hands meeting of ASC on December 11, 2018, faculty and staff in attendance presented feedback largely critical of the SP. The CUSG representative to the ASC (Sarah Altshuler) indicated that CUSG had not been formally consulted, and concerns were raised that students were not fully consulted in the development of the SP or for feedback once it was completed. The ASC voted to suspend the motion adopted at its November meeting (see above), and adopted the following motion to establish a Task Force (with 45 votes yes, 0 no, and 1 abstention):

***Motion: That ASC form a Task Force with faculty, staff and student involvement to review and modify the current draft of the ASC Strategic Plan document to ensure that current concerns of faculty, staff and students have been heard and considered; and that an update on such modifications be brought forward to the April ASC/FAS meeting for discussion prior to prioritization and implementation.***

At the January 15, 2019 meeting of ASC, ASC Chair Stephen Mojzsis announced that the Task Force would be formed by beginning with two faculty, two staff, and two students. These six

members would then be charged with recruiting additional members, to create a Task Force of no more than 15 persons. In practice, this original plan for recruitment had to be abandoned for the sake of time.

In January and February 2019, ASC Chair Stephen Mojzsis recruited four faculty while SAC Chair Alicia Turchette recruited four staff to serve on the A&S Task Force on Strategic Plan Implementation (TFSPI). On January 31, 2019, Professor Michaele Ferguson was appointed by Professor Mojzsis as Chair of TFSPI. She requested a Staff Co-Chair for the Task Force on February 3, 2019, to ensure that staff were equitably included. Elaine Paul (AAH) was appointed as Co-Chair on February 7, 2019.

To recruit students to the Task Force, Professor Ferguson contacted Sarah Altshuler (CUSG representative to ASC and A&S Senator) on February 1, 2019. She also spoke with CUSG Tri-Executive President Jake Reagan, who assisted with recruiting additional members. CUSG ultimately appointed three undergraduates to the Task Force. The TFSPI Co-Chairs sought repeatedly to have a graduate student appointed by CUSG, and spoke with UGGS and CRC representatives at the February meeting of the ASC, as well as graduate students that they know personally. No graduate student was ever appointed to the Task Force by CUSG, UGGS, or CRC, nor were any other graduate student volunteers located. By late February, the Co-Chairs abandoned the attempt to recruit a graduate student because of the short time remaining to complete the work of the Task Force, and instead consulted AY 2018-19 UGGS meeting minutes and the CRC website for insight into issues of persistent concern to graduate students.

The charge to the Task Force is as follows:

*The Arts & Sciences Council, in partnership with the Staff and Students of the College of Arts & Sciences, seeks prioritization of key visions and directions contained in the current version of the Strategic Plan. As such, the ASC has formed an advisory Task Force to recommend on the prioritization of a set of activities that will address the implementation of this Strategic Plan, and to suggest changes and amendments to the Strategic Plan to enhance its inclusiveness and thus, efficacy. The Task Force will present its findings to ASC members for discussion and possible revision on or before March 19, 2019, targeting a final vote on adoption by ASC no later than the final ASC All-Hands meeting on April 16, 2019.*

While it is beyond our charge, in the spirit of partnership among faculty, staff, and students, we plan also to seek approval of our recommendations from the SAC and the CU Student Government (CUSG).

## **Composition of the Task Force**

The Task Force was intentionally formed as a partnership between faculty, staff, and students, with two co-chairs, one faculty and one staff. The Task Force consisted of thirteen members, drawn from two of the three A&S divisions: two tenured Professors, three Senior Instructors, five Staff, and three Undergraduates (including a CUSG Tri-Executive Student Body President and an A&S Senator). We sought roughly equal membership of faculty, staff, and students, but regret that we were unable to recruit any graduate students to join the Task Force in time to complete its work. Indeed, the Task Force was not broadly representative in other ways as well (we lacked representation from the Natural Sciences, members of certain underrepresented groups, staff from non-academic units within the College, etc.). We noted these gaps in



representation, and actively consulted resources available to us that could provide insight into the needs and desires of different groups within the College. However, we recognize that with more time or a broader set of views represented in the Task Force, we might have made additional recommendations beyond those offered here.

The members of the Task Force are:

Michael Ferguson, PSCI, Associate Professor (co-chair)  
Elaine Paul, AAH, Visual Resources Specialist (co-chair)  
David Aragoni, Old Main, Scholarship Coordinator and Analyst  
Anne Becher, SPAN, Senior Instructor  
Catherine Cartwright, AAH, Graduate Program Coordinator  
Jake Clark, PSCI, Undergraduate  
Caroline Conzelman, GRAP, Senior Instructor  
Sandy Crowell, CLAS, Program Assistant  
Andrea Feldman, PWR, Senior Instructor  
Kurt Gutjahr, CAW, Program Director  
Samantha Martin, Pre-Med HUMN, Undergraduate and A&S Senator  
Tania Martuscelli, SPAN, Associate Professor  
Olivia Wittenberg, IAFS, Undergraduate and Tri-Executive Student Body President

## **Timeline and the Nature of the Task Force's Work**

Given the short time frame for the Task Force to complete its work, we relied primarily on extant resources to inform our recommendations: the SP and supporting documents from the SPC, the written feedback on the SP from staff and faculty produced in Fall 2018, relevant Academic Futures White Papers, campus climate surveys, & minutes and websites of various governing bodies (especially UGGS).

The Task Force also consulted with individuals involved with various initiatives across campus. The co-chairs met with Associate Dean of Inclusive Practice Hillary Potter. We also conferred with Academic Futures Convener Jeffrey Cox (then Vice Provost and Associate Vice Chancellor for Faculty Affairs), Facilitator Emily CoBabe-Ammann (Director, Strategic Projects, Research & Innovation Office), and committee member Kirk Ambrose (Professor and Chair, Art and Art History). We sought information on A&S students' perspectives regarding culture, teaching & learning, and research from Daryl Maeda, Associate Dean for Student Success, but learned that there has been little data gathered so far.

The Task Force met regularly - whether as a whole or in subcommittees - over the less than six weeks between its formation and its presentation of findings to the ASC on March 19th, 2019.

SPC Chair and Associate Dean David Brown and ASC Chair Stephen Mojzsis attended our first meeting to provide historical context and guidance for our planning process. SAC Chair Alicia Turchette attended several meetings of the Task Force in February and March. We consulted with Stephen Mojzsis frequently and kept him up to date about the work of the Task Force, and we consulted with David Brown intermittently for clarifications about the intentions of the SPC when they were unclear to us from the text of the original SP.

The Task Force also conducted much of its work through collaborative Google Docs, so that members could participate asynchronously as they were able, and not only during scheduled meetings on campus. ASC Chair Stephen Mojzsis contributed feedback on our work throughout the process in this way.

Co-Chairs Michael Ferguson and Elaine Paul reported on our progress to the ASC at the February 19, 2019 meeting.

The following timeline reflects the key activities of the committee and its interest in outreach to various stakeholder groups:

- Initial Meeting of Co-Chairs: February 8
- Gathering of Feedback, Surveys and Other Relevant Materials: February
- Introductions, Consultation and Clarifications with David Brown and Stephen Mojzsis: February 15
- Subcommittee meetings to identify and suggest revisions to each of the three Strategic Imperatives in the SP: late February
- Co-Chairs meeting with Hillary Potter: February 21
- Holistic Revisions to the SP: early March
- Drafting Plan for Implementation: early-mid March
- Identification of Priorities for Implementation: mid-March
- Drafting report: mid-March
- Final Report Delivered to ASC: March 19
- Formal ASC Consideration: April 16
- Circulation of Report for Consideration by SAC and Student Government: late March-April

# Institutional Context and Core Commitments

## Five Core Commitments

Five key commitments guided the Task Force's work, both in terms of the procedures we adopted, and in terms of the substantive recommendations we are making.

- *Inclusion.* The Task Force aimed to make decisions that were both procedurally and substantively inclusive of faculty, staff, and student voices. We sought to model in our own practice as a Task Force the mutually respectful, collaborative, inclusive culture that we call for the College to cultivate. This was especially important to us, given that the Task Force was convened in part due to the perceived lack of student and staff representation in the first SP.
- *Responsiveness.* We aimed to be responsive to the feedback on the SP generated in Fall 2018, to the feedback on the SP generated by the members of the Task Force in our conversations, and to other persistent concerns about the College raised by constituencies without descriptive representation on the Task Force. The strong feelings expressed at the December ASC meeting warranted careful consideration, and the TF took seriously our responsibility to evaluate the criticisms and assess how to best address them in the Revised SP. We are aware that our suggested changes and amendments may not allay every concern raised in last fall's feedback, but we believe that they have greatly enhanced the SP's inclusiveness and efficacy.
- *A Unified College of Arts & Sciences.* We were tasked to embark upon long-term planning for the College at a time when the future of the College is itself unclear. Even as rumors circulated that the Provost might not accept the recommendations of his Committee on Academic Reorganization, we chose to operate as if the College of Arts & Sciences would continue as a unified College into the future. We conducted our work with a commitment to working together as a unified College in which the voices of students, staff, and faculty should significantly shape the future of that College, and in which decision-making should be shared equitably by all stakeholders, rather than proceeding from the top down.
- *Deference to the SPC.* Where we lacked specific feedback to guide us in our deliberations, we deferred to the work of the SPC, which had much more time than our Task Force to consider the wording and substance of the SP. We did not seek to write a new SP, but instead to make the SP more inclusive and responsive through recommended revisions and additions.
- *Timeliness.* We recognize that the SP was originally completed some eight months ago, and that it is important for the College to have a strategic plan to guide its operations. Therefore, we have aimed to complete our work on schedule, which has required that we make some sacrifices of inclusivity for the sake of timeliness. We had less than six weeks from February 7 (when our composition was mostly complete) to March 19 to complete our work and make our recommendations to the ASC.

## Links to Other Ongoing Strategic Initiatives

The Task Force considered several key initiatives on campus, and how their findings and recommendations should inform our own deliberations. While our primary responsibility was to address the desires and needs of A&S constituents specifically, we also sought to harmonize when possible the plan's goals and action items with the objectives embodied in these other strategic initiatives..

- **Academic Futures.** Many elements of the Academic Futures report are mirrored in the Revised Strategic Plan, including the embrace of the value of a liberal arts education; the call to recruit and retain a more inclusive student body and faculty; the emphasis on affordability for all and financial support for undergrad and graduate students; the stress on staff development, growth, and recognition; the importance of recognizing research that intersects with service; the value of interdisciplinarity and internationalization of our teaching and research missions; the emphasis on student-centered learning; and the concern about transparency and equity in budgeting. We believe that the substantial overlap between our plan and Academic Futures will help ensure that the College will be able to access resources to support the Strategic Plan.
- **Be Heard.** The Be Heard initiative within the College of Arts and Sciences was created in response to concerns raised by staff in the 2017 employee engagement survey. Convened in December 2018 to promote a more inclusive, efficient, and collaborative work environment, a pilot group first met for a series of workshops on personal resilience; leadership foundations; innovation and change management; and institutionalizing change. Five committees were then created: BE SEEN: Better Engaged Staff through Effective, Efficient Networking; Equity of A&S Staff Salaries; Faculty and Staff Relations; Flexible Work Schedules and Work from Home; and (Re)Defining Office Coverage. Be Heard was in its early stages when the Task Force was gathering information, so we could not reference any formal reports. However, we did have Be Heard representation, with one of our members participating on the pilot group and serving as co-chair of a committee. Those charged with implementing the SP should monitor developments in the Be Heard initiative.
- **Foundations of Excellence.** The Revised Strategic Plan offers recommendations that correlate with several elements found in the Foundations of Excellence initiative, which seeks to create an excellent experience for all first-year students. We have embraced and expanded upon the original strategic plan's support for innovative pedagogical approaches that lead to transformative learning experiences. We also believe that allowing teaching credits to follow faculty would facilitate A&S faculty participation offering innovative first year experiences, including first year seminars. The Task Force has also augmented the original plan's suggestions for cultivating a diverse and inclusive community, echoing the FoE's desire to build a "culture of belonging." This includes recognizing the need for inclusive pedagogy across the curriculum, starting with a student's first year at the university.
- **IDEA Plan.** Climate, infrastructure, and leadership comprise the IDEA plan's three primary areas of focus for inclusion, diversity and excellence in academics. The SP similarly emphasizes the need to improve the College climate, the need to establish meaningful support structures and resources for members of underserved and underrepresented groups, and the need to establish clear leadership, guidelines, and

metrics for measuring and increasing diversity. As the Inclusion, Diversity and Excellence in Academics Plan Draft notes, “diversity is not possible without inclusion and equity.” Just as the IDEA plan calls for a permanent focus on diversity, equity and inclusive excellence as a deeply understood shared priority among campus leaders at all levels, the SP seeks a more diverse College and a mutually respectful, collaborative, and inclusive environment, where everyone is valued for their unique and important roles.

- **Financial Futures.** Financial Futures aims to align our resources with our mission, which is also what the SP calls for. To do this effectively, we need to have transparency in budgeting and inclusive participation in decision-making. We also believe that equitable compensation and increased resources to support our research and teaching missions align well with this campus initiative.
- **Instructors Task Force.** Our call for an inclusive College culture includes valuing faculty of all ranks, in keeping with the recommendations of the Instructors Task Force. We also seek more democratized access to resources for all faculty, and more support for pedagogical and professional development for instructors, as well as equitable compensation. We recommend hiring faculty in ways that privilege their financial and job stability.
- **Provost Committee on Academic Reorganization.** We affirm the value of a liberal arts education and therefore the importance of a unified College of Arts & Sciences, even as we also call for transparency in budgeting and fairness in allocation of resources for staffing and research across Colleges on campus.
- **Interdisciplinary Teaching, Research and Creative Work Committee.** We expect many of the elements of the SP to resonate with the work of this group that has just been formed. Our plans to increase and support interdisciplinary research, creative work, and teaching collaborations align well with this campus-wide initiative.

# Recommendations

## Overview of Recommended Changes to Strategic Plan

The Task Force began by collecting as much information as it could about: (1) written feedback on the SP from staff and faculty in Fall 2018, (2) relevant Academic Futures White Papers, (3) data about campus climate, (4) minutes and websites of various governing bodies (especially UGGS), (5) how other Colleges had written their Strategic Plans. The co-chairs also met with Associate Dean of Inclusive Practice Hillary Potter, and requested clarifications from and provided updates to ASC Chair Mojzsis and SPC Chair Associate Dean Brown as necessary.

With a short timeline, we were unable to collect our own information (e.g through listening sessions or surveys), and so we relied on a combination of the above-listed sources, consultation with individuals as needed (described above in the Timeline section), and our own discussions in person and online about what we thought should be done to make the SP more inclusive and responsive.

Stephen Mojzsis and Alicia Turchette followed our progress closely and gave their feedback as we developed revisions to the SP. We also provided an update of our progress at the February ASC meeting.

Our recommended changes to the strategic plan reflect the results of our work. We summarize these changes as falling into the following categories:

- **Clarifying the Structure:** To make the structure more consistent and readily evident, we organized the SP into Strategic Imperatives, Goals, and Action Items.
- **Removing Overspecificity:** A common concern in feedback was that the SP ranged from articulating lofty and relatively abstract goals at one extreme, to making highly specific recommendations for action at the other. We removed recommendations for actions that we found to be too specific, in order to make the document as a whole consistent in terms of its level of recommendations. We also want to leave room for others to determine how best to implement the action items in the SP as circumstances evolve in the coming ten years, and we do not believe that the SP should appear to commit the College to any one way of pursuing any of our goals. Nonetheless, we believe that these ideas about how to implement the SP may be of use to the College and those tasked with carrying out elements of the SP. Thus we have reproduced those specific elements removed from the SP in an appendix: List of Specific Proposals for Implementation, so that these ideas may continue to inform the work of the College as we take action on the SP.
- **Readability:** We also made sure the document is readable and consistent when it is presented only as a set of imperatives and goals, without the lower-level action items. We wanted to allow for a shorter, more accessible version of the document that could be presented in various formats. We have included this version of the SP in an appendix: Condensed Version of Revised Strategic Plan (March 2019).
- **Inclusion:** We incorporated the spirit if not the precise language of the SAC recommendations, and sought wherever necessary to consider how to make the SP inclusive of the needs and concerns of undergraduates, graduate students, and staff, as well of faculty of all ranks.

- **Reorganization:** We revised existing Strategic Imperatives to better capture important ideas and allow for a more parallel structure, and moved some of the recommendations into different areas where they better belonged.
- **Broad Vision of Liberal Arts Education:** In response in particular to feedback from faculty, we made significant changes to the Teaching & Learning section of the SP. We added a preamble endorsing the value of a liberal arts education broadly understood. While not rejecting the original SP focus on applied learning and training students for the workplace, we reframed parts of this section in order to indicate that “transformative learning experiences” can and do take many different forms, and in order to endorse a more expansive view of the pedagogical techniques and purposes that we believe A&S should encourage.

Rather than walking through each of the recommended changes (as our work involved significant reorganization of the original SP), we have appended a copy of the original SP and the recommended revised SP for comparison.

## Recommendations for Implementation

We have further developed the plan for implementation at the end of the original SP. In particular, rather than turning the job of oversight over to the Planning Committee of the ASC (which only has faculty members, and which has other business to attend to), we propose the creation of an Implementation Committee, whose composition mirrors that of our Task Force, but would more closely approximate the diverse set of views and roles within the College. This committee would be charged with working on implementation, engaging with different groups within the College to solicit feedback, and reporting back to the College on an annual basis.

By forming a committee with the dedicated role of overseeing implementation of the Strategic Plan, we hope to ensure that the students, staff, and faculty can hold the administration of the College accountable for following through on the action items, goals, and imperatives set forth in the plan.

See the Revised Strategic Plan for details on the Task Force’s recommendations for the implementation process.

## Recommended Priorities for Implementation

We were charged with identifying priorities for implementation. Rather than ranking each action item in the Revised Strategic Plan in terms of its relative priority, we have selected nine items in the Revised SP that we believe are the **highest** priority for implementation in the College. These items garnered widespread and enthusiastic support from members of the Task Force.

Some of our recommended priorities are relatively high-level and abstract. We believe that it should be the task of the Implementation Committee to determine how the College should take specific steps to achieve these priorities, or how to delegate that decision-making to other relevant actors within the College. We have included an appendix with the List of Specific Proposals for Implementation that we omitted from the Revised SP as a place for the Implementation Committee to begin to generate ideas. We also generated many other ideas in

our conversations, and we recommend that the Implementation Committee invite members of our Task Force to share their ideas for implementation as well.

The nine priorities below are all HIGHEST priority recommendations. We indicate whether implementation could be immediate, short-term, or long-term. We present relative estimates of resource costs in terms of High, Medium, and Low.

## **1. Priorities for Strategic Imperative 1: Culture**

### **a. 1.1. 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.**

Creating a culture that welcomes all means building a more diverse and inclusive climate. This was a theme featured in the original SP, and echoed by even more emphatic feedback from the SAC, campus climate surveys, and the Task Force. A major component of creating a welcoming culture is actively recruiting and retaining diverse, students, staff, and faculty. The revised SP expanded upon the recommendations of the original SP to more fully represent the interests of students and staff, as well as recommending the creation of meaningful support structures and resources to fill gaps for members of underserved and underrepresented groups in order to help them be successful at CU. This requires an ongoing commitment to cultural transformation at all levels of the College.

**Priority: Highest**      Implementation: Immediate      Resources: High

### **b. 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.

For strategic plans to be effective, they require adoption, constant care, evaluation, and celebration when milestones are met. Unless made part of an institution's genetic makeup, they are neglected and founder. To avoid this outcome, the Task Force recommends buy-in from ASC, SAC, and student government, as well participation from the Divisional Deans to map out how the plan's principles and initiatives can help guide College policy. We recommend the formation of 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 regarding inclusion, this committee should represent the diversity of 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, 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; and students from the three divisions, of which, two are undergraduates and two are graduate students.

**Priority: Highest**      Implementation: Immediate      Resources: Low



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

An inclusive community means treating all members of the College as equal partners in creating our culture. We call specifically for inclusive decision-making, ensuring that decisions at all levels of the College are made by all stakeholders: administration, faculty, staff, and students. In order to make inclusive decisions, we also call on the College to develop meaningful and effective methods for collecting feedback from all affected stakeholder constituencies.

**Priority: Highest**      Implementation: Immediate      Resources: Low

d. **1.3.2.** Compensate all members of the College equitably.

The SP addresses concerns about graduate student compensation, echoed strongly by AY 2018-19 UGGS meeting minutes and the CRC website by calling for a living wage to graduate student teaching and research assistants. We endorsed and retained the SAC's suggestion to correct issues of A&S staff wage disparity and compression within the college and in comparison to other colleges. The SP prioritizes longer-term contracts in faculty hiring (tenure-track over instructor, instructor over lecturer) to provide financial and employment stability for faculty. It also calls for correcting issues of A&S faculty wage disparity and compression within the college and in comparison to other colleges.

**Priority: Highest**      Implementation: Near-term      Resources: High

## **2. Priorities for Strategic Imperative 2: Teaching & Learning**

a. **2.1.** Provide transformative learning experiences for all students that develop their ability to undertake intellectual work in a careful, thoughtful, and inclusive manner.

The College of Arts & Sciences offers an exceptional education in the liberal arts that develops students' capacities for imagination, critical thinking, problem solving, and skillful communication. While we do offer some of our students transformative learning experiences through existing programs and courses (e.g. honors research, independent research projects, internships, critical thinking courses, first year seminars, global intensives, applied learning, service learning, and learning by doing), it is imperative that we offer such experiences to all of our students. Transformative learning experiences will be the hallmark of an A&S education. To provide a high quality, academically rigorous, and transformative education to all of our students, the College must direct more resources to support teaching, pedagogical training, course development, and pedagogical innovation. We must assess those opportunities we already offer students, and seek to expand those offerings while unleashing the creative potential of our teaching faculty to develop and explore new avenues for delivering a world-class liberal arts education.

**Priority: Highest**      Implementation: Near-term      Resources: High

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

In order to provide transformative learning experiences for all of the students within A&S, the College must provide adequate resources to support teaching faculty. In particular, the College will fund and support pedagogical training, development, and innovation, especially where such support does not already fall under the purview of ASSETT. The College will also encourage faculty to adopt inclusive pedagogical practices. Finally, the College should empower faculty to contribute to important pedagogical initiatives across campus and across disciplines (such as first year seminars and interdisciplinary team-taught courses) by allowing course credits to follow faculty beyond their primary units.

**Priority: Highest**      Implementation: Near-term      Resources: Medium

**c. 2.2.** 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.

A liberal arts education prepares students for a lifetime of exploring new ideas and creatively solving emergent problems. We will prepare our students for a life of learning by encouraging them to combine in-depth study in their chosen fields with exploration of other areas of inquiry through minors, certificate programs, independent projects, and interdisciplinary coursework. We aspire to democratize access to these educational opportunities by ensuring that these programs serve a broad, inclusive spectrum of our undergraduate and graduate students. The College will facilitate opportunities for staff and faculty to model what it means to be lifelong learners by making it easier for them to use the tuition benefit and enroll in courses. Our students will best learn the value of lifelong creative and intellectual exploration when they take classes alongside staff and faculty who are themselves exploring new ideas and approaches.

**Priority: Highest**      Implementation: Near-term      Resources: Medium

### **3. Priorities for Strategic Imperative 2: Research**

**a. 3.1.** Create opportunities for faculty, professional researchers, postdoctoral scholars, graduate and undergraduate students to excel in research and creative work.

Research and creative work are fundamental to the mission of the College, and yet we recognize that some kinds of work and some researchers and creative practitioners are less likely to have access to funding to support their efforts. We actively seek to remedy this (1) by increasing financial support for high-risk, high-impact projects that might not be competitive for external funding sources that require a proven track record of success, (2) by deliberately democratizing access to funding for all areas of research and creative work, with special attention paid to those least likely to have alternative sources of funding, and (3) by intentionally democratizing information about and access to funding opportunities for our students.

**Priority: Highest**      Implementation: Near-term      Resources: High

**b. 3.2.** Recruit and retain excellent and diverse researchers, and recognize the distinctive role of staff in research.

As a research university, it is essential that we maintain our excellence in research. To this end, the College will compensate faculty competitively with peer institutions at every rank and in every field - whether this is at the time of an initial offer, at promotion, or at any point in a faculty career. This will ensure that we are recruiting and retaining top research talent. Furthermore, the College will compensate our graduate researchers such that they can afford to live and work in Boulder without having to take on extra jobs, or without having to worry about their finances. In particular, the College should consider offering graduate students paid parental leave, dependent healthcare coverage, dependent care support (e.g. child care and elder care support), and bus passes as part of the standard support package, so as to reduce the financial stress of living in Boulder on a graduate student stipend. Our research and creative work would be impossible were it not for the contributions of staff, yet their contributions to research and creative work are at times unseen, unrecognized, and taken for granted. Many staff are researchers, and many staff provide essential support for the research and creative work of the College. We view the distinctive contributions of faculty, students, *and staff* as equally necessary to the success of our research and creative work. The College will make sure that we have adequate staffing to conduct research and creative work, and commit to a culture of partnership between faculty, students, and staff.

**Priority: Highest**

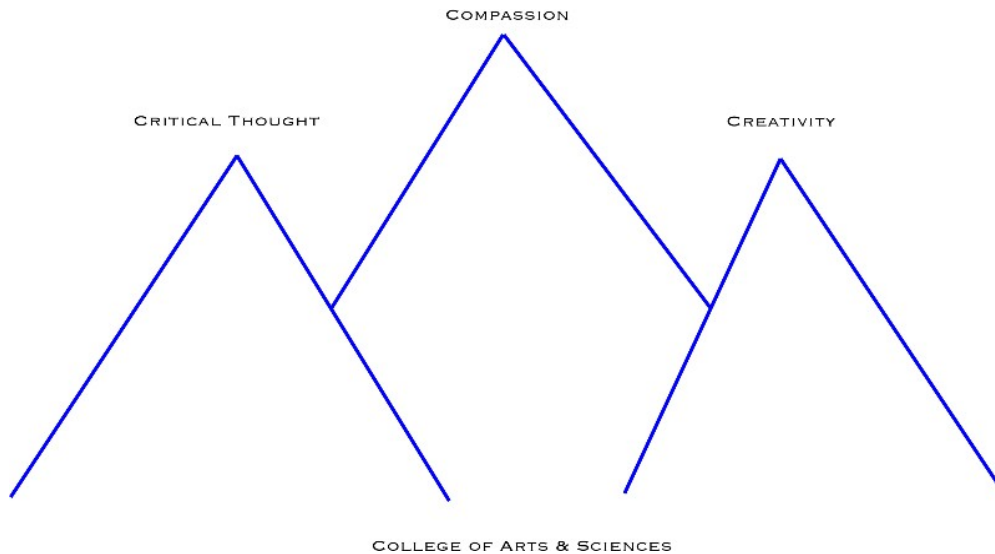
Implementation: Immediate

Resources: High

# Appendices

## Original Strategic Plan (July 2018)

### 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):

Jean Balch – MCDB  
Lisa Barlow – Baker RAP  
David Brown (Chair) – Political Science  
Barbara Demmig-Adams – EBIO  
Peter Elmore – Spanish and Portuguese  
Erin Espelie – Film Studies  
Nils Halverson – Astrophysical and  
Planetary Science  
Anthony Kelley – Graduate Student  
Joanna Lambert – Anthropology/ENVS  
Jane Marsh – Development

Terra McKinnish – Economics  
Maureen McNamara – Student  
Laura Michaelis-Cummings – Linguistics  
Michael Murray - Facilitator  
Lori Peek – IBS & Sociology  
Roy Parker – Chemistry  
Markus Pflaum – Math  
Erika Randall – Theater & Dance  
Allison Sedey – Advising  
Boswell Wing – Geological Sciences  
Masano Yamashita – French & Italian

**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. 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 overlapping 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.

## Revised Strategic Plan

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

April 15, 2019

### **Submitted by the College of Arts & Sciences Task Force on Strategic Plan Implementation:**

Michaele Ferguson, PSCI, Associate Professor (co-chair)

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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 support faculty in 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</i>

		options).
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)
<b>2.3.2.</b>	<b>2.3.3.</b>	e.g., CU School of Education, Anschutz Medical Campus, Stanford Compassion Course, Yale “Happiness” class
<b>2.3.5.</b>	<b>2.4.2.</b>	A possible template is Sustainable CU.
<b>2.4.3.</b>	<b>2.3.4.</b>	Assess Outreach & Engagement opportunities as means to compassion cultivation (with ODECE).